

# ETERNAL UNIVERSITY

(ESTABLISHED UNDER HIMACHAL PRADESH GOVERNMENT ACT NO.3 OF 2009)

## BARU SAHIB HIMACHAL PRADESH



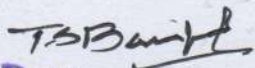
WORLD PEACE THROUGH VALUE BASED EDUCATION

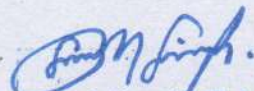
### AKAL COLLEGE OF ARTS & SOCIAL SCIENCES

**B.A. (HONS. WITH RESEARCH) LIBERAL ARTS  
WITH POLITICAL SCIENCES AS MAJOR/  
MINOR CURRICULUM (SEMESTER III & IV)**

**APPROVED VIDE ANNEXURE 4.4.3 OF 87<sup>TH</sup>  
ACADEMIC COUNCIL MEETING HELD ON  
25<sup>TH</sup> JULY, 2025**

**TO BE IMPLEMENTED FROM THE ACADEMIC  
SESSION 2025-26**

  
**Dean**  
**Academic Affairs**  
**Eternal University**  
**Baru Sahib (H.P.) 173101**

  
**Registrar (Officiating)**  
**Eternal University**  
**Baru Sahib (H.P.) 173101**

## 1. NATURE AND EXTENT OF THE PROGRAM

Liberal arts education is a comprehensive approach to learning that emphasizes a broad and interdisciplinary curriculum, fostering critical thinking, creativity, and a well-rounded understanding of the world. Rather than focusing solely on specialized or vocational training, liberal arts education encourages students to explore a diverse range of subjects, including humanities, social sciences, natural sciences, and the arts. At its core, liberal arts education seeks to cultivate intellectual curiosity, analytical skills, and effective communication abilities. By studying subjects such as literature, philosophy, history, mathematics, and languages, students develop a deep appreciation for the complexities of human experience and the interconnectedness of knowledge across disciplines.

**Key components of a liberal arts education include:**

**Interdisciplinary Approach:** Liberal arts programs encourage students to explore connections between different fields of study, recognizing that complex problems often require interdisciplinary solutions. This interdisciplinary approach promotes holistic thinking and problem-solving skills.

**Critical Thinking and Analysis:** Liberal arts education places a strong emphasis on critical thinking, encouraging students to question assumptions, evaluate evidence, and develop reasoned arguments. Through rigorous analysis of texts, data, and concepts, students learn to approach problems with intellectual rigor and open-mindedness.

**Communication Skills:** Effective communication is a cornerstone of liberal arts education. Students learn to express their ideas clearly and persuasively through writing, speaking, and visual communication. These communication skills are valuable in both academic and professional contexts.

**Cultural Literacy:** Liberal arts education provides students with a broad understanding of diverse cultures, histories, and perspectives. By studying literature, art, religion, and philosophy from different time periods and regions, students develop empathy, tolerance, and cross-cultural competence.

**Lifelong Learning:** Beyond acquiring specific knowledge or skills, liberal arts education fosters a love of learning that extends beyond the classroom. Students are encouraged to pursue intellectual interests, engage with new ideas, and adapt to an ever-changing world throughout their lives.

Overall, liberal arts education prepares students for success in a wide range of careers and endeavors by equipping them with transferable skills, a global perspective, and a deep appreciation for the richness of human experience. It empowers individuals to think critically, communicate effectively, and make meaningful contributions to society.

Liberal Arts encompass a wide range of subjects that typically include:

- Literature
- Linguistics
- Language
- Psychology
- Political Science
- Economics
- History
- Music
- Interdisciplinary Studies

**At Eternal University,** The BA Hons with Research Liberal Arts Program is an undergraduate degree program that offers students the opportunity to pursue an in-depth study of liberal arts subjects while also engaging in original research within their chosen field of interest. This specialized program combines the breadth of a liberal arts education with the depth and rigor of academic research, preparing students for advanced study or professional careers in a variety of fields.

**Eternal University BA Hons with Research Liberal Arts program includes:**

**Interdisciplinary Curriculum:** Students typically study a wide range of subjects within the liberal arts, including humanities, social sciences, natural sciences, and the arts. This interdisciplinary approach encourages students to explore connections between different disciplines and develop a broad understanding of human culture, society, and knowledge.

**Research Component:** The research component of the program allows students to conduct original research under the guidance of faculty mentors. This may involve designing research projects, collecting and analyzing data, and presenting findings in written form or through oral presentations.

**Thesis or Capstone Project:** Many BA Hons (with Research) Liberal Arts programs culminate in a thesis or capstone project, in which students demonstrate their ability to conduct independent research and contribute new insights to their field of study. This project is often a substantial piece of scholarly work that is presented to faculty members and peers.

**Faculty Mentorship:** Students in these programs often benefit from close mentorship relationships with faculty members who are experts in their field. Faculty mentors provide guidance and support throughout the research process, helping students refine their research questions, develop methodologies, and interpret findings.

**Critical Thinking and Analytical Skills:** Through coursework and research experiences, students develop advanced critical thinking and analytical skills. They learn to evaluate evidence, formulate hypotheses, and make reasoned arguments, skills that are highly valued in academia and many professional fields.

**Preparation for Advanced Study or Careers:** A BA Hons (with Research) Liberal Arts provides a strong foundation for students who plan to pursue further study at the graduate level, such as a master's or doctoral degree. It also equips students with transferable skills that are valuable in a variety of careers, including research, education, public policy, and cultural institutions.

Overall, a BA Hons (with Research) Liberal Arts offers students a unique opportunity to engage deeply with their academic interests, develop advanced research skills, and make original contributions to knowledge in their chosen field. It prepares graduates to succeed in a rapidly changing world by fostering intellectual curiosity, creativity, and a commitment to lifelong learning.

The program is embedded with choice of Multidisciplinary Generic Electives i.e., outside their core discipline, along with choice-based value-added courses (VAC) and ability enhancement compulsory courses (AECC) available on the university basket.

The program offers avenues to the students to enter and exit from certificate, diploma, three years degree, four years degree with research and finally provide them with the opportunity to integrate with one year master's program as per recommendations of National Education Policy 2020. This program is envisaged to be conducted in accordance with Bloom's Taxonomy pedagogy. The layout of all the courses in the program is structurally designed with three levels of thinking and each course improves learning outcomes have been mapped with program outcomes.

The course has been designed as per the National Education Policy guidelines and has some specific features including:

1. Option to exit with Certificate in Liberal Arts (total credit = 44, provided submission of proof of any vocational training received during summer break after end term exam), Diploma in Liberal Arts (Total credit = 88), three-year Degree (total credit = 132), and Degree (Honors) with research (total Credit = 176) after one-, two-, three- and four-year program respectively completed successfully.
2. The curriculum of each year, with two semesters each, has been designed in such a way that after completion of each level, the student is able to have a complete set of information with specific academic component.
3. The emphasis on practical training through internship meaningfully designed courses has been given for skill development.

## 2. PROGRAM EDUCATION OBJECTIVES (PEOs)

After completing BA Hons (with Research) Liberal Arts, students will be able to:

PEO No.	Education Objective
PEO1	Graduates of the program will be able to critically evaluate complex issues, arguments, and information from multiple perspectives, demonstrating the ability to think analytically and make informed judgments.
PEO2	Graduates will possess strong written, oral, and visual communication skills, enabling them to articulate their ideas clearly and persuasively to diverse audiences in academic, professional, and civic contexts.
PEO3	Graduates will have a broad understanding of the interconnectedness of knowledge across disciplines within the liberal arts, recognizing the value of integrating insights from different fields to address complex problems and explore diverse perspectives.
PEO4	Graduates will demonstrate an appreciation for cultural diversity and global interconnectedness, understanding the historical, social, and cultural contexts that shape human experiences and societies around the world.
PEO 5	Graduates will exhibit ethical awareness and a commitment to social justice, demonstrating the ability to engage responsibly and ethically in their communities and contribute positively to societal well-being.

### 3. GRADUATE ATTRIBUTES

Sr. No.	Attributes	Description
1.	Professional / Disciplinary Knowledge	Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines like Language, Literature, Economics, Political Science and Psychology as part of Liberal arts undergraduate program.
2.	Practical skills	Empowers graduates with transferable research and analytical skills. These skills include data analysis, research design, and critical thinking, preparing them to tackle complex problems across diverse careers in Economics, Political Science and Social Sciences.
3.	Communication Skill	Ability to develop adaptable communication skills. They can tailor their message (written, oral, or visual) to effectively engage diverse audiences, whether presenting research findings to academics, crafting policy briefs for government officials, or explaining complex social science concepts to the public.
4.	Cooperation/Team work	Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team like in the field of conflict resolution, consulting and decision making.
5.	Professional ethics	Ability to develop a strong ethical compass. They gain awareness of ethical dilemmas in the liberal arts fields and a commitment to responsible conduct throughout their careers.
6.	Research / Innovation- related Skills	Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open- minded and reasoned perspective.
7.	Critical thinking and problem solving	Capability to apply analytic thought to liberal arts fields; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

8.	Reflective thinking	Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
9.	Information/digital literacy	Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data for understating issues in social domain.
10.	Multi-cultural competence	Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
11.	Leadership readiness/qualities	Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
12.	Lifelong learning	Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of workplace through knowledge/ skill development/ reskilling.



#### 4. QUALIFICATION DESCRIPTORS:

- **Systematic knowledge and understanding of an academic field:** Students will gain a broad Understanding in the myriad fields of Liberal Arts and Social Sciences, encompassing Language, Literature, Political Science, Economics, and Psychology and all other pertinent fields of Liberal Arts. They will develop a critical understanding of core theories, principles, and current issues within each chosen specialization.
- **Procedural knowledge for different professions:** The program equips students with transferable skill set that is applicable to various professions in research, government, public service, and non-profit sectors. Specialization courses will introduce students to the practices and methodologies used by professionals in their chosen field (e.g., political analysis, economic research, or psychological counseling, content creation etc.).
- **Skills in areas related to specialization:** Students will develop specialized research, analysis, and critical thinking skills relevant to their chosen field. Political Science might involve analyzing political data, understanding international relations, or critiquing political ideologies. Economics might involve econometric analysis, modeling, or policy evaluation. Psychology might involve data analysis, experimentation, or psychological assessment techniques.
- **Comprehensive knowledge of scholarly materials:** Students will be exposed to current research, scholarly literature, and data analysis methods specific to Political Science, Economics, and Psychology. The program equips students with the ability to identify and critically evaluate sources in their chosen field.
- **Information gathering and data analysis:** Students will develop skills to identify information needs, collect relevant data (both quantitative and qualitative), and analyze it using appropriate methodologies. This could involve analyzing political polls, economic indicators, or psychological test results, depending on the specialization.
- **Critical thinking and problem solving:** The program emphasizes Critical Thinking and Inquiry. It will embark students with the expertise to apply critical thinking skills to evaluate arguments, evidence, and ideas, discerning logical reasoning and identifying assumptions, biases, and fallacies. It will also engage in scholarly inquiry and research, formulating research questions, conducting literature reviews, and synthesizing information from multiple sources to generate original insights and interpretations.
- **Interdisciplinary Integration:** Students will be able to Integrate insights from diverse disciplines within the liberal arts, synthesizing knowledge from literature, history, philosophy,

social sciences, natural sciences, and the arts to address complex problems and explore interdisciplinary connections. They will collaborate with peers and experts from different fields to generate interdisciplinary solutions to real-world challenges and engage in meaningful dialogue across disciplinary boundaries.

- **Communication Expression& Research results:** Students will foster in them an approach to Communicate effectively through various mediums, including written essays, oral presentations, and visual representations, demonstrating clarity, coherence, and persuasiveness in expression. They will employ creative and innovative approaches to expression, adapting communication styles to different audiences and purposes, and utilizing diverse forms of media and technology. They will also be well equipped to communicate their findings effectively, both in writing and orally, using the terminology and concepts specific to their chosen specialization. This could involve writing research papers, presenting findings at conferences, or creating policy briefs.

## 5. PROGRAM OUTCOMES

PO No.	Attribute	Competency
PO1	Professional knowledge	Graduates will demonstrate a deep understanding of key concepts, theories, and practices relevant to their chosen field(s) of interest within the liberal arts, such as literature, history, economics, philosophy, social sciences, natural sciences, or the arts.
PO2	Ethical value & professionalism	Graduates will exhibit ethical awareness and professional integrity in their interactions with colleagues, clients, and stakeholders, adhering to ethical standards and best practices relevant to their chosen field(s) of study and professional endeavors.
PO3	Communication	Graduates will demonstrate creativity and innovation in their communication skills and will develop an enhanced approach to problem-solving and expression, generating novel ideas, solutions, and interpretations that challenge conventional thinking and expand intellectual horizons.
PO4	Evidence based practice/learning	Graduates will demonstrate proficiency in research methods and scholarly inquiry, conducting independent research projects, evaluating academic sources, and contributing original insights to their chosen field of study.
PO5	Entrepreneurship, leadership and mentorship	Graduates will engage as responsible citizens and leaders in their communities, demonstrating a commitment to an encouraging pathway to honing their entrepreneurship skills, they will contribute to social justice, equity, and the common good through civic engagement, advocacy, and service.

## 6. PROGRAM SPECIFIC OUTCOMES

PSO No.	Competency
PSO1	Graduates will demonstrate the ability to integrate insights from multiple disciplines within the liberal arts, synthesizing knowledge from fields such as literature, economics, history, philosophy, social sciences, natural sciences, and the arts to address complex problems and explore connections between different areas of study.
PSO2	Graduates will exhibit cultural competence and global awareness, understanding the cultural diversity of human societies and appreciating the interconnectedness of local, national, and global perspectives through the study of literature, economics, history, languages, and cross-cultural interactions.
PSO3	Graduates will demonstrate creativity and innovation in their approach to problem-solving, expression, and inquiry, generating original ideas, interpretations, and solutions that challenge conventional thinking and contribute to intellectual and cultural discourse.
PSO4	Graduates will be prepared to pursue further study at the graduate level or to enter a variety of career paths, including but not limited to academia, education, publishing, media and communications, cultural institutions, public service, non-profit organizations, and the creative industries, equipped with the knowledge, skills, and values needed to succeed in diverse professional and academic contexts.

## 7. OVERALL COURSE STRUCTURE FOR POLITICAL SCIENCE

- **DSC (CATEGORY) A** –POLITICAL SCIENCE MAJOR
- **DSC (CATEGORY ) B** – POLITICAL SCIENCE MINOR
- **GE** – GENERIC ELECTIVE
- **SEC-** SKILL ENHANCEMENT COURSE
- **AECC-** ABILITY ENHANCEMENT COURSE

### SEMESTER – I

Course Code	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
<b>0260111010</b> DSC A1	Introduction to Political Science	<b>3</b>	<b>1</b>		4
<b>0260111020</b> DSC-A2	Understanding Political Concepts	<b>3</b>	<b>1</b>		4
<b>0260111010</b> DSC-B1	Introduction to Political Science	<b>3</b>	<b>1</b>		4
GE- 1					4
SEC-1					2
AECC- 1					2
VAC- 1					2
<b>Total</b>					<b>22</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

### SEMESTER – II

Course Code	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
<b>0260121030</b> DSC-A3	Indian Political Thinkers- I	<b>3</b>	<b>1</b>		4
<b>0260121040</b> DSC-A4	Indian Politics: Institutions at Work	<b>3</b>	<b>1</b>		4
<b>0260121030</b> DSC-B2	Indian Political Thinkers- I	<b>3</b>	<b>1</b>		4

GE- 2					4
SEC-2					2
AECC- 2					2
VAC- 2					2
<b>Total</b>					<b>22</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

### SEMESTER – III

Course Code	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
<b>0260131050</b> DSC-A5	Comparative Government and Politics-I	<b>3</b>	<b>1</b>		4
<b>0260131060</b> DSC-A6	Indian Politics: Political Processes	<b>3</b>	<b>1</b>		4
<b>0260131050</b> DSC-B3	Comparative Government and Politics-I	<b>3</b>	<b>1</b>		4
GE – 3					4
SEC-3					2
AECC-3					2
VAC- 3					2
<b>Total</b>					<b>22</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

### SEMESTER – IV

Course Code	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
<b>0260141070</b> DSC-A7	Comparative Government and Politics- II	<b>3</b>	<b>1</b>		4
<b>0260141080</b> DSC-A8	Indian Political Thinkers- II	<b>3</b>	<b>1</b>		4
<b>0260141070</b> DSC-B4	Comparative Government and Politics- II	<b>3</b>	<b>1</b>		4
GE – 4					4
SEC-4					2

AECC-4					2
VAC- 4					2
<b>Total</b>					<b>22</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

## SEMESTER – V

Course Code	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
<b>0260151090</b> DSC-A9	Introduction to International Relations: An Historical Overview	3	1		4
<b>0260151100</b> DSC-A10	Major themes in Recent Political Philosophy	3	1		4
<b>0260151100</b> DSC-B5	Introduction to International Relations: An Historical Overview	3	1		4
<b>0260152010/</b> <b>0260152020</b> DSE-1	Public Administration-I/ Foreign Policy of India	3	1		4
GE- 5	<b>Any from pool</b>	3		1	4
SEC-5	<b>Any from pool</b>	1		1	2
<b>Total</b>					<b>22</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

## SEMESTER – VI

Course Code	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
<b>0260161110</b> DSC-A11	Approaches to Study International Relations	3	1		4
<b>0260161120</b> DSC-A12	Research Methodology of Political Science	3	1		4

<b>0260161120</b> DSC-B6	Research Methodology in Political Science	<b>3</b>	<b>1</b>		4
<b>0260162030/</b> <b>0260162040</b> DSE-2	Public Administration-II Government & Politics of India's Neighbours (Pakistan, Bangladesh, Nepal and Sri Lanka).	<b>3</b>	<b>1</b>		4
GE- 6	<b>Any from pool</b>	<b>3</b>		<b>1</b>	4
SEC-6		<b>1</b>		<b>1</b>	2
<b>Total</b>					<b>22</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

## SEMESTER – VII

Course Code	Course Title	Credit Distribution (Hours/Week)			
		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0260171130</b> DSC-A13	Western Political Thought-I	<b>3</b>	<b>1</b>		4
<b>0260172050/</b> <b>0260172060</b> DSE 3	International Organizations/ Key Concepts in Modern Political Analysis	<b>3</b>	<b>1</b>		4
<b>0260172070/</b> <b>0260172080</b> DSE 4/ GE 7	Decentralized Governance and Local Self Governments in India/ Women Politics in India	<b>3</b>	<b>1</b>		4
<b>0260172090/</b> <b>0260172100</b> DSE 5/ GE 8	Public International Law-I/ Comparative Politics: Understanding Advanced Industrial Societies	<b>3</b>		<b>1</b>	4
	Dissertation on Major/Minor / Academic Project/Entrepreneurship				6
<b>Total</b>					<b>22</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits



## SEMESTER – VIII

Course Code	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
0260181140 DSC-14	Western Political Thought- II	3	1		4
0260182110/ 0260182120 DSE 6	Parties and Electoral Politics in India/ State Politics in India	3	1		4
0260182130/ 0260182140 DSE 7/ GE 9	Transnational Actors in International Politics/ Public International Law- II	3	1		4
0260182150/ 0260182160 DSE 08/ GE 10	Conflict Resolution and Peace making/ Comparative Politics: Understanding	3	1		4
					6
<b>Total</b>					<b>22</b>

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

**Multidisciplinary Generic Electives (MGE)**

Multidisciplinary Generic Electives is credited and choice-based. The students make a choice from pool of MGE offered by the Faculty under the University. (Reference: University Umbrella Multidisciplinary Generic Electives)

**Value Added Courses (VAC)**

Value Added Courses is credited and choice-based. The students make a choice from pool of VAC offered by the Faculty under the University. (Reference: University Umbrella Value Added Courses)

**Ability Enhancement Compulsory Course (AEC)**

Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University. (Reference: University Umbrella Ability Enhancement Compulsory Course)

**Skill Enhancement Courses (SEC)**

Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University.

## 8. SEMESTER-WISE COURSE DETAILS: POLITICAL SCIENCE AS MAJOR SUBJECT

### SEMESTER – I

Course Type	Course Title
DSC- A1	Introduction to Political Science
DSC- A2	Understanding Political Concepts

**DSC A 1 : Major - Introduction to Political Science**

<b>Akal College of Arts and Social Sciences</b>	
<b>Name of the Program</b>	<b>BA (Hons with Research) Liberal Arts</b>
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260111010
<b>Course Title</b>	Introduction to Political Science
<b>Semester</b>	I
<b>Number of Credits</b>	4 (3+1+ 0)
<b>Course Objectives:</b>	The objective of this paper is to introduce first year under graduate students to some of the basic aspects, concepts and those in the discipline of Political Science.
<b>Course Prerequisite</b>	Learners are expected to have a curiosity or interest for learning politics.
<b>Course Synopsis</b>	"Introduction to Political Science" deals with fundamental principles of the political science. It will develop a depth understanding of basic concepts and theories of political science. We'll then examine developments of state system and the structure of the modern state system, including the concepts of sovereignty, Secularism and political system. As a whole, you'll gain a deeper understanding of how political structures and approaches shape our day to day lives.
<b>Course Outcomes:</b> At the end of the course students will be able to: Develop critical thinking skills and analytical abilities to evaluate political concepts and theories, enhanced communication skills to articulate their understanding of political concepts and theories effectively and their practical applications in various contexts.	
<b>CO1</b>	It will help students to understand the basic concepts in Political Theory and Political Science and they should grasp the relationship between Political Science and other Social Sciences like: History, Sociology and Economics. Students will gain an understanding of the fundamental ideas of Political science as well.
<b>CO2</b>	Students will update with comprehensive knowledge of historical and modern political phenomena: concept of the State, its elements, and distinctions from Government and Society. Student will get familiar with origin of state theory Social Contract Theories proposed by Hobbes, Locke, and Rousseau.
<b>CO3</b>	Knowledge of different perspectives on the State, including Liberal, Marxist, and Gandhian ideals. It will develop understanding of the concept of a Welfare State from both Liberal and Marxian viewpoints.

CO4	Knowledge of different perspectives on the State, including Liberal, Marxist, and Gandhian ideals. It will develop understanding of the concept of a Welfare State from both Liberal and Marxian viewpoints.								
Mapping of Course Outcomes (COs) to Program Outcomes (Pos):									
COs	PO 1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	3	1	3	1	3	2	1	2
CO2	3	3	1	1	1	2	3	1	2
CO3	2	2	1	2	1	3	2	3	1
CO4	2	2	2	3	1	3	3	3	1
Average	2.5	2.5	1.25	2.25	1	2.75	2.5	2	1.5
Course Content:									
L (Hours/Week)			T (Hours/Week)			P (Hours/Week)		Total Hour/Week	
3 Hours/ Week			1 Hour/ Week			-		4 Hours/ Week	
Unit	Content								
I	What is Political Science? (Hours=12)  Meaning, definition, Nature, and Scope of Political Science  Political Science relationship with History  Political Science relationship with Sociology  Political Science relationship with Economics (CO1, CO2, CO3, CO4)								
II	Origin of State (Hours=11)  State: Meaning, Definition and Elements.  State: Distinction of state from Government and Society.  Theories of the Origin of State: Social Contract Theories (Thomas Hobbes, John Locke)  Social Contract Theory: Jean Jacques Rousseau (CO1, CO2, CO 4)								
III	Modern State System (Hours=11)  Liberal  Marxist  Gandhian Perspectives on State: Ideal state  Welfare State: meaning (Liberal and Marxian) (CO1, CO3)								

IV	<b>Political Theories -I</b> <span style="float: right;"><b>(Hours=11)</b></span> Sovereignty: Definition, Attributes/ Characteristics and Types. Secularism: Definition, Characteristics and Types. Political System: a) Meaning & Characteristics. Structural Functional approach of Political System: Views of Almond & Powell & David Easton ( <b>CO1, CO4</b> )
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### Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

**References:**

- Andrew Vincent: Modern Political Ideologies, Wiley-Blackwell, 2010 (Third Edition)
- Bhargava Rajeev & Ashok Acharya: Political Theory: An Introduction, Pearson Education, 2008
- Dudley Knowles: Political Philosophy, Routledge, 2001
- Heywood Andrew: Political Theory, Palgrave Macmillan, 2004 (Third Edition)
- Heywood Andrew: Politics, Palgrave Macmillan, 2013 (Fourth Edition)
- Jean Hampton: Political Philosophy, Oxford University Press, 1998
- John Dryzek, Bonnie Honig and Anne Phillips: The Oxford Handbook of Political Theory, OUP, 2008
- Jonathan Wolff: An Introduction to Political Philosophy, OUP, 1996
- Will Kymlicka: Contemporary Political Philosophy, Oxford University Press, 2002.

**DSC A 2 : Major- Understanding Political Concepts**

Name of the Program	BA (Hons with Research) Liberal Arts
Name of Department/ Subject	Political Science
Course Code	0260111020
Course Title	Understanding Political Concepts
Semester	I
Number of Credits	4 (3+1+ 0)
Course Prerequisite	Learners are expected to have a curiosity or interest for learning Political concepts. It ensure that students develop a solid understanding of foundational political concepts and theories, as well as the ability to critically analyze and evaluate different perspectives on democracy and governance.
Course Synopsis	<p>"Understanding Political Concepts" embarks on a journey through the diverse perspectives that attempt to explain the core nature and purpose of political concepts.</p> <p>The course continues with a critical analysis of political power, authority, legitimacy, and the rights and duties of citizens. Ultimately, you'll gain a deeper understanding of how political concepts and theory shape our lives. It looks like you've provided an outline for a course on political science, covering various fundamental concepts and theories. Furthermore, each unit seems to focus on a different aspect, starting from political concepts such as political socialization, power, and authority, legitimacy then moving on to human rights, social change, liberty, equality, justice, and citizenship.</p> <p>In the later units, students will delve into different perspectives in political theory, particularly focusing on democracy and its various interpretations including liberal, Marxist, and elite theories. Additionally, the course examines different theories of Democracy, offering a broader and more inclusive understanding of political life.</p>



**Course Outcomes:**

**At the end of the course students will be able to:** This structure provides students with a comprehensive understanding of foundational political concepts and theories, as well as the ability to analyze different perspectives on democracy.

<b>CO1</b>	Students will be able to explain interacts with political concepts, analyze the process of political socialization, and explain the concepts of power, authority and legitimacy in political contexts, distinguish its characteristics and will be able to understand their significance in governance.
<b>CO2</b>	Students will gain a comprehensive understanding of major political concepts deep understanding of human rights and duties and social change, will able to interpret the Universal Declaration of Human Rights and their significance in global governance.
<b>CO3</b>	Students will learn to describe and reflect on the central doctrines of the political concepts and able to understand and analyze concepts liberty, equality, justice and citizenship discern its various types, explore and examine their role in governance.
<b>CO4</b>	Students will understand the purpose of political concepts/ theorising and its relevance in contemporary times which will able them to understand democracy, explore the Marxist and liberal elite theories of democracy, analyze principles and key proponents.

**Mapping of Course Outcomes (COs) to Program Outcomes (POs):**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	2	2	1	1	1	3	2	1	3
<b>CO2</b>	2	2	1	2	1	2	3	1	3
<b>CO3</b>	2	1	3	2	2	3	2	2	2
<b>CO4</b>	3	3	3	3	2	3	3	2	1
Average	2.25	2	2	2	1.5	2.75	2.5	1.5	2.25

**Course Content:**

<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>Total Hour/Week</b>
<b>3 Hours/ Week</b>	<b>1 Hour/ Week</b>	<b>-</b>	<b>4 Hours/ Week</b>
<b>Unit</b>	<b>Content</b>		
<b>I</b>	<b>Political Concepts- I (Hours=12)</b> Political Socialization: Meaning and Characteristics and Agencies Power : Meaning and Characteristics and types Authority Legitimacy: Meaning and Characteristics		

	Legitimacy: Meaning and Characteristics (CO1, CO2)
<b>II</b>	<b>Political Concepts- II (Hours=11)</b> Human Rights & Duties: Meaning and types of Rights. Relationship between Rights and Duties. Universal declaration of rights: Meaning of Human Rights, nature & characteristics Social Change: Meaning, Characteristics, factors & its types (CO1, CO2)
<b>III</b>	<b>Political Concepts- III (Hours=11)</b> Liberty: Meaning, definition, types and its safeguard Equality: Meaning, definition, types and relationship with Liberty & Equality Justice: Meaning and its various dimensions Citizenship: Definition, Characteristics and Types. (CO1, CO2, CO3)
<b>IV</b>	<b>Perspectives in Political Theory (Hours =11)</b> Democracy: Meaning, types, necessary conditions for success of democracy. Theory of Democracy: Liberal Theory of Democracy: Marxian Theory of Democracy: Elite (Gaetano Mosca, Vilfredo Pareto, Robert Michels) Joseph A.Schumpeter, Wright Mills, James Burnham, Harold Laswell) (CO1, CO2, CO3)

### Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-

Total Number of Contact Hours	60
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**Assessment Methods:**

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

**References:**

Bhargava, R.: Political Theory: An Introduction. Pearson Education India, 2008.

Gauba, O.P. : An Introduction to Political Theory, Mayur Publication, 2023.

Graham, P., & Hoffman, J.: Introduction to Political Theory (Fourth edition). Routledge, 2022.

Heywood Andrew: Political Theory: An Introduction, Palgrave Macmillan, 2015.

Heywood Andrew: Politics, Palgrave Publication, 2022.

Sushila, R.: Political Theory: Ideas and Concepts, PHI Learning Pvt Ltd., 2014.

Wolff, J., An Introduction to Political Philosophy (Fourth edition). Oxford University Press, 2023.

**SEMESTER-WISE COURSE DETAILS: POLITICAL SCIENCE AS MINOR SUBJECT**  
**SEMESTER – I**

<b>Course Type</b>	<b>Course Title</b>
DSC- B1	Introduction to Political Science

**DSC B1: Introduction to Political Science**

<b>Akal College of Arts and Social Sciences</b>	
<b>Name of the Program</b>	BA (Hons with Research) Liberal Arts
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260111010
<b>Course Title</b>	Introduction to Political Science
<b>Semester</b>	I
<b>Number of Credits</b>	4 (3+1+ 0)
<b>Course Objectives:</b>	The objective of this paper is to introduce first year under graduate students to some of the basic aspects, concepts and those in the discipline of Political Science.
<b>Course Prerequisite</b>	Learners are expected to have a curiosity or interest for learning politics.
<b>Course Synopsis</b>	"Introduction to Political Science" deals with fundamental principles of the political science. It will develop a depth understanding of basic concepts and theories of political science. We'll then examine developments of state system and the structure of the modern state system, including the concepts of sovereignty, Secularism and political system. As a whole, you'll gain a deeper understanding of how political structures and approaches shape our day to day lives.
<b>Course Outcomes:</b> At the end of the course students will be able to: Students should develop critical thinking skills and analytical abilities to evaluate political concepts and theories, enhanced communication skills to articulate their understanding of political concepts and theories effectively and their practical applications in various contexts.	
<b>CO1</b>	It will help students to understand the basic concepts in Political Theory and Political Science and they should grasp the relationship between Political Science and other Social Sciences like: History, Sociology and Economics. Students will gain an understanding of the fundamental ideas of Political science as well.
<b>CO2</b>	Students will update with comprehensive knowledge of historical and modern political phenomena: concept of the State, its elements, and distinctions from Government and Society. Student will get familiar with origin of state theory Social Contract Theories proposed by Hobbes, Locke, and Rousseau.
<b>CO3</b>	Knowledge of different perspectives on the State, including Liberal, Marxist, and Gandhian ideals

	It will develop understanding of the concept of a Welfare State from both Liberal and Marxian viewpoints.
<b>CO4</b>	Knowledge of different perspectives on the State, including Liberal, Marxist, and Gandhian ideals. It will develop understanding of the concept of a Welfare State from both Liberal and Marxian viewpoints.

**Mapping of Course Outcomes (COs) to Program Outcomes (POs):**

<b>Cos</b>	<b>PO 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>Average</b>	<b>2.5</b>	<b>2.5</b>	<b>1.25</b>	<b>2.25</b>	<b>1</b>	<b>2.75</b>	<b>2.5</b>	<b>2</b>	<b>1.5</b>

**Course Content:**

L (Hours/Week)		T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3 (Hours/ Week)		1 (Hour/ Week)	-	4 (Hours/ Week)
Unit	Content			
I	<b>What is Political Science?</b> (Hours=12)  Meaning, definition, Nature, and Scope of Political Science  Political Science relationship with History  Political Science relationship with Sociology  Political Science relationship with Economics (CO1, CO 3 , CO4)			
II	<b>Origin of State</b> (Hours=11)  State: Meaning, Definition and Elements.  State: Distinction of state from Government and Society.  Theories of the Origin of State: Social Contract Theories (Thomas Hobbes, John Locke)  Social Contract Theory: Jean Jacques Rousseau (CO1, CO2, CO 4)			

III	<b>Modern State System</b> <span style="float: right;"><b>(Hours=11)</b></span> Liberal Marxist Gandhian Perspectives on State: Ideal state Welfare State: meaning (Liberal and Marxian) <b>(CO1, CO3)</b>
IV	<b>Political Theories -I</b> <span style="float: right;"><b>(Hours=11)</b></span> Sovereignty: Definition, Attributes/ Characteristics and Types. Secularism: Definition, Characteristics and Types. Political System: a) Meaning & Characteristics. Structural Functional approach of Political System: Views of Almond & Powell & David Easton <b>(CO1, CO4)</b>

### Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

**Reference:**

Bhargava Rajeev & Ashok Acharya: Political Theory: An Introduction, Pearson Education, 2008

Dryzek John Bonnie Honig and Anne Phillips: The Oxford Handbook of Political Theory, Oxford University Press, 2008

Hampton Jean: Political Philosophy, New Delhi, Oxford University Press, 1998

Heywood Andrew: Political Theory, Palgrave Macmillan, 2004 (Third Edition)

Heywood Andrew: Politics, Palgrave Macmillan, 2013 (Fourth Edition)

Vincent Andrew: Modern Political Ideologies, Wiley-Blackwell, 2010 (Third Edition)

Jonathan Wolff, An Introduction to Political Philosophy, Oxford University Press, 1996

Knowles Dudley: Political Philosophy, Routledge, 2001

Kymlicka Will: Contemporary Political Philosophy, Oxford University Press, 2002 (Second Edition)



**SEMESTER-WISE COURSE DETAILS: POLITICAL SCIENCE AS MAJOR SUBJECT**

**SEMESTER – II**

<b>Course Type</b>	<b>Course Title</b>
DSC- A3	Indian Political Thinkers- I
DSC- A4	Indian Politics: Institutions at Work

**DSC A3 : Indian Political Thinkers-I**

<b>Akal College of Arts and Social Sciences</b>	
<b>Name of the Program</b>	BA (Hons with Research) Liberal Arts
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260121030
<b>Course Title</b>	Indian Political Thinkers- I
<b>Semester</b>	II
<b>Number of Credits</b>	4 (3+1+ 0)
<b>Course Prerequisite</b>	The course aims to introduce students to different discourses in the domain of Indian Political Thought. It includes historical roots, medieval socio-cultural traditions, renaissance and nationalist narratives.
<b>Course Synopsis</b>	<p>This course is studying Indian political thinkers through these units would likely lead to a deeper understanding of the diverse philosophical, religious, and ideological traditions that have shaped India's socio-political landscape.</p> <p>This course enables students to understand political thought of Indian Political Thinkers and comparative studies of their thoughts. In this paper students will examine a deep study of Indian political thought since ancient period from Dharamshashtra to till independence period of India. Understanding of foundational texts such as Dharmasastra and Arthashastra, and their relevance in shaping early Indian political thought. Appreciation of the challenges posed by Sufi and Sikhism to dominant religious structures, highlighting the plurality of religious expression in Indian society. Democratic Values in Sikh Gurus thoughts also explored by the students. Here's a breakdown of potential outcomes for each unit:</p>
<b>Course Outcomes:</b> Overall, the outcome of this study would likely equip students with a comprehensive understanding of the diverse intellectual traditions that have influenced Indian politics, society, and governance. They would gain insights into the evolution of political thought in India and its relevance in contemporary times.	

CO1	At the end of the course students will be able to analyze the challenges posed by Sufi and Sikhism to hegemonic religious traditions, as well as their socio-cultural implications and will evaluate the significance of these challenges in shaping the socio-political landscape of medieval India. Students will compare and contrast the ideologies of Manu, Kautilya, and the Sikh Gurus in challenging existing socio-cultural norms.								
CO2	Students will gain a comprehensive understanding of major democratic political concepts in Sikh Gurus thought (Guru Nanak Dev Ji and Guru Gobind Singh Ji). Students will analyze the role of Sikh social reform movements in promoting democratic ideals and nation-building, with a focus on Maharaja Ranjit Singh's reign, will critically evaluate the relevance of Sikh democratic values in contemporary society.								
CO3	Students will understand the reformist ideologies and central doctrines of the political thought such as Raja Ram Mohan Roy, Jyotiba Phule, and their contributions to Indian renaissance and social reform. Students will analyze the ideologies and methodologies employed by these reformers to challenge traditional socio-cultural practices and promote social equality, justice and study reform movements on Indian society and their role in shaping modern India.								
CO4	Students will analyze the philosophical underpinnings of Indian liberalism, nationalism, and socialism and their implications for nation-building and social justice, political philosophies and contributions of prominent figures of India such as, Rabindranath Tagore and Bhagat Singh.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs):									
COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	1	3	2	2	3
CO2	2	2	1	2	1	2	3	2	3
CO3	2	1	3	2	1	3	2	2	2
CO4	3	3	3	3	1	3	3	2	2
Average	2.25	2	2	2.25	1	2.75	2.5	2	2.5
Course Content:									

L (Hours/Week)		T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3 Hours/ Week		1 Hour/ Week	-	4 Hours/ Week
Unit	Content			
I	<b>Historical Roots and Medieval Socio-Cultural Traditions (Hours=12)</b>  Dharmasastra traditions and Manu. Arthashastra traditions and Kautilya. Sufi challenges to Hegemonic Religious Traditions. Sikhism challenges to Hegemonic Religious Traditions. (CO1, CO2)			
II	<b>Democratic Values in Sikh Thought (Hours=11)</b>  Democratic concepts in Guru Nanak Dev ji's Ideology Social Reform Movements: Sikh Gurus Democratic concepts: in Guru Gobind Singh's Thought (Secularism, Equality, Liberty, Fraternity, Justice) Liberalism and Nation-building: Maharaja Ranjit Singh (CO1, CO2)			
III	<b>Indian Renaissance and Social Reform Movements (Hours=11)</b>  Raja Ram Mohan Roy Jyotiba Phule Similarities between dissimilarities Raja Ram Mohan Roy and Jyotiba Phule's thought. Raja Ram Mohan Roy and Jyotiba Phule's contribution to contemporary Indian Society and polity. (CO1, CO3)			
IV	<b>Indian Liberalism, Nationalism and Indian Socialist Tradition (Hours=11)</b>  Rabindranath Tagore Bhagat Singh Similarities and dissimilarities between Rabindranath Tagore and Bhagat Singh's thought. Rabindranath Tagore and Bhagat Singh's contribution to contemporary Indian Society and polity. (CO2, CO4)			

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-

Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

### **Assessment Methods:**

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

**References:**

Appadurai, A., Indian Political Thinking in the Twentieth Century from Naoroji to Nehru (London: OUP, 1971).

Brown, D.M. (ed.), The White Umbrella: Indian Political Thought from Manu to Gandhi (Bombay, Jaico, 1970).

Chakarborty Bidyut & Rajendra Pandey, Modern Indian Political Thought., New Delhi, Sage

Doctor, Adhi H., Political Thinkers of Modern India (New Delhi, Mittal, 1997).

Guha, Ramachandra, 'The Absent Liberal', Economic and Political Weekly, December 2001.

Karunakaran, K.P., Religion and Political Awakening in India (Meerut, Meenakshi, 1969), 2nd Edition.

Mahadevan, T.M.P. and G.V. Saroja, Contemporary Indian Philosophy (New Delhi, Sterling, 1981).

Mehta, V.R., Foundations of Indian Political Thought (New Delhi, Manohar, 1996).

Nandy, Ashis, The Intimate Enemy : Loss and Recovery of Self under Colonialism, Delhi, Oxford, 1983.

Pantham, Thomas and K.L., Deutsch (eds.), Political Thought in Modern India (New Delhi, Sage, 1986).

Roy Himanshu & M.P.Singh, Indian Political Thought, Pearson, New Delhi 2017.

Verma, V.P., Modern Indian Political Thought (Agra, Laxminarayan, 1996), Eleventh Revised Edition).

## DSC A4 : Indian Politics: Institutions at Work

Akai College of Arts and Social Sciences	
<b>Name of the Program</b>	BA (Hons with Research) in Liberal Arts
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260121040
<b>Course Title</b>	Indian Politics: Institutions at Work
<b>Semester</b>	II
<b>Number of Credits</b>	4 (3+1+ 0)
<b>Course Prerequisite</b>	Learners are expected to have a curiosity or interest for learning Indian Government.
<b>Course Synopsis</b>	"Indian Politics: Institutions at Work " delves into the core principles and structures of India's political system. Exploring the historical context and the meticulous drafting process of the Indian Constitution, the course examines its key features and the fundamental rights, duties, and Directive principles - guiding principles it lays out. You'll then journey through the intricacies of India's federalism, analyzing the dynamic relationship between the central and state governments, and the role of local self-governance. The course meticulously dissects the three vital organs of government – legislature, executive, and judiciary – at both the national and state levels, providing insights into their functions and interdependencies. Finally, you'll encounter with Indian Federalism, Fundamental Rights, Fundamental Duties, Indian Judicial System, Office of President, Prime Minister, Chief Minister and Governor of the state.
<b>Course Outcomes:</b> Overall, students will gain a comprehensive understanding of the Indian Constitution, governance structures at both the national and state levels, and the functioning of various organs of government in India. They will also develop critical thinking skills through analyzing the interplay between different constitutional principles and institutions.	
<b>CO1</b>	Students will demonstrate a comprehensive understanding of the Indian Constitution, Indian federalism, and preamble in defining the foundational principles of the Indian nation.
<b>CO2</b>	Gain insight into the relationship and potential conflicts between Fundamental Rights and Directive Principles.
<b>CO3</b>	Analyze the composition and functions of the Parliament, Examine the powers executive of India and explore the features and powers of the Indian judiciary system.

CO4	Analyze the structure and functions of State Legislature, executive and understand the role and powers of the state judiciary. Discuss the concept and significance of Judicial Review in the Indian legal system.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs):									
COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	2	1	3	2	2	3
CO2	3	2	1	1	1	2	3	2	3
CO3	2	1	2	2	3	3	2	3	2
CO4	2	2	3	2	3	3	3	3	2
Average	2.5	1.75	1.75	2	2	2.75	2.5	2.5	2.5
Course Content:									
L (Hours/Week)			T (Hours/Week)			P (Hours/Week)		Total Hour/Week	
3 (Hours/Week)			1 (Hour/ Week)			-		4 (Hours/ Week)	
Unit	Content								
I	Framing of Indian constitution (Hours =12)  The Constitution Assembly and Drafting Process  The Preamble of the Constitution and the Idea of India  Features of Indian Federalism  Centre-State Relations in India (CO1, CO2)								
II	Governance Structure in India (Hours=11)  Salient Features of Indian Constitution  Directive Principles of State Policy  Relationship and controversy between Fundamental Rights and directive Principle State and citizen: Fundamental Rights, Fundamental Duties. (CO1, CO2)								
III	Organs of Government in India (Hours=11)  Legislature: Parliament (Lok Sabha, Rajya Sabha)  Executive: President of India (Powers, Emergency Powers)  Prime Minister, Council of Ministers  Judiciary: Supreme Court, (Features, Powers) (CO1, CO2, CO3)								



<b>IV</b>	<b>Organs of State Government</b> <span style="float: right;"><b>(Hours=11)</b></span> Legislature: State Legislative Assembly, State Legislative Council Judiciary: High Court, (Features, Powers) Chief Minister and his Cabinet Judicial Review ( <b>CO2, CO3, CO4</b> )
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### Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

**References:**

- Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Delhi, 1966.
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- Basu, D.D., *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon, 2015.
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- Choudhry, Sujit, Madhav Khosla, Pratap Bhanu Mehta ,eds, *The Oxford Handbook of the Indian Constitution*, Oxford , Oxford University Press, 2016.
- Hasan, Zoya et al., eds., *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.
- Kapur, Devesh and Pratap B Mehta (eds.) *Public Institutions in India: Performance and Design*, Oxford University Press, New Delhi, 2007.
- M.P.Singh and S.R.Raj, ed. *The Indian Political System*, Pearson 2012.
- Madhav Khosla, *India's Founding Moment: The Constitution of a most surprising Democracy*, Oxford University Press, Oxford 2020.
- Madhav Khosla, *The Indian Constitution*, New Delhi, Oxford University Press 2012.

**SEMESTER-WISE COURSE DETAILS: POLITICAL SCIENCE AS MINOR SUBJECT**

**SEMESTER – II**

<b>Course Type</b>	<b>Course Title</b>
DSC- B2	Indian Political Thinkers-I

Akai College of Arts and Social Sciences	
<b>Name of the Program</b>	BA (Hons with Research) Liberal Arts
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260121030
<b>Course Title</b>	Indian Political Thinkers-I
<b>Semester</b>	II
<b>Number of Credits</b>	4 (3+1+ 0)
<b>Course Prerequisite</b>	The course aims to introduce students to different discourses in the domain of Indian Political Thought. It includes historical roots, medieval socio-cultural traditions, renaissance and nationalist narratives.
<b>Course Synopsis</b>	<p>This course is studying Indian political thinkers through these units would likely lead to a deeper understanding of the diverse philosophical, religious, and ideological traditions that have shaped India's socio-political landscape.</p> <p>This course enables students to understand political thought of Indian Political Thinkers and comparative studies of their thoughts. In this paper students will examine a deep study of Indian political thought since ancient period from Dharamshashtra to till independence period of India. Understanding of foundational texts such as Dharmasastra and Arthashastra, and their relevance in shaping early Indian political thought. Appreciation of the challenges posed by Sufi and Sikhism to dominant religious structures, highlighting the plurality of religious expression in Indian society. Democratic Values in Sikh Gurus thoughts also explored by the students. Here's a breakdown of potential outcomes for each unit:</p>
<b>Course Outcomes:</b> Overall, the outcome of this study would likely equip students with a comprehensive understanding of the diverse intellectual traditions that have influenced Indian politics, society, and governance. They would gain insights into the evolution of political thought in India and its relevance in contemporary times. At the end of the course students will be able to:	
<b>CO1</b>	Students will analyze the challenges posed by Sufi and Sikhism to hegemonic

	<p>religious traditions, as well as their socio-cultural implications and will evaluate the significance of these challenges in shaping the socio-political landscape of medieval India.</p> <p>Students will compare and contrast the ideologies of Manu, Kautilya, and the Sikh Gurus in challenging existing socio-cultural norms.</p>
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CO2	Students will gain a comprehensive understanding of major democratic political concepts in Sikh Gurus thought (Guru Nanak Dev and Guru Gobind Singh). Students will analyze the role of Sikh social reform movements in promoting democratic ideals and nation-building, with a focus on Maharaja Ranjit Singh's reign, will critically evaluate the relevance of Sikh democratic values in contemporary society.								
CO3	Students will understand the reformist ideologies and central doctrines of the political thought such as Raja Ram Mohan Roy, Jyotiba Phule, and their contributions to Indian renaissance and social reform. Students will analyze the ideologies and methodologies employed by these reformers to challenge traditional socio-cultural practices and promote social equality, justice and study reform movements on Indian society and their role in shaping modern India.								
CO4	Students will analyze the philosophical underpinnings of Indian liberalism, nationalism, and socialism and their implications for nation-building and social justice, political philosophies and contributions of prominent figures of India such as, Rabindranath Tagore and Bhagat Singh.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs):									
COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	1	3	2	2	3
CO2	2	2	1	2	1	2	3	2	3
CO3	2	1	3	2	1	3	2	2	2
CO4	3	3	3	3	1	3	3	2	2
Average	2.25	2	2	2.25	1	2.75	2.5	2	2.5

<b>Course Content:</b>			
<b>L (Hours/Week)</b>	<b>T (Hours/Week)</b>	<b>P (Hours/Week)</b>	<b>Total Hour/Week</b>
<b>3 (Hours/ Week)</b>	<b>1 (Hour/ Week)</b>	<b>-</b>	<b>4 (Hours/ Week)</b>
<b>Unit</b>	<b>Content</b>		
<b>I</b>	<b>Historical Roots and Medieval Socio- Cultural Traditions (Hours=12)</b>  Dharmasastra traditions and Manu. Arthashastra traditions and Kautilya. Sufi challenges to Hegemonic Religious Traditions. Sikhism challenges to Hegemonic Religious Traditions. <b>(CO1, CO2)</b>		

<b>II</b>	<b>Democratic Values in Sikh Thought</b> <span style="float: right;"><b>(Hours=11)</b></span> Democratic concepts in Guru Nanak Dev ji's Ideology Social Reform Movements: Sikh Gurus Democratic concepts: in Guru Gobind Singh's thought (Secularism, Equality, Liberty, Fraternity, Justice) Liberalism and Nation-building: Maharaja Ranjit Singh <b>(CO1, CO2)</b>
<b>III</b>	<b>Indian Renaissance and Social Reform Movements</b> <span style="float: right;"><b>(Hours=11)</b></span> Raja Ram Mohan Roy Jyotiba Phule Similarities between dissimilarities Raja Ram Mohan Roy and Jyotiba Phule's thought. Raja Ram Mohan Roy and Jyotiba Phule's contribution to contemporary Indian Society and polity. <b>(CO1, CO3)</b>
<b>IV</b>	<b>Indian Liberalism, Nationalism and Indian Socialist Tradition</b> <span style="float: right;"><b>(Hours=11)</b></span> Rabindranath Tagore Bhagat Singh Similarities and dissimilarities between Rabindranath Tagore and Bhagat Singh's thought. Rabindranath Tagore and Bhagat Singh's contribution to contemporary Indian Society and polity. <b>(CO 1 , CO2, CO4)</b>

### Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

### References:

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Guha, Ramachandra, 'The Absent Liberal', Economic and Political Weekly, December 2001.

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Mahadevan, T.M.P. and G.V. Saroja, Contemporary Indian Philosophy  
(New Delhi, Sterling, 1981).

Mehta, V.R., Foundations of Indian Political Thought (New Delhi, Manohar, 1996).

Nandy, Ashis, The Intimate Enemy: Loss and Recovery of Self  
under Colonialism, Delhi, Oxford, 1983.

Pantham, Thomas and K.L., Deutsch (eds.), Political Thought  
in Modern India (New Delhi, Sage, 1986).

Roy Himanshu & M.P.Singh, Indian Political Thought, Pearson, New Delhi 2017.

Verma, V.P., Modern Indian Political Thought (Agra,  
Laxminarayan, 1996), Eleventh Revised Edition).



## SEMESTER-WISE COURSE DETAILS: POLITICAL SCIENCE AS MAJOR SUBJECT

### SEMESTER - III

Course Type	Course Title
DSC- A5	Comparative Government and Politics- I

### DSC A5: Comparative Government and Politics- I

Akai College of Arts and Social Sciences	
<b>Name of the Program</b>	BA (Hons. with Research) Liberal Arts
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260131050
<b>Course Title</b>	Comparative Government and Politics- I
<b>Semester</b>	III
<b>Number of Credits</b>	4 (3+1+ 0)
<b>Course Prerequisite</b>	Learners are expected to have a curiosity or interest for learning Comparative Government & Politics- I.
<b>Course Synopsis</b>	"Comparative Government and Politics- I" delves into the core principles and structures of Comparative Politics. Exploring the historical context of the comparative government and politics within the discipline of Political Science in understanding of political system, political structures, institutions, voting behaviour, electoral processes, political culture, political development, legitimacy, political decay and various forms of government and State system.
<b>Course Outcomes:</b> Overall, students will gain a comprehensive understanding of the Indian Constitution, governance structures at both the national and state levels, and the functioning of various organs of government in India. They will also develop critical thinking skills through analyzing the interplay between different constitutional principles and institutions.	
<b>CO1</b>	Students will demonstrate a comprehensive understanding of comparative government & politics, importance of Comparative analysis to understand different types of government, nature and scope of both comparative government and politics.
<b>CO2</b>	Gain insight about different approaches to study comparative government and politics i.e. Historical, Philosophical, legal institutional, structural functional and world system theory.

CO3	Classification of political system; liberal, authoritarian, totalitarian and socialist or marxist.								
CO4	Key concepts of comparative politics; political culture, modernization, development and political decay.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs):									
Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	2	1	3	2	2	3
CO2	3	2	1	1	1	2	3	2	3
CO3	2	1	2	2	3	3	2	3	2
CO4	2	2	3	2	3	3	3	3	2
Average	2.5	1.75	1.75	2	2	2.75	2.5	2.5	2.5
Course Content:									
L (Hours/Week)			T (Hours/Week)			P (Hours/Week)		Total Hour/Week	
3 (Hours/ Week)			1 (Hour/ Week)			-		4 (Hours/ Week)	
Unit	Content								
I	Meaning of Comparative Govt. & Politics (Hours= 12) Meaning of Comparative Government Nature, Scope and Methods to Study Comparative Government. Meaning of Comparative Politics Nature, Methods & Scope of Comparative Politics Behaviouralism and Post- Behavioural Movement (CO 1 , CO2, CO 4 )								
II	Approaches to Study Comparative Govt. & Politics (Hours= 11) Historical & Philosophical Approaches Legal Institutional Approach Structural Functional Approach of Almond & Powell World System Theory and Dependency Theory (CO3, CO 4 )								
III	Classification of Political System (Hours= 11) Liberal Political System of Britain & United States of America Authoritarian/ Military Political System Totalitarian System Nazism & Fascism Marxist or Socialist Political System of Russia and China (CO1, CO2, CO3)								
IV	Key Concepts of Comparative Politics (Hours= 11) Political Culture Political Modernization Political Development Political Decay (CO2, CO3, CO4)								

**Teaching - Learning Strategies and Contact Hours**

<b>Teaching - Learning Strategies</b>	<b>Contact Hours</b>
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

**Assessment Methods:**

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/ Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

**References:**

Almond Gabriel & G. Bingham: Comparative Politics Today: A World View, Pearson India Ninth Edition 2011.

Biswal Tapan: Comparative Politics, Laxmi Publications 2013.

Biswal Tapan: Comparative Politics: Institutions and Processes, Trinity Publications 2022.

Bhushan Vidya: Comparative Politics Publisher, Atlantic Second Revised Edition 2023.

Chilcote H. Roland: Theories of Comparative Politics, Publisher Routledge, 2018.

Johari J.C.: Comparative Politics, Sterling Publisher PVT. LTD. 2020.

Mukherjee Subrata & Sushila Ramaswamy: Theoretical Foundations of Comparative Politics, Publisher Orient Black Swan, 2017.

Course Type	Course Title
DSC- A6	Indian Politics: Political Processes

### DSCA6: Indian Politics: Political Processes

Akal College of Arts and Social Sciences									
Name of the Program		BA (Hons. with Research) Liberal Arts							
Name of Department/ Subject		Political Science							
Course Code		0260131060							
Course Title		Indian Politics: Political Processes							
Semester		III							
Number of Credits		4 (3+1+ 0)							
Course Prerequisite		Learners are expected to have a curiosity or interest for learning Indian Politics: Political Processes.							
Course Synopsis		This course provides a comprehensive overview of political processes in India, exploring the different perspective to study Indian politics, party systems, coalition politics, and voting behavior within India's federal, multicultural context. It also examines autonomy and regional movements, the interplay of religion and caste in politics, and the changing nature of the Indian state. Social and new social movements in India.							
Course Outcomes: Overall, students will gain a comprehensive understanding of the Indian Constitution, governance structures at both the national and state levels, and the functioning of various organs of government in India. They will also develop critical thinking skills through analyzing the interplay between different constitutional principles and institutions.									
CO1	Explain and apply key approaches to the study of Indian politics, including historical, philosophical, legal- institutional, Gandhian and subaltern frameworks.								
CO2	Analyze the sociological dimensions of Indian politics, focusing on caste, class, affirmative action, and the impact of social justice.								
CO3	Evaluate ideological discourses such as nationalism, secularism, and identity politics in the context of Indian political development.								
CO4	Examine the role and significance of social movements and civil society organizations in shaping Indian political dynamics, with reference to peasants, women, tribal and environmental activism.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs):									
COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4

CO1	3	2	2	2	1	3	2	2	3
CO2	3	2	2	1	1	2	3	2	3
CO3	2	1	2	2	3	3	2	3	2
CO4	2	2	3	2	3	3	3	3	2
Ave rage	2.5	1.75	2.25	1.75	2.0	2.75	2.5	2.5	2.5
Course Content:									
L (Hours/Week)			T (Hours/Week)			P (Hours/Week)		Total Hour/Week	
3 (Hours/ Week)			1(Hour/ Week)			-		4 (Hours/ Week)	
Unit	Content								
I	Approaches to Study Indian Politics (Hours =12) Historical Approach Legal Institutional Approach Sociological Approach Subaltern Perspective (CO1, CO2, CO3)								
II	Sociological Approach to Study Indian Politics (Hours =11) Relations of caste, class and gender in Indian Politics Major theories regarding Politicization of Caste in Indian Politics Politics of Caste/ Class Reservation & Affirmative Actions in India (SC, ST, OBC, EWS & Minorities) Communalism in Indian Politics (CO2, CO4)								
III	Ideological Contestations in Indian Politics (Hours =11) Nationalism: Various theories of Nation Building & Indian Model of Nation Building Secularism: State & Society Representation & Identity Politics Populism & Post Truth Politics (CO3, CO4)								
IV	Social Movements and Civil Society (Hours =11) Social Movements/ New Social Movements Peasant Movements Tribal Movements Women’s Movements Environment Movements (CO2 ,CO3, CO4)								

#### Teaching - Learning Strategies and Contact Hours

<b>Teaching - Learning Strategies</b>	<b>Contact Hours</b>
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-

Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

### References:

- Austin, Granville: The Indian Constitution: Cornerstone of a Nation, Oxford University Press, Delhi, 1966.
- Brass Paul: The Politics of India since Independence, Cambridge University Press, London, 1994.
- Chakrabarty Bidyut & Rajendra Kumar Pandey Indian Government and Politics, Sage Publishing House 2022.
- Chakrabarty Bidyut & Rajendra Kumar Pandey: Indian Political System: Institutions and Processes, Taylor & Francis Books India Pvt. Ltd.
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- Hasan Zoya: India's Living Constitution: Ideas, Practices, Controversies, Permanent Black, New Delhi, 2002.
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- Jayal Niraja & Pratap Bhanu Mehta: Oxford Companion to Politics in India, Oxford University Press.
- Kapur Devesh and Pratap Bhanu Mehta (eds.) Public Institutions in India: Performance and Design, Oxford University Press, New Delhi, 2007.

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Khilnani Sunil: Idea of India, Penguin India 2004.

Kothari Rajni: Politics in India, Orient Black Swan.

Pai Sudha: A Handbook to State Politics in India, Oxford University Press 2013.

Roy Himanshu, M. P. Singh & A. P. S. Chauhan: State Politics in India, Primus Books 2017.

Shah Ghanshyam: Social Movements and the State, Sage India, 2001.

**SEMESTER-WISE COURSE DETAILS: POLITICAL SCIENCE**  
**AS MINOR SUBJECT**  
**SEMESTER III**

Course Type	Course Title
DSC- B3	Comparative Government and Politics- I

**DSC B 3: Comparative Government and Politics- I**

Akai College of Arts and Social Sciences	
<b>Name of the Program</b>	BA (Hons with Research) Liberal Arts
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260131050
<b>Course Title</b>	Comparative Government and Politics- I
<b>Semester</b>	III
<b>Number of Credits</b>	4 (3+1+ 0
<b>Course Prerequisite</b>	Learners are expected to have a curiosity or interest for learning Comparative Government & Politics- I.
<b>Course Synopsis</b>	"Comparative Government and Politics- I" delves into the core principles and structures of Comparative Politics. Exploring the historical context of the comparative government and politics within the discipline of Political Science in understanding of political system, political structures, institutions, voting behaviour, electoral processes, political culture, political development, legitimacy, political decay and various forms of government and State system.
<b>Course Outcomes:</b> Overall, students will gain a comprehensive understanding of the Indian Constitution, governance structures at both the national and state levels, and the functioning of various organs of government in India. They will also develop critical thinking skills through analyzing the interplay between different constitutional principles and institutions.	
<b>CO1</b>	Students will demonstrate a comprehensive understanding of comparative government & politics, importance of Comparative analysis to understand different types of government, nature and scope of both comparative government and politics.
<b>CO2</b>	Gain insight about different approaches to study comparative government and politics i.e. Historical, Philosophical, legal institutional, structural functional and world system theory.
<b>CO3</b>	Classification of political system; liberal, authoritarian, totalitarian and socialist or marxist.



CO4	Key concepts of comparative politics; political culture, modernization, development and political decay.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs):									
Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	2	1	3	2	2	3
CO2	3	2	1	1	1	2	3	2	3
CO3	2	1	2	2	3	3	2	3	2
CO4	2	2	3	2	3	3	3	3	2
Average	2.5	1.75	1.75	2	2	2.75	2.5	2.5	2.5
Course Content:									
L (Hours/Week)			T (Hours/Week)			P (Hours/Week)		Total Hour/Week	
3 (Hours/ Week)			1 (Hour/ Week)			-		4 (Hours/ Week)	
Unit	Content								
I	Meaning of Comparative Govt. & Politics (Hours= 12) Meaning of Comparative Government Nature, Scope and Methods to Study Comparative Government. Meaning of Comparative Politics Nature, Methods & Scope of Comparative Politics Behaviouralism and Post- Behavioural Movement (CO2, CO 3 , CO4)								
II	Approaches to Study Comparative Govt. & Politics (Hours= 11) Historical & Philosophical Approaches Legal Institutional Approach Structural Functional Approach of Almond & Powell World System Theory and Dependency Theory (CO1, CO2, CO3)								
III	Classification of Political System (Hours= 11) Liberal Political System of Britain & United States of America Authoritarian/ Military Political System Totalitarian System Nazism & Fascism Marxist or Socialist Political System of Russia and China (CO1, CO2, CO3)								
IV	Key Concepts of Comparative Politics (Hours= 11) Political Culture Political Modernization Political Development Political Decay (CO2, CO3, CO4)								

#### Teaching - Learning Strategies and Contact Hours

<b>Teaching - Learning Strategies</b>	<b>Contact Hours</b>
Lecture	45

Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

#### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

#### References:

Almond Gabriel & G. Bingham: Comparative Politics Today: A World View, Pearson India Ninth Edition 2011.

Biswal Tapan: Comparative Politics Laxmi Publications 2013.

Biswal Tapan: Comparative Politics: Institutions and Processes Trinity Publications 2022.

Bhushan Vidya: Comparative Politics Publisher Atlantic Second Revised Edition 2023.

Chilcote H. Roland: Theories of Comparative Politics Publisher Routledge, 2018.

Johari J.C.: Comparative Politics Sterling Publisher PVT. LTD. 2020.

Mukherjee Subrata & Sushila Ramaswamy: Theoretical Foundations of Comparative Politics Publisher Orient Black Swan, 2017.

**SEMESTER-WISE COURSE DETAILS: POLITICAL SCIENCE**  
**AS MAJOR SUBJECT**

**SEMESTER - IV**

<b>Course Type</b>	<b>Course Title</b>
DSC-A7	Comparative Government and Politics-II

**DSC A7: Comparative Government and Politics-II**

Akai College of Arts and Social Sciences	
<b>Name of the Program</b>	BA (Hons. with Research) Liberal Arts
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260141070
<b>Course Title</b>	Comparative Government & Politics- II
<b>Semester</b>	IV
<b>Number of Credits</b>	4 (3+1+ 0)
<b>Course Prerequisite</b>	Learners are expected to have a curiosity or interest for learning Comparative Government & Politics.
<b>Course Synopsis</b>	"Comparative Government and Politics- II" delves into the core principles and structures of India's political system. Exploring the historical context and the meticulous drafting process of the Indian Constitution, the course examines its key features and the fundamental rights, duties, and Directive principles - guiding principles it lays out. You'll then journey through the intricacies of India's federalism, analyzing the dynamic relationship between the central and state governments, and the role of local self-governance. The course meticulously dissects the three vital organs of government – legislature, executive, and judiciary – at both the national and state levels, providing insights into their functions and interdependencies. Finally, you'll encounter with Indian Federalism, Fundamental Rights, Fundamental Duties, Indian Judicial System, Office of President, Prime minister, Chief minister and Governor of the state.
<b>Course Outcomes:</b> Overall, students will gain a comprehensive understanding of the Indian Constitution, governance structures at both the national and state levels, and the functioning of	

various organs of government in India. They will also develop critical thinking skills through analyzing the interplay between different constitutional principles and institutions.									
CO1	Students will demonstrate a comprehensive understanding of the Indian Constitution, Indian federalism, and preamble in defining the foundational principles of the Indian nation.								
CO2	Gain insight into the relationship and potential conflicts between Fundamental Rights and Directive Principles.								
CO3	Analyze the composition and functions of the Parliament, Examine the powers executive of India and explore the features and powers of the Indian judiciary system.								
CO4	Analyze the structure and functions of State Legislature, executive and understand the role and powers of the state judiciary. Discuss the concept and significance of Judicial Review in the Indian legal system.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs):									
Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	2	1	3	2	2	3
CO2	3	2	1	1	1	2	3	2	3
CO3	2	1	2	2	3	3	2	3	2
CO4	2	2	3	2	3	3	3	3	2
Ave rage	2.5	1.75	1.75	2	2	2.75	2.5	2.5	2.5
Course Content:									
L (Hours/ Week)			T (Hours/ Week)			P (Hours/ Week)			Total Hour/ Week
3 (Hours/ Week)			1 (Hour/ Week)			-			4 (Hours/ Week)

<b>Unit</b>	<b>Content</b>
<b>I</b>	<b>Themes of Comparative Analysis (Hours =12)</b> Constitutional Development Political Economy Political Structures and Institutions- India (CO1 CO3 CO4)
<b>II</b>	<b>Classification of Political System (Hours =11)</b> What is Political System Classification of Political System & Government Parliamentary and Presidential Forms of Government Indian Political System (CO1, CO2)
<b>III</b>	<b>Comparative Party System (Hours =11)</b> Historical Context Emergence of Political Party: One Party System, One Dominant Party System

	Two Party System: USA & UK Multi- Party System: India and other Developing Countries Perspective <b>(CO1, CO2, CO3)</b>
<b>IV</b>	<b>Electoral System</b> <span style="float: right;"><b>(Hours =11)</b></span> Types of Electoral System First Past The Post System Proportional Representation, List System, Mixed System Right to Recall, Reject, Plebiscite and Referendum; Volunteer Voting & Compulsory Voting <b>(CO2, CO3, CO4)</b>

### Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/ Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

### Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

### References:

Gabriel Almond, G. Bingham: Comparative Politics Today: A World View, Pearson India Ninth Edition 2011.

Johari J.C. : Comparative Politics, Sterling Publisher PVT. LTD. 2020.

Roland H. Chilcote: Theories of Comparative Politics Publisher Routledge, 2018.

Subrata Mukherjee & Sushila Ramaswamy: Theoretical Foundations of Comparative Politics, Publisher Orient Black Swan, 2017.

Tapan Biswal Comparative Politics: Institutions and Processes Trinity Publications 2022.

Tapan Biswal: Comparative Politics, Laxmi Publications 2013.

Vidya Bhushan: Comparative Politics, Publisher Atlantic Second Revised edition 2023.

Course Type	Course Title
DSC- A8	Indian Political Thinker- II

### DSC A 8: Indian Political Thinker- II

Akai College of Arts and Social Sciences	
<b>Name of the Program</b>	BA (Hons. with Research) Liberal Arts
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260141080
<b>Course Title</b>	Indian Political Thinkers- II
<b>Semester</b>	IV
<b>Number of Credits</b>	4 (3+1+ 0)
<b>Course Pre-requisite</b>	The course aims to introduce students to different discourses in the domain of Indian Political Thought. It includes historical roots of Indian renaissance, modernity and nationalist narratives.
<b>Course Synopsis</b>	This course is studying Indian political thinkers through these units will lead to a deeper understanding of the diverse philosophical, religious, and ideological traditions that have shaped India's socio-political landscape. This course enables students to understand political concepts of Indian Political Thinkers and their present relevance. In this paper student will examine a deep study of Indian political thought since pre-Gandhian era of Indian freedom struggle to post- independence period of India. Understanding of foundational works of modern Indian Political Thinkers to Ram Manohar Lohia, and their relevance in shaping Indian freedom movement and post- independence Indian politics.
<b>Course Outcomes:</b> Overall, the outcome of this study would likely equip students with a comprehensive understanding of the diverse intellectual traditions that have influenced Indian politics, society, and governance. They would gain insights into the evolution of political thought in India and its relevance in contemporary times. At the end of the course students will be able to:	

<b>CO1</b>	Political ideas of early nationalist thinkers of modern India; Dada Bhai Naoroji, Gopal Krishana Gokhale, Bal Gangadhar Tilak and Muhammad Iqbal.
<b>CO2</b>	Indian subaltern feminist and Gandhian political traditions: Savitri Bai Phule, Pandita Rama Bai, E. V. Ramaswami Periyar, Mahatma Gandhi and Jaya Prakash Narayan.

CO3	Liberal & Constitutional Traditions of Indian Political thinker: Jawahar Lal Nehru, B.R. Ambedkar and M. N. Roy.								
CO4	Nationalist Indian traditions of Swami Vivekananda, Veer Savarkar and M S Gowalkar.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs):									
Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	1	3	2	2	3
CO2	2	2	1	2	1	2	3	2	3
CO3	2	1	3	2	1	3	2	2	2
CO4	3	3	3	3	1	3	3	2	2
Average	2.25	2	2	2.25	1	2.75	2.5	2	2.5
Course Content:									
L (Hours/Week)				T (Hours/Week)		P (Hour/Week)		Total Hour/Week	
3 (Hours/ Week)				1 (Hour/ Week)		-		4 (Hours/ Week)	
Unit	Content								
I	Early Nationalist Political Thought (Hours= 11) Political ideas of Dada Bhai Naoroji & Gopal Krishana Gokhale Bal Gangadhar Tilak Muhammad Iqbal (CO1)								
II	Indian Subaltern Feminist and Gandhian Political Traditions (Hours= 12) Savitri Bai Phule Pandita Rama Bai E. V. Ramaswami Periyar Mahatma Gandhi Jaya Prakash Narayan (CO2)								
III	Liberal & Constitutional Traditions of Indian Political Thought (Hours= 11) Political Ideas & concepts of Jawahar Lal Nehru Political ideas of B.R. Ambedkar Manvendra Nath Roy (CO3)								
IV	Nationalist Indian Tradition ( Hours=11) Swami Vivekananda Vinayak Damodar Savarkar M. S. Gowalkar (CO4)								
Teaching-Learning Strategies				Contact Hours					
Lecture				45					
Practical				-					
Seminar/Journal Club				-					

Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

#### **Assessment Methods:**

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

#### **References:**

Appadorai A. : Indian Political Thinking in the Twentieth Century: From Naoroji to Nehru, London Oxford University Press 1971.

Bidyut Chakrabarty & Pandey: Indian Political Thought, Sage Publications.

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Guha Ramachandra: Makers of Modern India, Penguin House.

Mehta, V.R.: Foundations of Indian Political Thought, Manohar Publisher 1996.

Mohanty D. K.: Indian Political Tradition: From Manu to Ambedkar, Anmol Publications Pvt Ltd.

Panthem Thomas: Indian Political Thought, Sage Publications.

Pantham, Thomas and K.L., Deutsch: Political Thought in Modern India, Sage, 1986.

Verma, V.P. : Modern Indian Political Thought, Laxminarayan Publisher, 1996.



**SEMESTER-WISE COURSE DETAILS: POLITICAL SCIENCE AS MINOR SUBJECT****SEMESTER – IV**

<b>Course Type</b>	<b>Course Title</b>
DSC- B4	Comparative Government and Politics-II

**DSC B 4 : Comparative Government and Politics-II**

<b>Akal College of Arts and Social Sciences</b>	
<b>Name of the Program</b>	BA (Hons. with Research) Liberal Arts
<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260141070
<b>Course Title</b>	Comparative Government & Politics- II
<b>Semester</b>	IV
<b>Number of Credits</b>	4 (3+1+ 0)
<b>Course Prerequisite</b>	Learners are expected to have a curiosity or interest for learning Comparative Government & Politics.
<b>Course Synopsis</b>	"Comparative Government and Politics- II" delves into the core principles and structures of India's political system. Exploring the historical context and the meticulous drafting process of the Indian Constitution, the course examines its key features and the fundamental rights, duties, and Directive principles - guiding principles it lays out. You'll then journey through the intricacies of India's federalism, analyzing the dynamic relationship between the central and state governments, and the role of local self-governance. The course meticulously dissects the three vital organs of government – legislature, executive, and judiciary – at both the national and state levels, providing insights into their functions and interdependencies. Finally, you'll encounter with Indian Federalism, Fundamental Rights, Fundamental Duties, Indian Judicial System, Office of President, Prime minister, Chief minister and Governor of the state.
<b>Course Outcomes:</b> Overall, students will gain a comprehensive understanding of the Indian Constitution, governance structures at both the national and state levels, and the functioning of various organs of government in India. They will also develop critical thinking skills through analyzing the interplay between different constitutional principles and institutions.	
<b>CO1</b>	Students will demonstrate a comprehensive understanding of the Indian Constitution, Indian federalism, and preamble in defining the foundational principles of the Indian nation.
<b>CO2</b>	Gain insight into the relationship and potential conflicts between Fundamental Rights and Directive Principles.

CO3	Analyze the composition and functions of the Parliament, Examine the powers executive of India and explore the features and powers of the Indian judiciary system.								
CO4	Analyze the structure and functions of State Legislature, executive and understand the role and powers of the state judiciary.								
	Discuss the concept and significance of Judicial Review in the Indian legal system.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs):									
Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	2	1	3	2	2	3
CO2	3	2	1	1	1	2	3	2	3
CO3	2	1	2	2	3	3	2	3	2
CO4	2	2	3	2	3	3	3	3	2
Average	2.5	1.75	1.75	2	2	2.75	2.5	2.5	2.5
Course Content:									
L (Hours/Week)			T (Hours/Week)			P (Hours/Week)		Total Hour/Week	
3 (Hours/ Week)			1 (Hour/ Week)			-		4 (Hours/ Week)	

<b>Unit</b>	<b>Content</b>
<b>I</b>	<b>Themes of Comparative Analysis</b> (Hours =12) Constitutional Development Political Economy Political Structures and Institutions- India (CO1 , CO3, CO4)
<b>II</b>	<b>Classification of Political System</b> (Hours =11) What is Political System Classification of Political System & Government Parliamentary and Presidential Forms of Government Indian Political System (CO1, CO2)
<b>III</b>	<b>Comparative Party System</b> (Hours =11) Historical Context Emergence of Political Party: One Party System, One Dominant Party System Two Party System: USA & UK Multi- Party System: India and other Developing Countries Perspective (CO1, CO2, CO3)
<b>IV</b>	<b>Electoral System</b> (Hours =11) Types of Electoral System First Past The Post System Proportional Representation, List System, Mixed System Right to Recall, Reject, Plebiscite and Referendum; Volunteer Voting & Compulsory Voting (CO2, CO3, CO4)

**Teaching - Learning Strategies and Contact Hours**

<b>Teaching - Learning Strategies</b>	<b>Contact Hours</b>
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

**Assessment Methods:**

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

**References:**

Almond Gabriel & G. Bingham: Comparative Politics Today: A World View, Pearson India Ninth Edition 2011.

Bhushan Vidya: Comparative Politics, Publisher Atlantic Second Revised Edition 2023.

Biswal Tapan: Comparative Politics, Laxmi Publications 2013.

Biswal Tapan: Comparative Politics: Institutions and Processes, Trinity Publications 2022.

Johari J.C.: Comparative Politics, Sterling Publisher PVT. LTD. 2020.

Mukherjee Subrata & Sushila Ramaswamy Theoretical Foundations of Comparative Politics, Publisher Orient Black Swan, 2017.

Roland H. Chilcote: Theories of Comparative Politics, Publisher Routledge, 2018.

## VAC POOL COURSE SEMESTER- I

Course Type	Course Title
VAC -I	Constitutional Values and Fundamental Duties

### VAC I : Constitutional Values and Fundamental Duties

Name of Department/ Subject		Political Science		
Course Code		0260016011		
Course Title		Constitutional Values and Fundamental Duties		
Semester		I		
Number of Credits		2 (1+0+1)		
Course Prerequisite		Learners are expected to have a curiosity or interest for learning Indian Government.		
Course Synopsis		"Constitutional Values and Fundamental Duties" delves into the core principles and structures of India Constitution. Exploring the historical context and the meticulous drafting process of the Indian Constitution, the course examines its key features and the fundamental rights, duties and Directive principles - guiding principles it lays out. You'll then journey through the intricacies of India's Constitution, analyzing the dynamic relationship between the fundamental rights and Directive principles. Finally, you'll encounter with fundamental principles of Indian constitution, Fundamental Rights, Directive principles and Fundamental Duties.		
Course Outcomes: Overall, students will gain a comprehensive understanding of the Indian Constitution, They will also develop critical thinking skills through analyzing the interplay between different constitutional principles and duties.				
CO1	Students will demonstrate a comprehensive understanding of the values, legacies of Indian Constitution.			
CO2	Explore Indian Constitution, preamble in defining the foundational principles of the Indian nation.			
CO3	Deep analysis of the Fundamental Rights and fundamental Duties.			
CO4	Examine directive principles and its relations with fundamental rights.			
Course Content:				
L (Hours/Week)		T (Hours/Week)	P (Hours/Week)	Total Hour/Week

1 (Hours/Week)		-	2 (Hours/Week)	3 (Hours/Week)
Unit	Content			
I	<b>Constitution Values of Indian Constitution (Hours = 4)</b> Constitution Values: Legacies of the Nationalist Movement. Constituent Assembly Debates: Secularism, Rights. (CO 2)			
II	<b>Constitution of Indian Constitution (Hours= 3)</b> The Preamble of the Constitution and its perceptions. Salient Features of Indian Constitution. (CO 1, CO2)			
III	<b>State and Citizen – I (Hours= 4)</b> Fundamental Rights: (Art 14 – Art 32) Meaning, Explanation, Criticism & Importance. Fundamental Duties: Meaning, Explanation, Evaluation (Criticism & Importance). Relationship between Fundamental Rights and Duties. (CO 3, CO 4)			
IV	<b>State and Citizen – II (Hours= 4)</b> Directive Principles of State Policy (Art 36- Art 51): Liberal, Socialist, International, Gandhian - Meaning, Explanation, Criticism & Importance. Relationship and controversy between Fundamental Rights and Directive Principle. (CO 3, CO 4)			
V	<b>Practical Activities</b> Group discussion on Rights and duties.  Watch historical documentaries on constitutional growth. Student's presentations and assignments submission. Debate completion on fundamental Rights. Quiz competition			

#### Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	15
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	45

**Assessment Methods:**

<b>Formative</b>	<b>Summative</b>
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminar	University Examination

**References:**

Austin, Granville: The Indian Constitution: Cornerstone of a Nation, Oxford University Press, Delhi, 1966.

Austin, Granville: Working a Democratic Constitution: A History of the Indian Experience, OUP, Delhi, 2003

Basu, D.D. : Introduction to the Constitution of India, LexisNexis, Gurgaon, 2015.

Bhargava, Rajeev: Politics and Ethics of the Indian Constitution, Oxford University

Brass, Paul R. : The Politics of India since Independence, Cambridge University Press, London, 1994.

Chaube, S. K. : Constituent Assembly of India: Springboard of Revolution, People's Publishing House, New Delhi, 1973.

Choudhry, Sujit, Madhav Khosla, Pratap Bhanu Mehta: The Oxford Handbook of the Indian Constitution, Oxford, Oxford University Press, 2016.

Hasan, Zoya: India's Living Constitution: Ideas, Practices, Controversies, Permanent Black, New Delhi, 2002.

Kapur, Devesh and Pratap B Mehta (eds.) Public Institutions in India: Performance and Design, Oxford University Press, New Delhi, 2007.

## VAC POOL COURSE

### SEMESTER- III

Course Type	Course Title
VAC -III	Human Rights: Theory and Practices

#### VAC – III : Human Rights: Theory and Practices

<b>Name of Department/ Subject</b>	Political Science
<b>Course Code</b>	0260036021
<b>Course Title</b>	Human Rights: Theory and Practices
<b>Semester</b>	III
<b>Number of Credits</b>	2 (1+0+1)
<b>Course Prerequisite</b>	Learners are expected to have a curiosity or interest for learning about human rights: theory and practice.
<b>Course Synopsis</b>	<p>The Human Rights Theory and Practice course will explore the fundamental concepts of human rights, their legal frameworks, and how they are applied in real-world situations. It will delve into the history of human rights, examine various theoretical perspectives, and analyze the role of international organizations and non-governmental organizations (NGOs) in promoting and protecting these rights. The course will cover topics such as the Universal Declaration of Human Rights, international human rights law, and the challenges and successes in implementing human rights globally.</p> <p><b>Legal and Institutional Frameworks:</b> Exploring key international treaties and declarations such as the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights. <b>The Role of International Organizations:</b> Examining the role of the United Nations, other international bodies, and regional organizations in promoting and protecting human rights.</p> <p><b>National Human Rights Systems:</b> Analyzing the laws, institutions, and mechanisms for protecting human rights within individual countries.</p>
<b>Course Outcomes:</b>	Overall, students will gain a comprehensive understanding of the human rights theory and practices, from global to local perspectives.

CO1	<b>Historical Evolution:</b> Tracing the development of human rights ideas from ancient times to the present, including the influence of philosophers like John Locke and legal scholars. <b>Philosophical Perspectives:</b> Examining different philosophical perspectives on human rights, such as natural law theory, legal positivism, and rights-based cosmopolitan theories includes the development of human rights from the Age of Enlightenment to at the present.			
CO2	<b>Legal and Institutional Frameworks: International Human Rights Law:</b> Exploring key international treaties and declarations, such as the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights. <b>The Role of Intra- national and supra- national bodies:</b> Examining the role of the United Nations, other international bodies, and regional organizations in promoting and protecting human rights.			
CO3	Examining the human rights violations globally and from an Indian perspective. Topics include genocide, ethnic cleansing, apartheid, asylum, refugees, human trafficking, capital punishment and political repression. Also explore the role of international NGOs and civil society in promoting human rights. Examines human rights in India and functioning of National & State Human Rights Commission.			
CO4	Human rights issues arising from economic globalization, migration, and environmental justice. Emerging issues such as digital rights, refugee rights, queer rights and human rights in war and conflict zones.			
Course Content:				
L (Hours/Week)		T (Hours/Week)	P (Hours/Week)	Total Hour/Week
1(Hours/Week)			2(Hours/Week)	3(Hours/Week)
UNIT	Content			
I	<b>Foundations of Human Rights</b> (Hours= 3) The philosophical underpinnings of human rights Key theories of human rights (Natural Law, Legal Positivism, Cosmopolitanism) Development of human rights from the Enlightenment to the present era ( CO 1)			
II	<b>International Human Rights Law</b> (Hours= 4) International human rights frameworks The role of the United Nations and its agencies in promoting human right Analysis of key international human rights treaties Human rights bodies and enforcement mechanisms ( CO 2)			
III	<b>Human Rights Violations: Global and Indian Perspectives</b> (Hours= 4) Examination of major human rights violations (Genocide, Ethnic Cleansing, Apartheid, Asylum, Refugee, Human Trafficking & Prostitution, Capital Punishment and Political Repression)			



	NGOs and civil society's role in promoting human rights; the impact of transnational advocacy networks. Human Rights in India: National Human Rights Commission, State Human Rights Commission, Human Rights as Human Security. ( CO 3)
<b>IV</b>	<b>Globalization and Human Rights Challenges (Hours= 4)</b> The intersection of globalization and human rights Human rights issues arising from economic globalization, migration, and environmental justice Emerging issues such as digital rights, refugee rights, queer rights and human rights in war and conflict zones. (CO4 )
<b>V</b>	<b>Practical</b> Mock Human Rights Council Small group Discussion Debate on Human Rights Project work/ Case Study Understanding Human Rights violation through News and Mass Media Discussion on Genocide & War crimes Campaign on Know Human Rights

Teaching - Learning Strategies		Contact Hours
Lecture		15
Practical		30
Mock Human Rights Council		-
Small group Discussion		-
Debate on Human Rights		-
Project work/ Case Study		-
Understanding Human Rights violation through News and Mass Media		-
Discussion on Genocide & War crimes		-
Campaign on Know Human Rights		-
Total Number of Contact Hours		45
Formative		Summative
Multiple Choice Questions (MCQ)		Multiple Choice Questions (MCQ)
Assignment		Short Answer Questions (SAQ)
Viva-voce/Presentation		Long Answer Question (LAQ)
Quiz		Viva- voce
Seminar		University Examination

**References:**

Agarwal H. O. (2016): Human Rights, Central Law Publications.

Alston P., & Robinson, M. (2005): Human Rights and Development: Towards Mutual Reinforcement, Oxford University Press.

Clapham Andrew (2015): Human Rights: A Very Short Introduction, Oxford University Press.

Clark, D. D. (2013): Globalizing Human Rights: The Case for and Against International Human Rights Standards, Palgrave Macmillan.

Donnelly, J. (2013): Universal Human Rights in Theory and Practice, Cornell University Press.

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