

Bachelor of Arts in Political Science (Major/Honours)

(Four Year Undergraduate (FYUG) Programme to be offered from 2023-24 academic sessions onwards as per NEP 2020)

Structure of the Four Year UG Programme with Political Science as Major

Semester	Type of Course	Name of the Course	Credit
I	Major – 1	Political Theory- Part A	4
	Minor – 1		4
	IDC – 1	Constitution of India	3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3
	SEC – 1		3
Total			20
II	Major – 2	Political Theory- Part B	4
	Minor – 2		4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
Total			20
Exit 1		UG Certificate	40
III	Major – 3	Indian Political System (Part A)	4
	Major – 4	International Politics (Theory)	4
	Minor – 3		4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
Total			23
IV	Major – 5	Public Administration (Theory)	4
	Major – 6	Indian Political System (Part B)	4
	Major – 7	Contemporary International Politics	4
	Minor – 4		4
	AEC – 4	<i>Any one from the following:</i> Studies of Assamese Culture; or Spoken English	4
Total			20
Exit 2		UG Diploma	83
V	Major – 8	Public Administration in India	4

	Major – 9	Select Political Systems (UK and USA)	4
	Major – 10	Select Political Systems (Switzerland and China)	4
	Major – 11	Contemporary issues in World Politics	4
	Minor – 5		4
	Total		20
VI	Major – 12	Political Sociology	4
	Major – 13	Political Thinkers 1	4
	Major – 14	Political Thinkers 2	4
	Major – 15	Politics in Assam	4
	Minor – 6		4
	Total		20
	Exit 3	UG Degree (General)	123
VII	Major – 16	Human Rights	4
	Major – 17	Social Movements	4
	Major – 18	Peace and Conflict Studies	4
	Minor – 7		4
	SEC – 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	Total		24
VIII	Major – 19	Ethnicity and Autonomy in North East India	4
	Major – 20	Gender and Politics	4
	Minor - 8		4
	Field Work	Project/Dissertation	12
	Total		24
	Exit 4	UG Degree (Honours/Research)	171

Structure of the Four Year UG Programme with Political Science as Minor

Semester	Type of Course	Name of the Course	Credit
I	Major – 1		4
	Minor – 1	Political Theory- Part A	4
	IDC – 1		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3
	SEC – 1		3
Total			20
II	Major – 2		4
	Minor – 2	Political Theory- Part B	4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
Total			20
Exit 1		UG Certificate	40
III	Major – 3		4
	Major – 4		4
	Minor – 3	Indian Political System (Part A)	4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
Total			23
IV	Major – 5		4
	Major – 6		4
	Major – 7		4
	Minor – 4	Public Administration (Theory)	4
	AEC – 4	<i>Any one from the following: Studies of Assamese Culture; or Spoken English</i>	4
Total			20
Exit 2		UG Diploma	83
V	Major – 8		4
	Major – 9		4
	Major – 10		4
	Major – 11		4
	Minor – 5	Public Administration in India	4
Total			20
VI	Major – 12		4
	Major – 13		4
	Major – 14		4
	Major – 15		4

	Minor - 6	Political Sociology	4
	Total		20
	Exit 3	UG Degree (General)	123
VII	Major - 16		4
	Major - 17		4
	Major - 18		4
	Minor - 7	Human Rights	4
	SEC - 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	Total		24
VIII	Major - 19		4
	Major - 20		4
	Minor - 8	Ethnicity and Autonomy in North East India	4
	Field Work	Project/Dissertation	12
	Total		24
	Exit 4	UG Degree (Honours/Research)	171

Four Year Undergraduate Programme in Political Science (Detailed Syllabi)

SEMESTER – I

DSC 1/DSM 1: Political Theory - Part A

Course Objectives:

The course “Political Theory: Part A” is designed to help the learners to have an understanding of the structural and functional dynamics of political science. The course begins with a discussion on the meaning, nature and scope of political science. The course then goes on to discuss the relationship of political science with other social sciences. The study of political science has a very ancient tradition and could be traced back to ancient Greece. So, the growth of political science as a discipline is discussed in detailed. Traditionally, the discipline of political science fundamentally deals with an investigation of the meaning and nature of the state as a very basic organisation of political existence of the individual as a member of the community. Besides, there are different theories regarding the evolution of the state. Accordingly, all these issues have been covered in the course. In the realm of political science, the study of sovereignty assumes special significance. Sovereignty is the most essential element of the state as there can be no state without sovereignty. There are also two different theories of sovereignty, namely, Austin’s theory of Sovereignty and the Pluralist theory of Sovereignty. The course accordingly discusses the meaning, nature and various theories of sovereignty. An integral subject matter of political science is that of democracy. As a form of government, there are two types of democracy– Pure or Direct Democracy and Indirect or Representative Democracy. The concepts of Power, Authority and Legitimacy, are closely associated with the very notion of the state. Without legitimate authority, the state cannot exercise its power. Therefore, the course discusses these basic concepts of democracy, power, authority and legitimacy. There are certain basic issues in the field of Political Science which determines the nature of relationship between the individual and the state. These include concepts like Justice, Equality and Citizenship. Accordingly, the course deals with these concepts. Political Science is also concerned with the spheres of activity of the state. Accordingly, the course discusses the notions of individualism and socialism.

Learning Outcomes:

- The learners will be able to explain the meaning, nature, scope and growth of political science along with the relationship of political science with other social sciences
- The learners will be able to familiarize themselves with the meaning, nature and various perspective of the state along with various theories regarding evolution of the state.
- The learners will be able to discuss about meaning, feature, types and various theories of sovereignty
- The learners will be able to familiarize with the concepts of democracy, power, authority and legitimacy along with their relationship

- The learners will be able explain the concepts of justice, equality and citizenship
- The learners will be able to discuss the meaning, nature, merits and demerits of individualism and socialism.

UNIT 1: POLITICAL SCIENCE: MEANING, NATURE AND SCOPE

Meaning of Politics; Meaning of Political Science; Nature and scope of Political Science

UNIT 2: RELATIONSHIP OF POLITICAL SCIENCE WITH OTHER SOCIAL SCIENCES

Political Science and History, Political Science and Sociology, Political Science and Economics, Political Science and Ethics, Political Science and Anthropology

UNIT 3: GROWTH OF POLITICAL SCIENCE AS A DISCIPLINE

Early traditions; Medieval period; Modern period; Present status

UNIT 4: THE STATE: ITS MEANING AND NATURE

Meaning of the State; Elements of the State; Nature of the State: Various Perspectives- Liberal and Marxist

UNIT 5: THEORIES OF EVOLUTION OF STATE: DIVINE ORIGIN THEORY AND EVOLUTIONARY THEORY

Main Arguments of the Divine Origin Theory, Criticisms against the Theory; Main Arguments of the Evolutionary Theory, Criticisms against the Theory

UNIT 6: THEORIES OF EVOLUTION OF STATE: SOCIAL CONTRACT THEORY

Main Arguments of the Social Contract Theory: Thomas Hobbes, John Locke, Jean Jacques Rousseau, Criticisms against the Theory

UNIT 7: SOVEREIGNTY: MEANING AND CHARACTERISTICS; TYPES OF SOVEREIGNTY

Meaning of Sovereignty; Characteristics of Sovereignty; Types of Sovereignty

UNIT 8: THEORIES OF SOVEREIGNTY

Austin's Theory of Sovereignty or the Legal-Monistic View, Criticisms against the Theory; Pluralist Theory of Sovereignty, Criticisms against the Theory

UNIT 9: DEMOCRACY

Meaning of Democracy; Types of Democracy: Direct and Indirect Democracy; Conditions for the success of Democracy; Merits and Demerits of Democracy

UNIT 10: POWER, AUTHORITY AND LEGITIMACY

Power: Meaning of Power, Characteristics of Power, Sources of Power, Forms of Power; Authority: Meaning of Authority, Characteristics of Authority, Sources of Authority, Basis of Authority; Legitimacy: Meaning of Legitimacy, Basis of Legitimacy, Types of Legitimacy; Relationship between Power, Authority and Legitimacy

UNIT 11: CONCEPTS OF RIGHTS AND LIBERTY

Meaning of Rights, Types of Rights; Meaning of Liberty; Types of Liberty

UNIT 12: CONCEPTS OF JUSTICE AND EQUALITY

Meaning of Justice, Types of Justice; Meaning of Equality; Types of Equality

UNIT 13: CONCEPT OF CITIZENSHIP

Meaning of Citizenship, Methods of acquiring Citizenship, Citizenship Values, Ways to promote good Citizenship Virtues

UNIT 14: INDIVIDUALISM AND SOCIALISM

Meaning and Features of Individualism, Merits and Demerits of Individualism; Meaning and Features of Socialism, Merits and Demerits of Socialism

Basic Reading List:

- 1) Agarwal, R.C. (2006). Political Theory: Principles of Political Science. New Delhi: S. Chand and company.
- 2) Asirvatham, Eddy & Misra, K. K. (2006). Political Theory. New Delhi: S Chand and Company.
- 3) Gauba, O. P. (2007). An Introduction to Political Theory. New Delhi: Macmillan India Ltd.
- 4) Heywood, Andrew. (2002). Politics. New York: Palgrave Foundations.
- 5) Kapur, A.C. (2006). Principles of Political Science. New Delhi: S. Chand and Company.
- 6) Varma, S.P. (2005). Modern Political Theory. New Delhi: Vikas Publishing House.

[Note: DSC: Discipline Specific Core (Major); DSM: Discipline Specific Minor]

SEMESTER - II

DSC 2/DSM2: Political Theory - Part B

Course Objectives:

The course "Political Theory: Part B" is designed to help the learners to have an understanding of the basic theoretical elements with regards to the study of Political Science. To begin with, political scientists have adopted various approaches for carrying out a systematic the study of politics and political events at various stages. The approaches to political analysis can be broadly classified as traditional approaches (including the philosophical, historical, institutional and legal approaches and modern approaches (including the behavioural approach, the post-behavioural approach, the system approach, the structural-functional approach, the communications theory approach and the decision-making approach). Accordingly, the course discusses the various important traditional and modern approaches and their significance. Any discourse on politics and political science will be incomplete without a discussion on democracy. Accordingly, the course reflects on the various aspects of the contemporary perspectives on democracy, including Liberal Democracy and Marxist Democracy. The course then focuses on the three fundamental organs of the government, namely, the Executive, the Legislature and the Judiciary. In the modern state, the three organs need to exercise their respective powers and functions effectively so that the government as a whole could function smoothly. At the same time there should be a separation of powers between all the three organs in order to prevent concentration of powers in one single organ and facilitate enjoyment of liberty. Thus the course also involves a discussion on Montesquieu's Theory of Separation of Powers. As a corollary, the course goes on to discuss the various forms of democratic governments prevailing in the world today. Accordingly, the course discusses about the Federal and Unitary forms of government as well as the Parliamentary and Presidential forms of government. When we look at the functioning any political system in the democratic world, political parties are found to play a very significant role in the political arena often acting as a link between the masses and the rules. The course therefore presents a discussion on the various dimensions of Political Parties. The functioning of all democratic political systems is marked by the existence of certain groups in the form of pressure groups and interest groups. These group operate outside the formal governmental or party system and aim at protecting their respective group interests by actively trying to influence the decision making process of the government in their own favour. Thus, the course deals with the various aspects relating to Pressure Groups and Interest Groups. The primary concern of any political system is that of ensuring its continuity and sustainability. In this context, the process of formation of political values, attitudes and beliefs on the part of the citizens at various stages of their lives plays a very crucial role. This process whereby political values are transmitted from one generation to another is known as Political Socialisation which is also discussed in this course. Another very significant concept associated with the study of political science is that of political cultural and political participation. As a matter of fact, in order to have a deeper understanding of the nature and functioning of the political system of any country, it is essential to look into the political cultural and political participation of the people of that particular country. Accordingly, the course discusses the important concepts of Political Cultural and Political Participation. Finally, the course focuses on the concepts of Political Modernisation and Political Development. While political modernisation involves changes in a range of spheres covering social, cultural, economic and psychological dimensions, political development involves elements of state building and wider political participation.

Learning Outcomes:

- a) The learners will be able to discuss about various traditional and modern approaches to political analysis
- b) The learners will be able to familiarize themselves with contemporary perspectives on democracy i.e. Liberal and Marxist
- c) The learners will be able to discuss about meaning, nature, functions and various organs of government
- d) The learners will be able to familiarize with the various forms of government
- e) The learners will be able explain the concepts of political parties, pressure groups and interest groups
- f) The learners will be able to discuss the meaning, nature and various aspects of political socialization, political culture, political participation, political modernization and political development.

UNIT 1: TRADITIONAL APPROACHES TO POLITICAL ANALYSIS (PHILOSOPHICAL AND HISTORICAL APPROACHES)

Traditional Approaches: Meaning and Characteristics; Philosophical Approach; Historical Approach

UNIT 2: TRADITIONAL APPROACHES TO POLITICAL ANALYSIS (INSTITUTIONAL AND LEGAL APPROACHES)

Institutional Approach; Legal Approach

UNIT 3: MODERN APPROACHES TO POLITICAL ANALYSIS -BEHAVIOURALISM AND POST-BEHAVIOURALISM

Modern Approaches: Meaning; Behaviouralism: Meaning, Characteristics of Behaviouralism, Criticism of Behaviouralism , Advantages of Behaviouralism; Post-Behaviouralism: Meaning, Characteristics of Post-Behaviouralism

UNIT 4: SYSTEMS APPROACH, STRUCTURAL-FUNCTIONAL APPROACH

Meaning of System, David Easton's Systems Approach; Structural-Functional Approach: Gabriel Almond's Analysis

UNIT 5: COMMUNICATION THEORY APPROACH, DECISION MAKING APPROACH

Communication Theory Approach: Basic Idea, Criticisms of the Communication Theory; Decision Making Approach: Basic Idea, Criticisms of the Decision Making Theory

UNIT 6: CONTEMPORARY PERSPECTIVES ON DEMOCRACY: LIBERAL AND MARXIST

Liberal Perspective on Democracy; Marxist Perspective on Democracy; Comparison between Liberal and Marxist Perspectives on Democracy

UNIT 7: ORGANS OF GOVERNMENT: EXECUTIVE, LEGISLATURE AND JUDICIARY; MONTESQUIEU'S THEORY OF SEPARATION OF POWERS

Executive: Meaning, Classification, Functions; Legislature: Meaning, Types, Functions; Judiciary: Meaning, Functions; Montesquieu's Theory of Separation of Powers, Criticisms of the Theory

UNIT 8: FORMS OF GOVERNMENT: FEDERAL AND UNITARY

Meaning, Features, Merits and Demerits of Federal form of Government; Meaning, Features, Merits and Demerits of Unitary form of Government

UNIT 9: FORMS OF GOVERNMENT: PARLIAMENTARY AND PRESIDENTIAL

Meaning, Features, Merits and Demerits of Parliamentary form of Government; Meaning, Features, Merits and Demerits of Presidential form of Government

UNIT 10: POLITICAL PARTIES

Meaning, Types and Importance of Political Parties

UNIT 11: PRESSURE GROUPS AND INTEREST GROUPS

Meaning, Types and Importance of Pressure Groups and Interest Groups; Distinction between Pressure Groups and Interest Groups

UNIT 12: POLITICAL SOCIALISATION

Meaning, Importance and Agents of Political Socialisation

UNIT 13: POLITICAL CULTURE AND POLITICAL PARTICIPATION

Meaning, Kinds, Importance of study of Political Culture; Meaning and Determinants of Political Participation

UNIT 14: POLITICAL MODERNISATION AND POLITICAL DEVELOPMENT

Basic Characteristics of Political Modernisation, Agents of Political Modernisation; Meaning of Political Development.

Basic Reading List:

- 1) Agarwal, R.C. (2006). Political Theory: Principles of Political Science. New Delhi: S. Chand and company.
- 2) Asirvatham, Eddy & Misra, K. K. (2006). Political Theory. New Delhi: S Chand and Company.
- 3) Gauba, O. P. (2007). An Introduction to Political Theory. New Delhi: Macmillan India Ltd.
- 4) Heywood, Andrew. (2002). Politics. New York: Palgrave Foundations.
- 5) Kapur, A.C. (2006). Principles of Political Science. New Delhi: S. Chand and Company.
- 6) Varma, S.P. (2005). Modern Political Theory. New Delhi: Vikas Publishing House.

SEMESTER - III

DSC 3/DSM 3: Indian Political System (Part A)

Course Objectives:

The course “Indian Political System (Part A)” is designed to help the learners to have an understanding of the ideological basis of the Constitution of India and functioning of the political system of India. The functioning of the Indian political system is based on a written Constitution, which is the basic and fundamental law of the land. The Constitution subscribes to the principles of popular sovereignty and democracy. A political system emerges in a particular historical context. Some customs, traditions, practices, patterns of beliefs, rules, etc. are inherited by a political system from the past and they make a lasting impact upon the working of the political system for years to come. The Course “Indian Political System (Part A)” will discuss the colonial legacies and the legacies of the Freedom Movement. The course will also explore the historical background that led to the framing and adoption of the Constitution of India. This course will also discuss the philosophy and ideals of the Indian Constitution and describe its salient features. India being a democracy, it guarantees certain fundamental rights to its citizens. It also expects its citizens to perform certain duties in the interest of the welfare of the nation. Hence, this course will also focus on the Fundamental Rights and Fundamental Duties of the citizens of India. India being a welfare state, the Constitution has incorporated some instructions to the State in the form of Directive Principles of State Policy for achieving socio-economic welfare. These Directive Principles of State Policy will also be discussed in this course. This course will also discuss the concept of citizenship and various constitutional and legislative provisions related to citizenship which are available in India. The constitution of a democratic country has to respond to the changing needs and aspirations of the people as may be required from time to time. The Indian Constitution too can be amended. Accordingly, the course will also discuss the amendment procedure of the Indian Constitution. Some parts of the Indian Constitution are regarded as the basic structure of the Constitution. The parts which constituted the basic structure of the Constitution cannot be amended. On the issue of the basic structure of the Indian Constitution lots of debates and discussions have been made through various judicial verdicts. This course will deal with the issues of basic structure of the Indian Constitution. The Indian political system is known for its vibrant multi-party system with a host of political parties operating at various levels. As a democracy, periodic elections for the formation of government at various levels constitute a significant event in India. The role of the political parties become only too evident during the time of elections. In this context, the course will discuss the different types of political parties in India with special reference to some of them. The Course will also offer a discussion on the functioning of parliamentary democracy in India with reference to the challenges and prospects.

Learning Outcomes:

- The learners will be able to raise their consciousness about the constitutional dynamics of Indian political system.
- The learners will know about the legacies of the British rule as well as Freedom Movement.
- The learners will be able to gain knowledge about the historical background that led to the adoption of the Constitution of India.
- The learners will be able to understand the philosophical foundation, sources and features of the Indian Constitution.

- The learners will be able to raise their consciousness about the Fundamental Rights and Fundamental Duties which are provided to them by the Constitution itself.
- The learners will be able to know the Directive Principles of State Policy which the state mechanism should keep in mind while formulating and implementing rules and policies.
- The learners will be able to gain knowledge about the various provision which are available in India related to citizenship and amendment of the Constitution itself.
- The learners will be able to critically examine the issue of basic structure of the Indian Constitution.
- The learners will be able to understand various dynamics of the Indian Party system.
- The learners will be able to gain knowledge about the actual functioning of Indian parliamentary democracy

UNIT 1: LEGACIES OF THE INDIAN POLITICAL SYSTEM

Legacies of Colonial Rule and Legacies of Freedom Movement

UNIT 2: HISTORICAL BACKGROUND OF THE INDIAN CONSTITUTION

Constitutional Developments during the British Period: 1773 to 1947

UNIT 3: MAKING OF THE INDIAN CONSTITUTION

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

UNIT 4: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

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

UNIT 5: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 6: FUNDAMENTAL RIGHTS

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights

UNIT 7: FUNDAMENTAL DUTIES

Background, Types and Significance of Fundamental Duties

UNIT 8: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy;

UNIT 9: RELATIONSHIP BETWEEN FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES

Relationship between Fundamental Rights and Directive Principles

UNIT 10: CITIZENSHIP

Meaning of Citizenship, Constitutional and Legal provisions relating to Indian Citizenship

UNIT 11: AMENDMENT

Amendment Procedure of the Indian Constitution: Methods of Amendment of the Indian Constitution, An Overview of some important Amendments of the Constitution of India, Criticism against the Amendment Procedure of the Indian Constitution

UNIT 12: BASIC STRUCTURE OF THE INDIAN CONSTITUTION

Basic Structure of the Indian Constitution, The issue of Amendment of the Basic Structure of the Indian Constitution: Criticism of the Basic Structure theory

UNIT 13: PARTY SYSTEM IN INDIA

Types of Political Parties in India, Features of the Indian Party System

UNIT 14: PARLIAMENTARY DEMOCRACY IN INDIA

Functioning of Parliamentary Democracy in India, Challenges and Future Prospects

Basic Reading List:

- 1) Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- 2) Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- 3) Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- 4) Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- 5) Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- 6) Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.

DSC 4: International Politics (Theory)

Course Objectives:

The course International Politics (Theory) is designed to help the learners to have an understanding of the broad theoretical framework involving certain fundamental aspects of politics at the international level. Accordingly, the course begins with a discussion on the meaning of International Politics and its various stages of evolution and subsequently, the course moves on to discuss the nature and scope of International Politics. Thus, the learners are made familiar with the fundamental aspects of international politics as a process involving interactions among both state and non-state actors. In this context, certain approaches have been formulated, each offering a distinct perspective on the conduct of international politics. Accordingly, three important approaches, namely, the Idealist Approach, the Realist Approach and the Systems Approach to the study of International Politics have been discussed in the course. Moreover, through this course the learners are introduced to certain key concepts in the field of International Politics such as national power, balance of power and national interest with national interest being the driving force behind the actions of a state at the international level, more often than not. Along with national interest, ideology also influences the course of action of a country in its dealings with other states. The course therefore discusses some important ideologies including liberalism, Marxism and also throws light on the “end of ideology” debate. The course also discusses two other important ideologies of the contemporary world, namely, neo-realism and neo-liberalism. The course goes on to include a discussion on the concept of diplomacy as an important means of conducting and managing international relations. As a corollary, the course seeks to explain another important topic in the realm of international politics, namely, foreign policy and its various dimensions. At the international level all states are expected to respect international laws. Though these are not binding upon the states, yet these international laws put some moral obligations on the states. The course therefore deals with the concept of international law and also discusses various aspects associated with international law of peace and armed conflict. The course also includes a discussion on concept of neo-colonialism as a novel form of colonialism in the post-colonial era.

Learning Outcomes:

- The learners will be able to explain the meaning and nature of international politics while also becoming familiar with the various stages of evolution of international politics.
- The learners will have a comprehensive understanding of the basic theoretical framework of international politics involving certain key concepts and fundamental approaches in the discipline of international politics.
- The learners will become familiar with concepts such as national power, balance of power, national interest and ideology including the “end of ideology” debate.
- The learners will be able to appreciate the concepts of foreign policy and diplomacy as important means to conduct and manage international relations.
- The learners will be able to appreciate the significance of international law as well as international law of peace and armed conflict as moral obligations on the states.

- The learners will be able to become familiar with the concepts of conflict, peace and cooperation including the techniques of conflict management and conflict resolution for securing international peace and stability.
- The learners will be able to gain insights into the concepts of neo-colonialism and New International Economic Order which bear ample significance to the developing countries in the post-colonial era.

UNIT 1: INTERNATIONAL POLITICS: MEANING, NATURE, SCOPE AND EVOLUTION

Concept of International Politics, International Politics and International Relations, Nature of International Politics, Scope of International Politics, Evolution of International Politics

UNIT 2: IDEALIST APPROACH TO THE STUDY OF INTERNATIONAL POLITICS

Emergence of Idealism, Main Features of the Idealist Approach, Criticisms against the Idealist Approach

UNIT 3: REALIST APPROACH

Emergence of Realism, Realism and its Features, Morgenthau's explanation of Realism, Criticisms against the Realist Approach

UNIT 4: NEO-REALISM AND NEO-LIBERALISM

Meaning and Nature of Neo-realism; Meaning and Nature of Neo-liberalism

UNIT 5: SYSTEMS APPROACH

Emergence of the Systems Approach, Features of the Systems Approach, Morton Kaplan's Systems Theory, Criticisms against the Systems Approach

UNIT 6: CONCEPT OF POWER

Meaning of Power, Elements of National Power, Methods of Using Power by a State, Limitations on National Power

UNIT 7: BALANCE OF POWER

Meaning, Evolution of the Concept, Assumptions of Balance of Power, Types of Balance of Power, Devices for Maintaining Balance of Power, Relevance of Balance of Power

UNIT 8: NATIONAL INTEREST

Meaning of National Interest, Vital and Non-vital Components of National Interest, Types of National Interest, Methods for Securing National Interest

UNIT 9: IDEOLOGY- LIBERALISM, MARXISM, END OF IDEOLOGY DEBATE

Impact of Ideology in International Politics, National Interest and Ideology, Decline of Ideology

UNIT 10: DIPLOMACY: NATURE, FUNCTIONS AND TYPES

Development of Diplomacy, Nature and Characteristics of Diplomacy, Functions of Diplomacy, Old and New Diplomacy, Personal and Summit Diplomacy, Bilateral Diplomacy, Multilateral and Institutional Diplomacy

UNIT 11: FOREIGN POLICY

Meaning, Determinants, Instruments of Foreign Policy

UNIT 12: INTERNATIONAL LAW

Meaning, Types, Scope and Sources of International Law

UNIT 13: INTERNATIONAL LAWS OF PEACE AND ARMED CONFLICT

The Law of Peace and Armed Conflict or International Humanitarian Law (IHL)- Meaning and Nature: Two types of International Humanitarian Law, Evolution of International Humanitarian Law, International Humanitarian Law and Human Rights

UNIT 14: NEO-COLONIALISM: MEANING, EMERGENCE AND ASPECTS OF NEO-COLONIALISM; NEW INTERNATIONAL ECONOMIC ORDER (NIEO)

Meaning of Neo-Colonialism, Aspects of Neo-Colonialism; Origin of New International Economic Order (NIEO), Action Programme and Evaluation of NIEO

Basic Reading List:

- 1) Agarwal, Dr. H.O. (2016). *International Organisations*. Second Edition, Reprint 2018, Allahabad: Central Law Publications.
- 2) Appadorai, A. and Rajan, M. S.: *India's Foreign Policy and Relations*, New Delhi: South Asian Publishers, New Delhi
- 3) Bandyopadhyaya, Jayantanuja (2003). *The Making of India's Foreign Policy*. New Delhi: Allied Publishers Pvt. Ltd.
- 4) Banerjee, Dipankar (ed.): *SAARC in the Twenty- First Century: Towards a Cooperative Future*, India Research Press, 2002
- 5) Baruah, Dr. Deva Prasad (2009). *Bharatar Baideshik Niti*. Guwahati: Swastika Prakashan
- 6) Basu, Rumki. (1993). *The United Nations, Structure and Functions of an International Organisation*. First Edition, Reprint 2012, New Delhi: Sterling Publishers Private Limited.
- 7) Biju, M.R. (2007). *New Horizons of Indian Foreign Policy*. Delhi: Authorpress
- 8) Chhabra, H.K. (1939). *Foreign Policies of Major Countries*. Delhi: Surjeet Publications
- 9) Chander, Prakash and Prem Arora: *Comparative Politics and International Relations*, New Delhi: Cosmos Bookhive(P)Ltd.
- 10) Dhar, S.N. *International Relations and World Politics since 1919*, Kalyani Publishers
- 11) Dutt, V.P. (2014). *India's Foreign Policy in a Changing World*. Noida: Vikas Publishing House Pvt. Ltd.
- 12) Ghai, K.K.: *International Relations - Theory and Practice*, Kalyani Publishers\
- 13) Goldstein, Joshua S (2007). : *International Relations(sixth edition)*, Pearson Education, New Delhi
- 14) Khanna, V.N. (2007). *Foreign Policy of India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- 15) Kumar, Mahendra (2017): *Theoretical Aspects of International Politics*, Shiva Lal Agarwal & Co.
- 16) Malhotra, Vinay Kumar (2006): *International Relations*, Anmol Publications Pvt.Ltd., New Delhi
- 17) Pruthi,R.K. (2006): *International Relations - Since 1919*, Mohit Publications, New Delhi
- 19) Srivastava, Dr. L.S. and Joshi, Dr. V.P. *International Relations*, Goel Publishing House

SEMESTER - IV

DSC 5/DSM 4: Public Administration (Theory)

Course Objectives:

The course "Public Administration (Theory)" is designed to help the learners to have an understanding of the basic theoretical framework of the discipline of Public Administration. Accordingly, the course begins with a discussion on the meaning, nature and scope of Public Administration while at the same time making a distinction between Public Administration and Private Administration. The course throws light on the various stages of the growth of public administration as a discipline. One important theory that forms the cornerstone of modern public administration is the Bureaucratic Theory. Besides, the course includes two other important theories which have made a significant impact on the theory and practice of public administration, namely, the Scientific Management theory and the Human Relations Theory. An important aspect in terms of organizational behaviour is that of motivation. The course therefore throws light on the meaning and importance of motivation in administration. A path-breaking event in the discipline of political science was that of New Public Administration which sought to make public administration socially relevant. The course therefore discusses the important dimensions relating to New Public Administration. The course further discusses some fundamental principles of administration including hierarchy, span of control, unity of command, centralisation and decentralisation, coordination and delegation of authority which are integral to the structure and functioning of any organisation. The concepts of Line and Staff are fundamental to public administration. The course accordingly discusses these two concepts while also focusing on including the very important Line agencies of the Department, Independent Regulatory Commission and Government Corporation. The concept of civil service is also integral to the study of public administration. In a way, civil service reflects public administration in practice. As such, the course discusses the concept of civil service and its various dimensions.

Learning Outcomes:

- The learners will be able to explain the meaning and nature of public administration
- The learners will become familiar with the POSDCoRB and Subject-Matter views regarding the scope of public administration
- The learners will be able to make a comparison between public administration and private administration
- The learners will have an understanding of the growth of public administration as an academic discipline since the era of politics-administration dichotomy in the late 19th century upto the contemporary period covering new trends emerging in the discipline.
- The learners will be able to discuss certain key theories in the discipline of public administration, namely, the Bureaucratic theory, the Scientific Management theory and the Human Relations theory.
- The learners will be able to appreciate the significance of motivation as a key element of organisational behaviour while being able to explain two important theories of motivation.
- The learners will be able to have a comprehensive understanding of New Public Administration as a movement which aimed at making public administration socially relevant.

- The learners will be able to explain the principles of organization, including hierarchy, span of control, unity of command, centralisation and decentralisation, coordination and delegation of authority.
- The learners will be able to become familiar with the Department, Independent Regulatory Commission and Government Corporation as important line agencies.
- The learners will be able to discuss the meaning and role of the civil service as an integral part of public administration while being able to appreciate the relation between the Minister and the civil servant.

UNIT 1: PUBLIC ADMINISTRATION: MEANING, NATURE AND SCOPE; PUBLIC ADMINISTRATION AND PRIVATE ADMINISTRATION

Meaning of Public Administration, Nature and Scope of Public Administration;

Meaning of Private Administration, Similarities and Dissimilarities between Public and Private Administration

UNIT 2: GROWTH OF PUBLIC ADMINISTRATION AS A DISCIPLINE

Phase 1: Early Tradition (Politics-Administration Dichotomy), Phase 2: Search for

Principles of Administration (Economy and Efficiency), Phase 3: Human Relations Movement, Phase 4: Development of a Scientific and Inter-disciplinary Character, Phase 5: Emergence of New Public Administration

UNIT 3: BUREAUCRATIC THEORY

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

UNIT 4: SCIENTIFIC MANAGEMENT THEORY

Meaning of Scientific Management, Origin of the Scientific Management Theory, Aims of Scientific Management, Basic Assumptions of the Scientific Management Theory, Basic concept of the Scientific Management Theory, Features of the Scientific Management Theory, Principles of the Scientific Management Theory, Advantages of the Scientific Management Theory, Criticisms of the Scientific Management Theory: Workers' Criticisms, Employers' Criticisms, Criticisms from the Psychologists

UNIT 5: HUMAN RELATIONS THEORY

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

UNIT 6: MOTIVATION

Meaning of Motivation, Intrinsic motivation and Extrinsic motivation; Incentive Theory, Content Theories: Maslow's Hierarchy of Needs Theory, Herzberg's Two-Factor Theory

UNIT 7: NEW PUBLIC ADMINISTRATION

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

UNIT 8: PRINCIPLES OF ORGANISATION: HIERARCHY, SPAN OF CONTROL AND UNITY OF COMMAND

Meaning of Hierarchy, Advantages of the Principle of Hierarchy, Disadvantages of the Principle of Hierarchy; Meaning of Span of Control, Factors determining Span of Control; Meaning of Unity of Command

UNIT 9: PRINCIPLES OF ORGANISATION: CENTRALISATION AND DECENTRALISATION

Meaning of Centralisation, Advantages of Centralisation, Disadvantages of Centralisation; Meaning of Decentralisation, Advantages of Decentralisation, Disadvantages of Decentralisation

UNIT 10: PRINCIPLES OF ORGANISATION: COORDINATION AND DELEGATION

Meaning of Coordination, Need for Coordination, Types of Coordination; Meaning of Delegation, Need for Delegation, Forms of Delegation

UNIT 11: STAFF AGENCIES AND LINE AGENCIES

Meaning of Staff Agencies, Basic Characteristics of Staff Agencies, Types of Staff Agencies, Functions of Staff Agencies, Staff Agencies in India; Meaning of Line Agencies, Relationship between Line and Staff Agencies

UNIT 12: DEPARTMENT

Meaning of Department, Need of Department, Bases of Department, Head of Department: Single Head/Bureau Type Head and Plural Head

UNIT 13: INDEPENDENT REGULATORY COMMISSIONS

Independent Regulatory Commissions, Basic Features of Regulatory Commissions, Regulatory Commissions in the United States of America, Functions of Regulatory Commissions, Advantages of Regulatory Commissions, Criticisms against Regulatory Commissions, Independence of Regulatory Commissions

UNIT 14: CIVIL SERVICE: MEANING AND ROLE; RELATIONSHIP BETWEEN CIVIL SERVANTS AND MINISTERS

The Concept of Civil Service: Meaning of Civil Service, Main Characteristics of Civil Service, Functions and Role of Civil Service in a Modern State; Political and Non-Political Executive, Relationship between Civil Servants and Ministers

Basic Reading List:

- 1) Arora, R.K. (2008): *Perspectives of Public Administration*. Rajat Publications.
- 2) Avasthi & Maheshwari (2020). *Public Administration*. Lakshmi Narain Agarwal.
- 3) Basu, Rumki (2004). *Public Administration-Concepts and Theories*. New Delhi: Sterling Publishers Private Limited.
- 4) Bhagwan, Vishnoo and Bhushan, Vidya (2007). *Public Administration*. New Delhi: S .Chand & Company Ltd.
- 5) Bhattacharya, Mohit (2018). *New Horizons of Public Administration*. Jawahar Publishers and Distributors.
- 6) Dhameja, Alka and Mishra, Sweta (2016). *Public Administration: Approaches and Applications*. Pearson

- 7) Fadia, Dr.B.L. & Fadia, Dr.B.L. (2000). *Public Administration (Administrative Theories and Concepts)*. Agra: Sahitya Bhavan Publications.
- 8) Laxmikanth, M. (2022): *Public Administration*. McGraw Hill.
- 9) Naidu, S. P. (2005), *Public Administration-Concepts and Theories*. New Delhi: New Age International (P) Ltd.
- 10) Sharma, Dr. M. P. & Sadana, Dr. B. L. (2000). *Public Administration in Theory and Practice*. Allahabad: Kitab Maha

DSC 6: Indian Political System (Part B)

Course Objectives:

The “Indian Political System (Part B)” is designed to help the learners to have a deep understanding of the various dimensions of the Indian Political System. It is supposed that the learners of the Bachelor Degree Programme in Political Science should have thorough knowledge about various aspects of the political system of the country where he/she resides. Keeping in view of the above, the Course will discuss the political structure and processes of Indian political system. This course will also provide knowledge regarding the executive at the Centre as well as in the states. This course will also provide discussion regarding the President of India who is regarded as the Constitutional head of Indian political system. The election procedure, powers and functions of the President and Vice-President of India, powers and functions of the Prime Minister and the Union Council of Ministers along with the relationship of Prime Minister with the Indian President will be dealt with in this course. Apart from that this course will also deal with the Executive at the state. Election procedure, powers, functions and position of the Governor and functions of the Chief Minister and State Council of Ministers will be elaborately explained. The course will discuss the Indian Parliament and its legislative procedure as well as legislature at the state level. Composition, powers and functions of the Indian Parliament and Legislative Assembly and Legislative Council of the State, relationship of the two Houses of the Parliament, powers, functions and position of the Speaker, different stages of the passage of the Bill in the Indian Parliament including Money Bill will be discussed in this course. The Judiciary plays an important role in Indian political system. Therefore, the composition, powers and functions of the Indian Judicial system namely- Supreme Court and the High Courts will also be discussed in this course. Another important aspects of Indian Political System namely- Judicial Review and Judicial Activism will also be discussed in this course. Besides, various measures to ensure the independence of the Judiciary will also be analysed here. Local self-government plays an important role in India. Therefore, this course will discuss the growth of Local Government in India with special reference to the 73rd and 74th Amendments and status of Local Self Government in Assam. This course will also discuss the composition, powers and functions of the Election Commission and Electoral Reforms in India. This course will also focus on the meaning and various forms of regionalism in India and the causes responsible for the growth of Regionalism in India. Again issues like casteism and communalism in Indian politics will also be examined in this course.

Learning Outcomes:

1. The learners will be able to gain knowledge about the government machinery (including the three organs of the government, such as legislature, executive and judiciary) available both at the centre as well as state levels.
2. The learners will be able to understand various dimensions associated with judicial review and judicial activism in India.
3. The learners will be able to gain knowledge about the local self-government in India with special reference to Assam.
4. The learners will be able to gain knowledge about the Election Commission of India and electoral reforms that occurred in India since independence.

5. The learners will be able to examine issues like regionalism, casteism and communalism and its impact in Indian politics.

UNIT 1: THE PRESIDENT OF INDIA

Qualification, Election procedure, Tenure, Removal Procedure, Powers and functions, Position of the President of India

UNIT 2: THE VICE PRESIDENT OF INDIA

Qualification, Election Procedure, Tenure, Removal Procedure, Powers and Functions, Position of the Vice-President

UNIT 3: PRIME MINISTER AND UNION COUNCIL OF MINISTERS

Powers and Functions of the Prime Minister; Relationship between President and Prime Minister; Composition, Powers and Functions of the Union Council of Ministers

UNIT 4: INDIAN PARLIAMENT

Composition, Powers and Functions of the Indian Parliament; Relation between the two Houses of the Indian Parliament ; Office of the Speaker of Lok Sabha, Powers and Functions of the Speaker, Position of the Speaker

UNIT 5: LEGISLATIVE PROCEDURE OF THE INDIAN PARLIAMENT

Stages in the Passage of Bill in the Indian Parliament; Money Bill in the Indian Parliament

UNIT 6: GOVERNOR

Qualification, Powers and Functions, Position of the Governor

UNIT 7: CHIEF MINISTER AND STATE COUNCIL OF MINISTERS

Powers and Functions of the Chief Minister; Composition, Powers and Functions of the State Council of Ministers

UNIT 8: LEGISLATURE AT THE STATE LEVEL

Legislative Assembly: Composition, Powers and Functions; Legislative Council: Composition, Powers and Functions

UNIT 9: INDIAN JUDICIARY

Composition of the Supreme Court of India, Qualification, Tenure and Removal of Judges, Powers and Functions of the Supreme Court of India, Supreme Court as the Guardian of the Constitution and Fundamental Rights of the Indian People; Composition of the High Courts, Qualification, Tenure and Removal of Judges, Powers and Functions of High Courts; Subordinate Courts; Measures to Ensure Independence of Judiciary in India

UNIT 10: JUDICIAL REVIEW AND JUDICIAL ACTIVISM

Meaning of Judicial Review, Judicial Review in India; Meaning of Judicial Activism, Judicial Activism in India

UNIT 11: LOCAL SELF GOVERNMENT IN INDIA

Growth of Local Government in India, 73rd and 74th Amendments; Local Self Government in Assam

UNIT 12: ELECTION COMMISSION; ELECTORAL REFORMS

Composition and Powers and Functions of the Election Commission; Electoral Reforms in India

UNIT 13: REGIONALISM IN INDIA

Meaning of Regionalism, Various Forms of Regionalism in India, Causes responsible for the growth of Regionalism in India

UNIT 14: CASTEISM AND COMMUNALISM IN INDIAN POLITICS

Politicisation of Caste; Religion and Politics- Problem of Communalism in India

Basic Reading List:

- 1) Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- 2) Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- 3) Chander, Prakash (2000). Indian Government and Politics. Cosmos Bookhive Pvt. Ltd.
- 4) Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- 5) Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- 6) Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.

DSC 7: Contemporary International Politics

Course Objectives:

The course “Contemporary International Politics” is designed to make the learners familiar with some of the epoch making events and phenomena that have shaped international politics in the contemporary period while also discussing the emerging trends. Two of the most significant events that shaped the course of world politics were the First World War and the Second World War. The course “Contemporary International Politics” therefore starts with a discussion of the causes and consequences of the First World War and the Second World War. After the Second World War, the single most important development in the field of international politics was the emergence of two superpowers, namely, the United States and the erstwhile Soviet Union and the subsequent polarisation of the world into two rival power blocs, namely, the Western Capitalist Bloc headed by the United States and the Eastern Communist Bloc led by the erstwhile Soviet Union. Accordingly, the course “International Politics in the Contemporary World” discusses the various aspects relating to the Cold War- the strained relations between the two power blocs which dominated the global scene for the greater part of the post-Second World War period. In the face of Cold War politics, a group of nations chose to be neutral and to maintain equidistance from bloc politics. Accordingly, the course includes a discussion on the Non-Aligned Movement. The non-aligned nations refused to join or be aligned with or against either of the two major power blocs, whether the Western Capitalist Bloc or the Eastern Communist Bloc. In today’s world, and especially after the end of the Second World War, nations of the world are increasingly cooperating with one another for peace and development. This is reflected in the form of various international organisations operating at different levels. The course discusses the meaning, background and types of International Organisations. The course further goes on to discuss the United Nations as the custodian of international peace and security among nations in the post-Second World War period. It is the prime responsibility of the UN to ensure the prevalence of peace in the world. The principle of collective security becomes important in this respect. The course therefore discusses the meaning of Collective Security, UN and Collective Security, UN and Peacekeeping Operations. A discussion on three very important organizations for regional cooperation, namely the European Union (EU), South Asian Association of Regional Cooperation (SAARC) and Association of South-East Asian Nations (ASEAN) have also been incorporated in the course. For world peace to prevail, there is always a need for ensuring financial stability and fair trade practices in the world. Accordingly, the course discusses three main global financial institutions, namely, World Trade Organization, International Monetary Fund and the World Bank. The issue of disarmament has been at the centre-stage in the field of international politics, especially after the First World War. The end of the Cold War marked the beginning of a new world order. The course therefore dwells on the emerging world order in the post-Cold War period. India, like any other sovereign nation, pursues a foreign policy of its own in order to conduct her relations with other nations in a way that safeguards her national interests while at the same time contributing to world peace. Indian foreign policy is influenced and determined by a number of factors. The course therefore discusses the basic principles and objectives of India’s foreign policy. The course finally ends with India’s relations with a few countries, namely, USA, China, Pakistan and Bangladesh.

Learning Outcomes:

- The learners will be able to explain the causes and consequences of the two World Wars
- The learners will be able to discuss the Cold War and its various aspects
- The learners will be able to discuss the Non-Aligned Movement and its various aspects

- The learners will be able to become familiar with the various aspects of the United Nations and explain the concept of collective security and peacekeeping
- The learners will be able to become familiar with the issues of conflict and cooperation in International Politics
- The learners will also be able to have an understanding about certain important regional organizations such as SAARC, EU and ASEAN
- The learners will be able to discuss certain important global financial institutions, namely, the IMF and the WTO
- The learners will become familiar with the emerging world order in the post-Cold War period
- The learners will be able to explain the basic principles and objectives of India's foreign policy
- The learners will be able to discuss India's relations with other global powers like the US and China while also being able to explain her relations with two of her immediate neighbours, namely, Pakistan and Bangladesh.

UNIT 1: WORLD WAR AND SECOND WORLD WAR

Causes and Consequences of the First and Second World War

UNIT 2: COLD WAR: MEANING, CAUSES AND PHASES

Meaning, Origin and Causes of Cold War; Phases of Cold War : First Phase:1946-1949, Second Phase:1949-1953, Third Phase:1953-1957, Fourth Phase:1957-1962, Fifth Phase:1962-1969, Sixth Phase:1969-1978, Seventh Phase:1979 onwards to the End of Cold War

UNIT 3: CONFLICT AND COOPERATION IN INTERNATIONAL POLITICS

Conflict in International Politics, Cooperation and Peaceful settlement of Disputes in International Politics

UNIT 4: INTRODUCTION TO INTERNATIONAL ORGANISATIONS

Background and Types of International Organisations; League of Nations

UNIT 5: THE UNITED NATIONS

Origin and Aims and Purposes of the United Nations, Membership of the United Nations; Structure of the United Nations

UNIT 6: THE NON-ALIGNED MOVEMENT (NAM)

Meaning, Definition and Characteristics of Non-alignment, Growth of the Non-Aligned Movement (NAM); NAM Conferences and Summits, Relevance of NAM in the 21st Century

UNIT 7: REGIONAL ORGANISATIONS

European Union (EU): Formation of EU, European Union and India; South Asian Association for Regional Cooperation (SAARC): Formation of SAARC, Key Institutions of SAARC, Problems faced by SAARC and Prospects for the future; Association of South-East Asian Nations (ASEAN): Formation of the ASEAN, Objectives and Principles the ASEAN, Role of the ASEAN

UNIT 8: WORLD TRADE ORGANIZATION, IMF AND WORLD BANK

History, Functions, Principles, Membership of World Trade Organization (WTO); Structure, Functions and Role of IMF and World Bank

UNIT 9: EMERGING WORLD ORDER

Emerging World Order: Present Trends

UNIT 10: INDIA'S FOREIGN POLICY

Basic Principles and Objectives of India's Foreign Policy

UNIT 11: INDIA'S RELATIONS WITH THE USA

History and Phases, Present status

UNIT 12: INDIA'S RELATIONS WITH CHINA

History and Phases, Present status

UNIT 13: INDIA'S RELATIONS WITH PAKISTAN

History and Phases, Present status

UNIT 14: INDIA'S RELATIONS WITH BANGLADESH

History and Phases, Present status

Basic Reading List:

- 1) Agarwal, Dr. H.O. (2016). *International Organisations*. Second Edition, Reprint 2018, Central Law Publications, Allahabad.
- 2) Appadorai, A. and Rajan, M. S.: *India's Foreign Policy and Relations*, South Asian Publishers, New Delhi
- 3) Bandyopadhyaya, Jayantanuja (2003). *The Making of India's Foreign Policy*. New Delhi: Allied Publishers Pvt. Ltd.
- 4) Baneerjee, Dipankar (ed.): *SAARC in the Twenty- First Century: Towards a Cooperative Future*, India Research Press, 2002
- 5) Baruah, Dr. Deva Prasad (2009). *Bharatar Baideshik Niti*. Guwahati: Swastika Prakashan
- 6) Basu, Rumki. (1993). *The United Nations, Structure and Functions of an International Organisation*. First Edition, Reprint 2012, Sterling Publishers Private Limited, New Delhi.
- 7) Biju, M.R. (2007). *New Horizons of Indian Foreign Policy*. Delhi: Authorpress
- 8) Chander, Prakash and Prem Arora: *Comparative Politics and International Relations*, Cosmos Bookhive(P)Ltd., New Delhi
- 9) Dhar, S.N. *International Relations and World Politics since 1919*, Kalyani Publishers
- 10) Dutt, V.P. (2014). *India's Foreign Policy in a Changing World*. Noida: Vikas Publishing House Pvt. Ltd.
- 11) Ghai, K.K.: *International Relations - Theory and Practice*, Kalyani Publishers\
- 12) Goldstein, Joshua S. : *International Relations(sixth edition)*, Pearson Education, New Delhi, 2007
- 13) Khanna, V.N. (2007). *Foreign Policy of India*. New Delhi: Vikas Publishing House Pvt. Ltd.

- 14) Kumar, Mahendra: *Theoretical Aspects of International Politics*, Shiva Lal Agarwal & Company, New Delhi
- 15) Malhotra, Vinay Kumar: *International Relations*, Anmol Publications Pvt.Ltd., New Delhi, 2006
- 16) Pruthi,R.K.: *International Relations - Since 1919*, Mohit Publications, New Delhi, 2006
- 17) Roy, A.C. (2002). *International Relations Since 1919*. Calcutta: World Press Publication.

SEMESTER - V

DSC 8/DSM 5: Public Administration in India

Course Objectives:

The course "Public Administration in India" is designed to help the learners to have an understanding of the structural and functional dynamics of public administration in India. The course begins with a discussion on the evolution of public administration in India starting from the ancient period to the post-independent period. The course then goes on to discuss the salient features of public administration in India. An important issue in Indian administration is that of the controversy over regarding the position and role of the general administrators and functional specialists in the public service. Accordingly, the issue of generalists versus specialists has been covered in the course. There is also a discussion on political and non-political executive in India with reference to their background and nature. The learners are also made acquainted with the framework of public services in India. The course discusses some very important institutions and offices in the field of public administration in India, namely the Cabinet Secretariat and the Prime Minister's Office (PMO). For effective administration, the recruitment of public servants must be through an impartial process based on the merit system. Accordingly, the Constitution of India has provided for the Union Public Service Commission (UPSC) and the State Public Service Commissions (SPSCs). The Union Public Service Commission and the State Public Service Commissions which are charged with the responsibility of recruitment and management of public services in India are therefore brought into our discussions as an essential part of the course. Since public administrators have been vested with enormous powers and responsibilities, it is also necessary to exercise control over administration. Accordingly, the course discusses the various means of executive, parliamentary and judicial control over administration in India. An important concern in the field of public administration in India is that of civil service neutrality whereby a civil servant is expected to be non-partisan in nature. A related issue in this context is that of committed bureaucracy whereby a civil servant should remain committed to the goals proclaimed by the Constitution of India. Thus the issue of civil service neutrality and commitment is brought into the purview of our discussions in the course. An important aspect of financial administration in any country is that of the budget. Accordingly, the course discusses the budgetary process in India as well as takes into account the issue of performance budgeting in India. The Government of a state functions through its secretariat which is a conglomeration of departments administratively headed by the Secretaries and politically by the Ministers. The course therefore discusses the State Secretariat including the Chief Secretary as the head of the Secretariat. Talking of Indian administration, the district constitutes an important unit of administration. In this context, the course discusses the history and organisation of district administration in India. Significantly, the course also goes on to discuss the office of the District Collector with reference to role and position of the District Collector as the head of the district administration. It may be mentioned here that in order to ensure accountability in administration and governance, effective machinery for redressing public grievances is a must. In this context, a significant development in the Indian political system has been the enactment of the Right to Information Act, 2005. This Act is intended to make the process of governance more transparent and accountable. Accordingly, the includes a discussion on the machinery for redressal of public grievances in India such as the institutions of Lokpal and Lokayukta and the Right to Information Act, 2005. As India largely inherited an administrative system devised by the British, the need was felt for administrative reforms and for reorganising the administrative system to cope

with the changed situation after independence. Accordingly, the course ends with a discussion on the issue of administrative reforms in India with reference to the First and Second Administrative Reforms Commissions constituted by the government.

Learning Outcomes:

- The learners will be able to explain the evolution of public administration in India from the ancient period to the post-independent period while becoming familiar with the salient features of public administration in India
- The learners will be able to become familiar with the issue of generalists vs. specialists with special reference to Indian administration and be able to discuss the framework of public services in India covering the All India Services, the Central Services and the State Services
- The learners will be able to familiarize themselves with the structure and powers and functions of two very important institutions, namely, the Prime Minister's Office and the Cabinet Secretariat.
- The learners will be able to discuss the important constitutional bodies of the Union Public Service Commission and State Public Service Commissions with regard to their composition, functions and other related aspects.
- The learners will be able to explain the means of executive control, parliamentary control and judicial control over administration in India and be able to discuss the issue of political neutrality of civil service in India and also be able to appreciate the idea of committed bureaucracy in the Indian context
- The learners will be able explain the budgetary process in India and also become familiar with concept of performance budgeting.
- The learners will be able to discuss the structure and functions of the state secretariat while becoming familiar with the role and importance of the Chief Secretary in the administration of the state.
- The learners will be able to explain various aspects of district administration in India and also discuss the role of the District Collector or Deputy Commissioner as the head of district administration in India
- The learners will be able to explain the institutions of Lokpal and Lokayukta and also discuss the provisions of the Right to Information Act, 2005
- The learners will be able to explain the various efforts at administrative reforms with special reference to the First Administrative Reforms Commission (1966) and Second Administrative Reforms Commission (2005).

UNIT 1: EVOLUTION OF PUBLIC ADMINISTRATION IN INDIA

Administration in the Ancient Period, Administration in the Mughal Period, Administration in the British Period, Administration in the Post-Independent Period

UNIT 2: FEATURES OF PUBLIC ADMINISTRATION IN INDIA

Salient Features of Public Administration in India

UNIT 3: GENERALISTS AND SPECIALISTS

Meaning of Generalists and Specialists, Background of the Generalist versus Specialist Controversy in India, Arguments in favour of Generalists, Arguments in favour of Specialists

UNIT 4: PUBLIC SERVICES IN INDIA

Political and Permanent Executive in India; Public Services in India: All-India Services, Central Civil Services, State Services

UNIT 5: CABINET SECRETARIAT, PMO

Cabinet Secretariat: Structure, Powers and Functions; PMO: Structure, Powers and Functions

UNIT 6: UNION PUBLIC SERVICE COMMISSION AND STATE PUBLIC SERVICE COMMISSIONS

Union Public Service Commission (UPSC): Composition of the UPSC, Functions of the UPSC; State Public Service Commissions (SPSC): Composition of the State Public Service Commissions, Functions of the State Public Service Commissions; Annual Report of the Commissions, Independence of Public Service Commissions

UNIT 7: CONTROL OVER ADMINISTRATION IN INDIA: EXECUTIVE CONTROL, PARLIAMENTARY CONTROL AND JUDICIAL CONTROL

Means of Executive Control in India, Means of Parliamentary Control in India, Means of Judicial Control in India

UNIT 8: NEUTRALITY VERSUS COMMITMENT OF CIVIL SERVANTS

Political Neutrality of Civil Service in India; The issue of Committed Bureaucracy

UNIT 9: BUDGETARY PROCESS IN INDIA

Meaning of Budget, Stages of the Budget; Performance Budgeting in India; Limitations of Performance Budgeting

UNIT 10: STATE SECRETARIAT: STRUCTURE AND FUNCTIONS

Structure of State Secretariat, Functions of the Secretariat; Chief Secretary, Functions of the Chief Secretary

UNIT 11: DISTRICT ADMINISTRATION IN INDIA

History of District Administration in India, Organisation of District Administration, Functions of District Administration

UNIT 12: THE DISTRICT COLLECTOR OR THE DEPUTY COMMISSIONER

Emergence of the Office of the District Collector, Functions of the District Collector; Role and Position of District Collector/Deputy Commissioner

UNIT 13: MACHINERY FOR REDRESSAL OF PUBLIC GRIEVANCES; RIGHT TO INFORMATION ACT, 2005

Institution of Ombudsman (Lokpal and Lokayukta); Development of the Institutions of Lokpal and Lokayukta: Institution of Lokpal, Institution of Lokayuktas in States; Right to Information Act, 2005: Background of the Right to Information Act, 2005, Development of the Right to Information Act, 2005, Provisions of the Right to Information Act, 2005

UNIT 14: ADMINISTRATIVE REFORMS IN INDIA

Overview of administrative reforms since independence; First Administrative Reforms Commission (1966) and Second Administrative Reforms Commission (2005)

Basic Reading List:

- 1) Arora, Ramesh. K. and Goyal, Rajni - *Indian Public Administration - Institutions and Issues* : New Age International Publishers.
- 2) Avasthi, Amreswar & Avasthi, Anand Prakash (1999): *Indian Administration*. Agra: Lakshmi Narain Agarwal.
- 3) Basu, Rumki (2004). *Public Administration-Concepts and Theories*. New Delhi: Sterling Publishers Private Limited.
- 4) Bhagwan, Vishnoo and Bhushan, Vidya (2007). *Public Administration*. New Delhi: S.Chand & Company Ltd.
- 5) Bhattacharya, Mohit. 2007. *Public Administration*. Kolkata : The World Press Private Ltd.
- 6) Chanda, Asok, 1968. *Indian Administration* – G. Allen and Unwin : London.
- 7) Ghosh, P. (1969). *Personnel Administration in India*. New Delhi: Sudha Publications (P) Ltd.
- 8) Hoshiar Singh & Pankaj Singh; (2011): *Indian Administration*; Pearson, New Delhi.
- 9) Maheshwari, S.R. (2003) : *Indian Administration*(sixth edition). New Delhi: Orient Longman Private Limited.
- 10) Mehta, Vinod. 2000. *Reforming Administration in India*. Har-Anand Publications.
- 11) Muttallib, M.A., 1967. *The Union Public Service Commission*. New Delhi: IIPA.Anand Publications
- 12) Naidu, S. P. (2005): *Public Administration-Concepts and Theories*. New Delhi: New Age International (P) Ltd.
- 13) Ramesh K. Arora & Rajni Goyal; (2010): *Indian Public Administration-Institutions and Issues*; Wishwa Prakashan, New Delhi
- 14) Sen, Dr. Sanjay and Debnath, Lakhi - *Indian Administration* : Mahaveer Publications.
- 15) Sharma, Dr. M. P. & Sadana, Dr. B. L. (2000). *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal.
- 16) Sinha, V.M. (1986). *Personal Administration: Concept and Comparative Perspective*. Jaipur : R.B.S.A. Publisher
- 17) Tyagi, A.R. (2004) : *Public Administration: Principles and Practice*. Delhi: Published by Atma Ram & Sons.

DSC 9: Select Political Systems (UK & USA)

Course Objectives:

The course “Select Political Systems (UK & USA)” is designed to help the learners to have an understanding of the structure and functioning of two leading liberal democratic political systems of the world, namely, of those of the UK and the USA. The course begins by discussing the political system of the UK. The UK is credited to be the birth place of the parliamentary system of government. The British Constitution is an unwritten constitution and is of immense historical importance. Significantly, it is but a set of time-tested and time-honoured customs, traditions, usages and practices, collectively called the “conventions of the Constitution” which have largely determined the functioning of the British political system till date. In a nutshell, the political system of the UK presents an ideal model of representative democracy in the modern world. The course, accordingly, discusses the constitutional development in the UK right from the Anglo-Saxon period to the Hanover period and also throws light on the features and sources of the Constitution of the UK. The course subsequently discusses the executive, legislative and judicial branches of the British government including the Crown and the Cabinet headed by the Prime Minister; the British Parliament and its two houses, and various aspects of the British judicial system respectively. With the adoption of the parliamentary form of government and universal adult franchise, political parties have become an indispensable part of the British political system. British political system has been working very efficiently and successfully with a two-party system. The course therefore explains the features of the British party system and throws light on the various dimensions of the two major political parties in Great Britain, namely, the Conservative Party and the Labour Party. In this course, learners are also introduced to the political system of the USA. The American political system is characterized by the functioning of the presidential system of government. It also presents an undiluted model of a federation. Upholding the principles of democracy and liberalism, the US Constitution has its own historical importance. Accordingly the course discusses constitutional development in the USA while making the learners familiar with the features of the American Constitution. The course covers various aspects relating to the executive branch of the American government including the American President and the Vice-President and also makes a comparative analysis of the American President with the British Monarch and the British Prime Minister. The bicameral legislature in the USA is known as Congress, about which the course explains in detail. A comparative analysis between the US Senate and the British House of Lords has also been discussed. The framers of the American Constitution provide for an independent and impartial judiciary. At the apex of the American judicial structure stands the Supreme Court. The course therefore deals with the structure, organisation and jurisdiction of the Supreme Court of USA. The American political system has a two-party system. The course discusses the features of the American party system and explains the various dimensions of the two major political parties in the USA- the Republican Party and the Democratic Party. A comparative analysis between the American political parties and British political parties has also been made in the course.

Learning Outcomes:

- The learners will be able to explain the development of the British Constitution from the Anglo-Saxon period and will at the same time become familiar with the sources and features of the British Constitution.

- The learners will be able to discuss the basic framework and primary institutions of the British government including the Crown, the Cabinet, the Prime Minister and the British Parliament
- The learners will be able to explain the concept of sovereignty of the Parliament in the context of the British political system
- The learners will be able to discuss the features of the British judicial system and the concept of Rule of Law
- The learners will become familiar with the features of the British party system and explain the organisation and objectives of the principal parties of the UK, namely, the Conservative Party and the Labour Party
- The learners will be able to explain the development of the American Constitution and also become familiar with the features of the American Constitution
- The learners will become familiar with the structure and key institutions of the American government including the President, Vice President and the US Congress
- The learners will be able to make a comparative analysis between the US Senate and the British House of Lords
- The learners will be able to explain the structure, organisation and jurisdiction of the Supreme Court of USA
- The learners will be able to have an understanding of the features of the American party system and discuss the party organisation in the USA with reference to the Republican Party and the Democratic Party

UNIT 1: CONSTITUTIONAL DEVELOPMENT IN THE UK

Development of the British Constitution: Anglo Saxon Period, Norman Period, Angevin or Plantagenet Period, Tudor Period, Stuart Period, Hanover Period

UNIT 2: SOURCES AND SALIENT FEATURES OF THE CONSTITUTION OF THE UK

Sources of the British Constitution; Features of the British Constitution

UNIT 3: THE CROWN

Concept of Crown, Powers and Functions of the Crown

UNIT 4: THE CABINET

Principles of the Cabinet System, Functions of the Cabinet

UNIT 5: THE PRIME MINISTER

Functions of the Prime Minister, Position of the Prime Minister

UNIT 6: BRITISH PARLIAMENT

Composition of the British Parliament, Composition and Powers and Functions of the House of Commons and the House of Lords

UNIT 7: SOVEREIGNTY OF BRITISH PARLIAMENT

Sovereignty of the Parliament, Declining role of the Parliament

UNIT 8: BRITISH JUDICIAL SYSTEM

Features of the British Judicial system, Rule of Law - General interpretation and V. Dicey's interpretation, The Supreme Court of the United Kingdom: Role and Functions

UNIT 9: PARTY SYSTEM IN UK

Features of the Party System of the UK, Major Political Parties in the UK

UNIT 10: THE CONSTITUTION OF THE USA

Development and Features of the Constitution of the USA

UNIT 11: THE AMERICAN PRESIDENT & THE VICE PRESIDENT

The American Presidency: Election, Qualification, Tenure and Removal Procedure of the President, Sources of the powers of the President, Powers of the President; Qualification, Election, Tenure, Powers of the Vice President

UNIT 12: THE AMERICAN CONGRESS

The American Congress: Composition, Powers and Functions of the two Houses of the Congress; Special Powers of the Senate, Senate as the most powerful Second Chamber in the World

UNIT 13: THE AMERICAN SUPREME COURT

Structure and Organisation of the American Supreme Court, Jurisdiction of the Supreme Court; Meaning of Judicial Review, Constitutional Basis of Judicial Review in the USA, Exercise of Judicial Review by the Supreme Court of the USA

UNIT 14: PARTY SYSTEM IN THE USA

Features of Party System in the USA, Major Political Parties in the USA

Basic Reading List:

- 1) Bhagwan, Vishnoo & Bhushan, Vidya (2010) *World Constitutions-A Comparative Study*. New Delhi : Sterling Publishers Pvt.Ltd.
- 2) Ghai,K.K.(2016). *Major Governments* . New Delhi : Kalyani Publishers.
- 3) Gupta, U.N. (2014). *Select World Constitutions*. New Delhi: Atlantic Publishers and Distributors Pvt.Ltd.
- 4) Johari, J.C. (2012). *Select World Constitutions*. Delhi: Lotus Press
- 5) Kapur, Anup Chand & Misra, K.K. (2010). *Select Constitutions* .New Delhi: S.Chand and Company.
- 6) Singhal, Dr. S.C. (2021). *World Constitutions*. Agra: Lakshmi Narain Agarwal.

DSC 10: Select Political Systems (Switzerland and China)

Course Objectives:

understanding of the structure and functioning of two very important political systems of the world, namely, those of Switzerland and the People's Republic of China. While the Swiss political system presents an ideal model of direct democracy in the modern world, the Chinese political system presents a unique example of single-party rule distinct from liberal democratic systems. The course begins by discussing the political system of Switzerland. The political system of Switzerland stands out as the most ideal example of direct democracy in the modern world. The characterised by the operation of such instruments of direct democracy as "referendum" and "initiative".

The course discusses the constitutional development in Switzerland and explains the salient features of the Constitution of Switzerland. The structure of the Swiss government has subsequently been discussed in the course. Accordingly, the course throws light on the organization of the Swiss Executive, namely, the Federal Council and its unique characteristics along with the functions of the President of the Swiss Federation. A discussion on the organization and functions of the legislative organ of the Swiss government, namely, the Federal Assembly has been included in the course. Likewise, the organisation and jurisdiction of the Swiss Judiciary, i.e. the Federal Tribunal has also been discussed in the course. Significantly, the course discusses the functioning of direct democracy in Switzerland with special reference to the instruments of Referendum and Initiative. A discussion on the Swiss party system has also been included in the course. The course then goes on to discuss the political system of the People's Republic of China. The course throws light on the constitutional development of the Chinese political system and explains the salient features of the 1982 Constitution of the People's Republic of China. The course highlights the composition, election and tenure of the members and powers and functions of the Chinese Legislature, i.e., the National People's Congress. The course then includes a discussion on the executive organ of the Chinese Government covering the President, Vice-President and Premier and the State Council of the People's Republic of China. The Chinese party system is dominated by the Communist Party of China which plays pivotal role in the Chinese national life. Accordingly, the course includes a discussion on the Party System of the People's Republic of China with reference to the Communist Party of China. The course also discusses the Central Military Commission of the People's Republic of China and explains the fundamental rights and duties of the Chinese citizens.

Learning Outcomes:

- The learners will be able to explain the constitutional development of Switzerland starting from the Swiss Federal Constitution of 1848 and will at the same time become familiar with the features of the Swiss Constitution.
- The learners will be able to discuss the basic framework of the Swiss government including the Swiss Federal Council, Federal Assembly and the Federal Tribunal.
- The learners will be able to explain the instruments of direct democracy in Switzerland, namely, Referendum and Initiative.
- The learners will be able to discuss the features of the British judicial system and the concept of Rule of Law.

- The learners will familiarize themselves with the features of the Swiss party system and also be able to have an understanding of the interest groups in Switzerland.
- The learners will be able to discuss the background and constitutional history of the People's Republic of China and be able to explain the features of the 1982 Constitution of the People's Republic of China.
- The learners will be able to discuss the composition, election and tenure of the members and powers and functions of the Chinese Legislature, i.e., the National People's Congress.
- The learners will be able to explain the election, tenure, powers and functions of the President, Vice-President and Premier of the People's Republic of China and become familiar with the composition and powers and functions of the State Council of the People's Republic of China.
- The learners will be able to have an understanding of the party system of the People's Republic of China with reference to the role of the Communist Party of China.
- The learners will be able to discuss the powers and functions of the Central Military Commission of the People's Republic of China.
- The learners will be able to explain the Fundamental Rights and Fundamental Duties of the Chinese citizens.

UNIT 1: DEVELOPMENT IN SWITZERLAND AND SALIENT FEATURES OF THE CONSTITUTION OF SWITZERLAND

Background, Constitution of 1848, Constitution of 1874, Constitution of 1999; Features of the Constitution of Switzerland

UNIT 2: THE EXECUTIVE: THE FEDERAL COUNCIL

Organization of the Executive: the Federal Council - Unique Characteristics of the Federal Council, President of the Swiss Federation, Functions of the Federal Council

UNIT 3: THE LEGISLATURE: THE FEDERAL ASSEMBLY

Organization of the Federal Assembly: the Council of States and the National Council, Powers and Functions of the Federal Assembly

UNIT 4: THE SWISS FEDERATION

Nature of Swiss Federalism, Centralisation of Powers in Switzerland

UNIT 5: THE SWISS JUDICIARY: THE FEDERAL TRIBUNAL

Structure and Organisation of the Federal Tribunal, Jurisdiction of the Federal Tribunal

UNIT 6: DIRECT DEMOCRACY IN SWITZERLAND: REFERENDUM AND INITIATIVE

The Referendum: Compulsory Referendum, Optional Referendum, Referendum in the Canton, Initiative: Constitutional Initiative, Legislative Initiative, Critical Estimate of Working of Referendum, Advantages of Referendum, Disadvantages of Initiative

UNIT 7: THE SWISS PARTY SYSTEM

Features of the Swiss Party System; Interest Groups; History of Political Parties in Switzerland, Programmes of Political Parties in Switzerland: An Overview

UNIT 8: CONSTITUTIONAL DEVELOPMENT OF THE PEOPLE'S REPUBLIC OF CHINA

The Background: Manchu Dynasty, Revolutionary Nationalist Movement under Sun-Yat-sen, Chiang-Kai-shek and Kuomintang Government, Establishment of People's Republic of China under Mao-Tse-Tung in 1949; Constitution under People's Republic of China – 1954, 1975,1982

UNIT 9: SALIENT FEATURES OF THE 1982 CONSTITUTION OF THE PEOPLE'S REPUBLIC OF CHINA

Features of the 1982 Constitution of the People's Republic of China

UNIT 10: NATIONAL PEOPLE'S CONGRESS

Election, Composition, Powers and Functions of national People's Congress

UNIT 11: PRESIDENT, VICE-PRESIDENT AND PREMIER OF THE PEOPLE'S REPUBLIC OF CHINA

Election, Tenure, Powers and Functions of the Chinese President and Vice President; Election, Tenure, Powers and Functions of the Chinese Premier

UNIT 12: STATE COUNCIL OF THE PEOPLE'S REPUBLIC OF CHINA

Composition, Powers and Functions of the State Council

UNIT 13: PARTY SYSTEM OF THE PEOPLE'S REPUBLIC OF CHINA

History of the Communist Party of China, Communist Party and Democratic Centralism, Organisation of the Party, Role of the Communist Party of China

UNIT 14: FUNDAMENTAL RIGHTS AND DUTIES

Fundamental Rights of the Chinese Citizens, Fundamental Duties of the Chinese Citizens

Basic Reading List:

- 1) Bhagwan, Vishnoo & Bhushan, Vidya (2010) *World Constitutions-A Comparative Study*. New Delhi : Sterling Publishers Pvt.Ltd.
- 2) Ghai,K.K.(2016). *Major Governments* . New Delhi : Kalyani Publishers.
- 3) Gupta, U.N. (2014). *Select World Constitutions*. New Delhi: Atlantic Publishers and Distributors Pvt.Ltd.
- 4) ohari, J.C. (2012). *Select World Constitutions*. Delhi: Lotus Press
- 5) Kapur, Anup Chand & Misra, K.K. (2010). *Select Constitutions* .New Delhi: S.Chand and Company.
- 6) Singhal, Dr. S.C. (2021). *World Constitutions*. Agra: Lakshmi Narain Agarwal.

DSC 11: Contemporary Issues in World Politics

Course Objectives:

The course “Contemporary Issues in World Politics” is designed to help the learners to have an understanding of some of the emerging issues in the contemporary world. The course discusses the concept of globalization highlighting the meaning and interpretation of globalisation and its impact on the contemporary world. The course introduces the learners to the concepts of gender and patriarchy. The issue of gender empowerment and the concepts of Gender Development Index (GDI) and Gender Budgeting as a means of gender empowerment are also discussed in the course. Significantly, the course discusses issues relating to the environment with the latter being an important concern of the contemporary world. The learners will have an understanding of various environmental problems and their impact on mankind. The concept of sustainable development, climate change and efforts to protect and promote the environment at national and international levels are discussed in the course. The course focusses on the issue of refugees which happens to be a major concern in today’s world. The course includes a discussion on the issue of terrorism while also highlighting the campaign against terrorism. Two very important concepts that have been incorporated in the course include the human-centric concepts of Human Development and Human Security while at the same time introducing the learners to the concepts of Human Development Index (HDI) and Human Poverty Index (HPI). Some other important issues that have been included in the course include the role of non-profit organisations in the field of development, role of foreign aid in International Politics, multiculturalism, the role of mass media in the contemporary world, democracy and its future prospects and the vexed issue of human trafficking the global efforts to counter the same.

Learning Outcomes:

- The learners will be able to have an understanding of the meaning and impact of globalization
- The learners will be able to explain the meaning and nature of gender and patriarchy while also becoming familiar with Gender Development Index and Gender Budgeting as tools of gender empowerment
- The learners will become familiar with environmental issues in the contemporary world such as global warming, climate change, ozone layer depletion, loss of bio-diversity, among others, while also being able to explain the political efforts at environmental protection
- The learners will be able to explain the meaning of sustainable development and become familiar with the Sustainable Development Goals
- The learners will become familiar with various issues relating to the problem of refugees including the meaning and definition of refugees, rights of refugees, the legal framework of refugee rights, United Nations High Commissioner for Refugees (UNHCR), among others
- The learners will be able to discuss the issue of international terrorism and its nature and efforts to combat terrorism
- The learners will be able to explain the concepts of Human Development and Human Security while at the same time becoming familiar with related the concepts of Human Development Index (HDI) and Human Poverty Index (HPI)
- The learners will be able to explain the present status of democracy and its future prospects

- The learners will be able to discuss the issue of human trafficking and the global efforts to counter the same
- The learners will be able to familiarize themselves with some other important issues in the contemporary world including the role of non-profit organisations in the field of development, role of foreign aid in International Politics, multiculturalism and the role of mass media in the contemporary world, among others

UNIT 1: GLOBALISATION

Meaning, Factors, Interpretations and Impact of Globalisation

UNIT 2: GENDER AND PATRIARCHY

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

UNIT 3: GENDER DISCRIMINATION AND GENDER EMPOWERMENT

Causes of Gender Discrimination; Meaning of Gender Empowerment, Tools of Gender Empowerment: Gender Development Index (GDI) and Gender Budgeting

UNIT 4: ENVIRONMENTAL ISSUES IN CONTEMPORARY WORLD

Global Environmental Issues; Politics and Environment Interlinks; Political Efforts for Environmental Protection; Issue of Biodiversity

UNIT 5: ISSUES OF SUSTAINABLE DEVELOPMENT

Concept of Sustainable Development and Global Efforts

UNIT 6: REFUGEES

Concepts, Rights and Major Conventions

UNIT 7: INTERNATIONAL TERRORISM

Definition; International Terrorism and its forms, Causes responsible for the emergence of Terrorism; Combating International Terrorism: Global Efforts

UNIT 8: HUMAN DEVELOPMENT AND HUMAN SECURITY

Meaning, Human Development Index (HDI), Human Poverty Index (HPI); Meaning and Indicators of Human Security

UNIT 9: ROLE OF NON-PROFIT ORGANISATIONS IN INTERNATIONAL POLITICS

Role of Non-Profit Organisations in the field of development: Greenpeace and Oxfam

UNIT 10: ROLE OF FOREIGN AID IN INTERNATIONAL POLITICS

Meaning of Foreign Aid, Role and Influence of Foreign Aid

UNIT 11: MULTICULTURALISM

Meaning and Challenges

UNIT 12: ROLE OF MASS MEDIA IN CONTEMPORARY POLITICS

Meaning and Modes of Mass Media, Role of Mass Media in the Contemporary World

UNIT 13: DEMOCRACY

Present Status of Democracy in the World, Hindrances to Democracy, Expansion and Future Prospects of Democracy

UNIT 14: HUMAN TRAFFICKING

Problem of Human Trafficking, its Global Nature, Global Effort to counter the Problem

Basic Reading List:

- 1) Baylis, John, Smith, Steve & Owens, Patricia. (2011). *Globalisation of World Politics*, (fifth edition). Oxford University Press.
- 2) Borthakur, B.N. (2004). *Sociological Aspects of Economic Development*. Dibrugarh: Upasana Publishing Academy.
- 3) Burns, Vincent and Peterson, Dempsey Kate. (2005). *Terrorism – A documentary and Reference Guide*. Greenwood Press.
- 4) Cadman, T. (ed.) (2013). *Climate change and Global Policy Regions: Towards Institutional Legitimacy*. Palgrave Macmillan.
- 5) Dutta, Akhil Ranjan (ed.). (2009). *Human Security in North-East India: Issues and Policies: Guwahati: Anwasha*.
- 6) Ghai, K. K. (2006). *International Relations: A simple study of International Politics*. Kalyani Publishers.
- 7) Gupta, Suman. *The Replication of Violence: Thoughts on International Terrorism after Sept 11th 2001*. London: Pluto Press.
- 8) Held, David & McGrew, Anthony G., Goldblatt, David & Perraton, Jonathan (1999). *Global Transformation Politics, Economics and Culture*. Stanford University Press.
- 9) Kaushik, Anubha (2014). *Perspective in Environmental Studies*. New Delhi: New Age International. Contemporary Issues in World Politics (Block 2) 214
- 10) Kofman, Eleanore and Youngs, Gillian. (2007). *Globalization – Theory and Practice (Second Edition)*. London: Continuum.
- 11) Nayar, Baldev Raj. (2007). *The Geopolitics of Globalization- The Consequences for Development*. New Delhi: Oxford India Paperbacks.
- 12) Pandey, A.K. (2002). *Emerging Issues in Empowerment Of Women*. New Delhi: Anmol Publication Pvt. Ltd.
- 13) Pani, S.P. and Pani, N. (ed) (2010). *Essays on Contemporary Gender Issues*. New Delhi: Hirmoli Press Publication.
- 14) Peter, D. (ed.) (2005). *Handbook of Global Environmental Politics*. Edward Elgar Publication.
- 15) Sarkar, P.C. (ed) (2010). *Women in Patriarchal Society*. New Delhi: Serials Publications.
- 16) Saxena, H.M. (2006). *Environmental Studies*. Jaipur: Rawat Publications.
- 17) Sen, Sankar. (2009). *Terrorism Around the World- Challenges and Responses*. New Delhi: Concept Publishing Company.

- 18) Seth, Pravin (1997). *Environmentalism: Politics, Ecology and Development*. Jaipur: Rawat Publications.
- 19) Sumanlata (2010). *Towards Empowering Women: Views And Reviews*. New Delhi: Akansha Publishing House.
- 20) Tadjbakhsh , Shahrbanou & Chenoy, Anuradha (2007). *Human Security: Concepts and implications: Routledge Advances in International Relations and Global Politics*.
- 21) Verma, R.B.S., Verma, H.S. and Hasnain, N. (ed) (2007). *Towards Contemporary Issues in World Politics (Block 2)*

SEMESTER - VI

DSC 12/DSM 6: Political Sociology

Course Objectives:

The Course “Political Sociology” is designed to enable the learners to have some basic understandings of relationship between society and politics. It is one of the branches of Political Science. Every society is different in terms of the values, norms and other social practices observed/followed by its members. Political Sociology seeks to understand how these elements shape the politics and governance of a nation. In this course the learners will be able to learn about some of the concepts and issues that forms the subject matter of political Sociology. This course will discuss the meaning of political Sociology, how political Sociology emerged as a discipline and its scope of its study. This course will also highlight some of the basic concepts associated with political sociology, like- Power and Marxian and Weberian approach to understand the concept of power, Authority, State, Elite, Political System, Political Economy, Bureaucracy and Civil Society. Through this course, the learners will also able to acquire knowledge about political socialisation-the process through which the younger generation of a society socialised about the political cultures and political processes of a society. Different dimensions of political culture will also be discussed in this course. In any democratic country political party and pressure group play significant role in mobilisation of people and accordingly these two important agents of political system will also be discussed in this course. This course will also deal with Marxian Understanding of State and Weberian Understanding of Authority and Bureaucracy. In politics political ideology affects the behaviour and actions of actors. This course will discuss some of the major political ideologies like- Nationalism, Liberalism, Fascism, Radicalism, Socialism and Multiculturalism. This course will also discuss issues of regionalism, communalism, nationalism and national integration with special reference to India. Society, politics and issues of governance of North East India will also be given focus in this course.

Learning Outcomes:

- The learners will be able to understand the meaning, nature, scope and evolution of political sociology.
- The learners will be able to understand and conceptualise some of the basic concept associated with society and state like- power, authority, state, elite, political system, political economy, bureaucracy, civil society, political socialisation and political culture.
- Learners will be able to acquire knowledge about the meaning and characteristics of political parties, pressure groups and interest groups, their roles in democracy like India.
- Through this course, learners will also get the knowledge regarding various approaches to analyse the concept of power, like Marxist Theory, Weberian Theory.
- After going through this course, learners will be able to explain Marxian view regarding the state and the Max Weber’s views about the concept of authority and bureaucracy.
- After going through this course, learners will be able to analyse some of the very important ideologies of contemporary world like – nationalism, liberalism, fascism, radicalism, socialism, multiculturalism.
- Apart from the above mentioned ideologies, learners will also be able to explain meaning, characteristics and causes of regionalism and communalism and challenges to national integration.

- Through this course, learners will also be able to examine various aspects of the society and polity of North East India. Learners will also be able to describe various aspects of colonialism, emergence of political elites in North East India, issues of governance.

UNIT 1: INTRODUCTION TO POLITICAL SOCIOLOGY

Meaning, Nature and Scope of Political Sociology; Development of Political Sociology

UNIT 2: BASIC CONCEPTS-I

Power, Authority, State and Elite

UNIT 3: BASIC CONCEPTS- II

Political System, Political Economy, Bureaucracy, Civil Society

UNIT 4: POLITICAL SOCIALISATION

Meaning, Type, Agencies and Functions

UNIT 5: POLITICAL CULTURE

Meaning, Nature, Dimension of Political Culture, Role and Unity of Political Culture

UNIT 6: STATE

Meaning and Characteristics of State; Difference between State and Association; State and Government; State and Society

UNIT 7: POLITICAL PARTIES

Meaning and Characteristics of Political Parties; Functions of Political Parties; Classification of Political Parties; Political Party System in Democracy; Party System in India

UNIT 8: PRESSURE GROUPS

Meaning and Characteristics of Pressure Group; Difference between Pressure Group and Interest Group; Difference between Pressure Group and Political Party; Pressure Groups in India

UNIT 9: THEORETICAL APPROACHES TO POWER

Marxist Theory; Weberian Theory

UNIT 10: MARXIST AND WEBERIAN TRADITION IN POLITICAL SOCIOLOGY

Marxian Understanding of State; Weberian Understanding of Authority and Bureaucracy

UNIT 11: MAJOR POLITICAL IDEOLOGIES-I

Nationalism; Liberalism; Fascism

UNIT 12: MAJOR POLITICAL IDEOLOGIES-II

Radicalism; Socialism; Multiculturalism

UNIT 13: REGIONALISM, COMMUNALISM, NATIONALISM AND NATIONAL INTEGRATION

Meaning, Characteristics, Causes, Implications, National Integration and Challenges

UNIT 14: STATE AND SOCIETY IN NORTH EAST INDIA

Society and Polity in North East India; Colonialism and Emergence of Political Elites; Issues of Governance

Basic Reading List:

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

DSC 13: Political Thinkers - I

Course Objectives:

The course "Political Thinkers 1" is designed to help the learners to acquire knowledge about the ideas and contribution of eminent political scholars to this field of study. The contributions of political thinkers constitute a vital component of the study of Political Science. As a matter of fact, the views and ideas expressed by eminent western political thinkers at different stages of history have significantly contributed towards developing a theoretical framework in the realm of political philosophy. The course will discuss political thought of some leading western personalities, both classical and modern. This course will discuss the views of Plato and Aristotle, the two great political thinkers of ancient Greece, the latter being the cradle or birth place of political thought in the western world. In the history of political thought, the relationship between the Church (religious authority) and the State (earthly authority) constituted an integral aspect of the philosophy of some thinkers, especially in the medieval period. Accordingly, this course will enable the learners to have insight into the views of two great Christian philosophers, St. Augustine and St. Thomas Aquinas. The dawn of the modern period heralded the beginning of a new era in the realm of political thought in terms of fundamental notions regarding statecraft, human nature and freedom, ideas on the formation of the society and the state along with issues of political obligation. This course will also enable the learners to understand the views of Niccolo Machiavelli regarding human nature, forms of government, relationship between ethics and politics. Social contract theory occupies a significant position in the academic discussion of Political Science. Accordingly, this course will also focus on the viewpoints of three eminent political thinkers, namely Thomas Hobbes, John Locke and Jean Jacques Rousseau regarding human nature and social contract theory. This course will also discuss the concept of utilitarianism forwarded by Jeremy Bentham and John Stuart Mill. The course will also discuss the views of the idealist thinker, T.H. Green who laid stress on a humanistic approach and talked about such issues as rights and freedoms. The post industrialization period in Eastern Europe and Great Britain marked the beginning of a new set of ideas calling for moral reformation in the form of Utopian Socialism. The Course therefore will discuss the concept of Utopian Socialism and the views of Robert Owen with regard to the same. Marxism occupies an important place in the study of political thought. Therefore, various theories of Karl Marx namely Theory of Dialectical Materialism, Theory of Class Conflict and Theory of Alienation will also be highlighted in this course. This course will also take up the study of V.I. Lenin and his views on imperialism, role of the Communist Party, political ideas of Mao -Tse-Tung and Antonio Gramsci's views on hegemony and state. The Course will also discuss some other important ideologies and concepts in the realm of western political thought namely, Evolutionary Socialism with reference to Eduard Bernstein and Fabianism with reference to Henry George. Another important theory in the realm of western political thought is that of Anarchism. Accordingly, the course will examine the theory of Anarchism and the views of two prominent exponents Western Political Thought of anarchism, namely, Joseph Proudhon and Peter Kropotkin.

Learning Outcomes:

- The learners will be able to understand political ideas of ancient Greek philosopher Plato with special reference to his theory of justice and ideal state.

- The learners will have knowledge about political ideas of ancient Greek philosopher Aristotle with special reference to his theories of citizenship and revolution.
- The learners will also be able to discuss political ideas of two eminent philosophers of mediaeval period, namely St. Augustine and St. Thomas Aquinas particularly their views on human nature, state and church.
- The learners will also be able to discuss views of Niccolo Machiavelli regarding the nature of human being, views related to government, views on relationship between church and the State.
- The learners will also be able to analyse the views of Thomas Hobbes, John Locke and Jean Jacques Rousseau regarding human nature, social contract theory, sovereignty.
- The learners will also be able to explain the concept of utilitarianism with special reference to the viewpoints of Jeremy Bentham and John Stuart Mill.
- The learners will also be able to discuss perspectives of English Idealist T.H. Green, particularly his views on natural law, society, state, freedom and rights, war, punishment, property.
- The learners will also be able to analyse various aspects of utopian socialism and views of Robert Owen in this regard.
- The learners will also be able to discuss perspectives of various Marxist scholars, such as Karl Marx and his theories of dialectical materialism, class conflict, alienation; V.I. Lenin and his views on imperialism, revolution, role of the Communist Party; Mao-Tse-Tung and his views on revolution and Antonio Gramsci's views on hegemony and state.
- The learners will also be able to analyse the concept of evolutionary socialism with special reference to the viewpoints of Eduard Bernstein.
- The learners will also be able to analyse the concept of Fabianism and Henry George's perspectives, particularly his theory of distribution, theory of single taxation, law of human progress, in this regard.
- The learners will also be able to examine various aspects of anarchism and viewpoints of Joseph Proudhon and Peter Kropotkin in this context.

UNIT 1: PLATO AND ARISTOTLE

Plato: Theory of Justice, Theory of Ideal State; Aristotle: Theory of Citizenship and Theory of Revolution

UNIT 2: ST. AUGUSTINE AND ST. THOMAS AQUINAS

St. Augustine's Views on Human Nature, Views on State, Views on City of God, Views on Justice, Contributions of St. Augustine; Political thought of St. Thomas Aquinas, Philosophy of St. Thomas Aquinas, St. Thomas Aquinas' Views on the Origin of the State, Views about Reason and Faith, Views on Classification and Functions of Government, Views on Supremacy of Church

UNIT 3: NICCOLO MACHIAVELLI

Views on Human Nature, Views on Forms of Government and the Preservation of the Dominion, Views on Ethics and Politics, Contribution of Machiavelli to Political Thought

UNIT 4: THOMAS HOBBS

Views on Human Nature and State

UNIT 5: JOHN LOCKE

Views on Human Nature, Theory of Social Contract, Views on Individualism, Views on Liberty of Women, Views on Private Property

UNIT 6: JEAN JACQUES ROUSSEAU

Theory of Social Contract, Theory of General Will, Rousseau's Contribution to Political Thought

UNIT 7: JEREMY BENTHAM AND JOHN STUART MILL

Utilitarianism: Jeremy Bentham and John Stuart Mill

UNIT 8: ENGLISH IDEALISM: T.H. GREEN

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

UNIT 9: UTOPIAN SOCIALISM-ROBERT OWEN

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

UNIT 10: KARL MARX

Theory of Dialectical Materialism, Theory of Class Conflict, Theory of Alienation

UNIT 11: V.I. LENIN, MAO -TSE-TUNG AND ANTONIO GRAMSCI

V.I. Lenin: Views on Imperialism, Views on Revolution, Views on the Role of the Communist Party; Mao-Tse-Tung: Political Ideas of Mao-Tse-Tung, Views on Revolution; Antonio Gramsci: Gramsci's views on Hegemony and State

UNIT 12: EVOLUTIONARY SOCIALISM-EDUARD BERNSTEIN

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

UNIT 13: FABIANISM

Meaning of Fabianism; Henry George as a Prominent Source of Influence of Fabianism; Henry George's Theory of Distribution: Theory of single taxation, Law of human progress, An Estimate of Henry George's views

UNIT 14: ANARCHISM: PRINCE KROPOTKIN

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

Basic Reading List:

- 1) Arora, P. (2005). Political Science (Theory). New Delhi: Cosmos Bookhive (P) Ltd.
- 2) Arora, Prem and Grover, Brij. Selected Western and Indian Political Thinkers. New Delhi: Cosmos Bookhive Pvt. Ltd.
- 3) B. Vishnoo. (1999). Indian Political Thinkers. Delhi: Atma Ram and Sons Publications.
- 4) Balibar, E. (1995). The Philosophy of Marx. Verso: University of California.
- 5) Bentham, Jeremy. (1988). The principles of Morals and Legislation. New York: Prometheus Books.
- 6) Coker, Francis William. Readings in Political Philosophy. Nabu Press.
- 7) Dhariwal, U.K. (2008). Western Political Thought. New Delhi: Arise Publishers & Distributors.
- 8) Gupta, R.C. (2009). Great Political Thinker-East and West. Agra: Lakshmi Narain Agarwal Educational Publishers.
- 9) Fraser, R. (1988). A Student Generation in Revolt, London: Chatto and Windus.
- 10) Foucault, Michel. (1979). Power/Knowledge-Selected Interviews and Other Writings-1972-1977. New York: Pantheon Books.
- 11) Hacker, Andrew. (1961). Political Theory- Philosophy, Ideology and Science. Toronto: Macmillan.
- 12) Harvey, David. (1982). The Limits to Capital. Verso: University of California.
- 13) Horn, G. The spirit of 68: Rebellion in Western Europe and North America, 1956-76, Oxford, UK: Oxford University Press.
- 14) Jayapalan, N. (1999). Aristotle. New Delhi: Atlantic Publishers Distributors.
- 15) Jha, Shefali. (2010). Western Political Thought – From Plato to Marx. Pearson.
- 16) Leftwich, Adrian (ed.). (1984). What is Politics: The Activity and its Study. Oxford: Basil Blackwell.
- 17) Macpherson, C.B. (1977). The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford.
- 18) Masih, Y. (2006). A Critical History Western Philosophy (Greek, Medieval and Modern). Delhi: Motilal Banarisdass Publishers Private Limited.
- 19) Mukherjee, Subrata and Sushila Ramaswamy. (2003). A History of Political Thought, Plato to Marx. New Delhi.
- 20) Nelson, Brain R. (1996). Western Political Thought. New Delhi: Pearson Education.
- 21) Rao, V.V. (1998). A History of Political Theories. New Delhi: S. Chand and Company.
- 22) Robert. P. & Sutch, P. (2005). An Introduction to Political Thought: A Conceptual Toolkit. New Delhi: Atlantic Publishers and Distributors.
- 23) Sabine G.H.1973). History of Political Thought. New Delhi: Oxford and IBH.
- 24) Sharma, S.K. and Sharma, Urmila. (2003). Western Political Thought-From Plato to Burke. Atlantic.
- 25) Skinner, Quentin. Machiavelli: A Very Short Introduction. Oxford University Press.
- 26) Mukherjee, S. and Ramaswamy, S. (2003). A History of Political Thought, Plato to Marx. New Delhi: Prentice Hall.

DSC 14: Political Thinkers - II

Course Objectives:

The course "Political Thinkers 2" is designed to help the learners to acquire knowledge about the ideas and contribution of eminent political scholars to this field of study. The contributions of political thinkers constitute a vital component of the study of Political Science. As a matter of fact, the views and ideas expressed by eminent western political thinkers at different stages of history have significantly contributed towards developing a theoretical framework in the realm of political philosophy. The course will discuss the political thought of some leading Indian personalities, both classical and modern. This course will enable the learners to acquire knowledge on the views and ideas expressed by some eminent Indian political thinkers. This course will discuss theories and views provided by two ancient Indian scholars namely Manu and Kautilya. This course will focus on Manu's views on social organisation as well as both Manu and Kautilya's views on various aspects related to the state and government. This course will also discuss viewpoints expressed by eminent social reformer of colonial India Raja Ram Mohan Roy with special reference to his views on personal and political freedoms, his views on law and morality, his efforts towards social reform during that period. This course will also deal with another social reformer of India Jyotiba Phule. Phule's approach towards the colonial government in India, his critical approach towards Indian social order, his views on equality between man and woman, views on religion and Indian economy will be discussed in this course. This course will also focus on the viewpoints and perspectives of some leading personalities from India in the modern period. This course will discuss viewpoints, encompassing the social, political and economic spheres, provided by Mahatma Gandhi that have immensely contributed towards enriching the realm of Indian political tradition and thought. Gandhi's views on non-violence, satyagraha, swadeshi, state, economy, religion and politics will be particularly focussed. This course will also examine ideas provided by Savarkar, with special reference to his efforts of social reform and his idea of Hindutva. This course will also discuss political ideas of Jawaharlal Nehru, such as his views on nationalism and internationalism, welfare state and mixed economy, secularism and democracy. This course will also discuss ideas and perspectives of B. R. Ambedkar, particularly his views on caste system and untouchability in India, views on religion, views on human rights, women's rights, social justice, human right, views on nationalism and democracy. This course will also focus on the ideas and viewpoints expressed by J.P. Narayan, like concept of socialism, total revolution. Apart from Narayan, this course will also focus on Madan Mohan Mallavya's role as social reformer, educationist and as a liberal nationalist and his role in the Freedom Movement of India. This course will also provide knowledge about Political Ideas of Maulana Abul Kalam Azad, his views on Hindu- Muslim unity, nationalism, non-violence, democracy and views on partition of India. This course will also analyse Ram Manohar Lohia's ideas on socialism and Gandhism and his concept of international society. Another prominent thinker of India Pandit Deendayal Upadhyay's concept of integral humanism and idea of national culture will also be discussed in this course. This course will also focus on some of the important ideas of Nobel laureate Amarty Sen, such as – his idea of development as freedom and missing women. This course will also focus on one of the eminent personalities of Assam, namely Ambikagiri Raichoudhury. Literary contribution of Ambikagiri Raichoudhury, Ambikagiri's role in India's Freedom Struggle, his views on humanism, freedom and state and his contribution towards the development of Assamese nationalism will be discussed in this course.

Learning Outcomes:

- The learners will be able to discuss views and ideas provided by ancient Indian philosopher Manu, such as his views on social organisation and social order, views on King and King's duties, theory of Danda or coercive authority, views on administration of justice, theory of Government and views on interstate relations and foreign policy.
- The learners will be able to analyse one of the very important ancient scholars of Indian politics and economy, namely Kautilya, particularly his great work of Arthashastra, his theory of Statecraft, views on government, views on principles of state policy and his views on inter-state relations and foreign policy.
- The learners will be able to acquire knowledge political ideas provided by social reformer Raja Ram Mohan Roy, particularly his views on personal and political freedom, his views on law and morality, his views on various social, political, economic and educational problem experienced by India during that period.
- The learners will be able to gain knowledge about Jyotiba Phule's attitude towards Colonial Government, his views on Indian social order, views on religion, views on Indian economy.
- The learners will be able to analyse Mahatma Gandhi's views on non-violence, Satyagraha, Swadeshi, his views on state, economy, religion and politics.
- The learners will be able to discuss Savarkar's idea of Hindutva and his contribution as a social reformer.
- The learners will be able to acquire knowledge about views and concept provided by 1st Prime Minister of independent India Padit Jawaharlal Nehru, with special reference to his views on nationalism and internationalism, view on welfare state and mixed economy, views on secularism and democracy.
- The learners will be able to analyse B. R. Ambedkar's views on Indian Caste System and Untouchability, views on religion, social justice, human rights, women's rights, views on nationalism and democracy.
- The learners will be able to discuss political ideas of J.P. Narayan, such as concept of socialism and total revolution.
- The learners will be able to explain Madan Mohan Mallavya's initiatives for social reform in India and his role in the Freedom Movement of India and his views on nationalism.
- The learners will be able to discuss Maulana Abul Kalam Azad's views on Hindu- Muslim unity, his views on nationalism, partition of India, democracy and non-violence.
- The learners will be able to discuss Ram Manohar Lohia's ideas on socialism and Gandhism and his concept of international society.
- The learners will be able to examine Deendayal Upadhyay's concept of integral humanism and his idea of national culture.
- The learners will be able to analyse Amartya Sen's idea of development as freedom and his idea of missing women.
- The learners will be able to gain knowledge about literary contribution of Ambikagiri Raichoudhury towards the growth of Assamese nationalism, his role in India's Freedom Struggle and his views on humanism, freedom and state.

UNIT 1: MANU

Manu and Manusmriti, Views on Social Organization or Social Order, Views on King and King's Duties, Theory of Danda or Coercive Authority, Views on Administration of Justice, Theory of Government, Views on Interstate Relations and Foreign Policy

UNIT 2: KAUTILYA

Kautilya and Arthashastra, Theory of Statecraft, Views on Government, Views on Principles of State Policy, Views on Inter-state Relation: Foreign Policy

UNIT 3: RAJA RAM MOHAN ROY

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

UNIT 4: JYOTIBA PHULE

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

UNIT 5: MAHATMA GANDHI

Views on Non-Violence, Views on Satyagraha, Views on Swadeshi, Views on State, Views on Economy, Views on Religion and Politics

UNIT 6: SAVARKAR

Idea of Hindutva; As a social reformer

UNIT 7: JAWAHARLAL NEHRU

Views on Nationalism, View on Welfare State and Mixed Economy, Views on Secularism, Views on Democracy, Views on Internationalism

UNIT 8: B. R. AMBEDKAR

Opposition to the Evils of the Caste System and Untouchability, Ambedkar as a Champion of Women's Rights, Ambedkar's Views on Religion, Ambedkar as a Champion of Social Justice, Ambedkar as a Champion of Human Right, Ambedkar as a Nationalist, Views on Democracy

UNIT 9: J.P. NARAYAN AND MADAN MOHAN MALLAVYA

J.P. Narayan: Concept of Socialism, Total Revolution; Mallavya as an educationist and social reformer; Political Views and Role in Freedom Struggle; As a Liberal Nationalist; Critical Appreciation

UNIT 10: MAULANA ABUL KALAM AZAD

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

UNIT 11: RAM MANOHAR LOHIA

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

UNIT 12: DEENDAYAL UPADHAYAY

Integral Humanism; Idea of National Culture

UNIT 13: AMARTYA SEN

Development as Freedom; Missing Women

UNIT 14: AMBIKAGIRI RAICHOUDHURY

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

Basic Reading List:

- 1) Arora, P. (2005). Political Science (Theory). New Delhi: Cosmos Bookhive (P) Ltd.
- 2) Arora, Prem and Grover, Brij. Selected Western and Indian Political Thinkers. New Delhi: Cosmos Bookhive Pvt. Ltd.
- 3) B. Vishnoo. (1999). Indian Political Thinkers. Delhi: Atma Ram and Sons Publications.
- 4) Balibar, E. (1995). The Philosophy of Marx. Verso: University of California.
- 5) Bentham, Jeremy. (1988). The principles of Morals and Legislation. New York: Prometheus Books.
- 6) Coker, Francis William. Readings in Political Philosophy. Nabu Press.
- 7) Dhariwal, U.K. (2008). Western Political Thought. New Delhi: Arise Publishers & Distributors.
- 8) Gupta, R.C. (2009). Great Political Thinker-East and West. Agra: Lakshmi Narain Agarwal Educational Publishers.
- 9) Fraser, R. (1988). A Student Generation in Revolt, London: Chatto and Windus.
- 10) Foucault, Michel. (1979). Power/Knowledge-Selected Interviews and Other Writings-1972-1977. New York: Pantheon Books.
- 11) Hacker, Andrew. (1961). Political Theory- Philosophy, Ideology and Science. Toronto: Macmillan.
- 12) Harvey, David. (1982). The Limits to Capital. Verso: University of California.
- 13) Horn, G. The spirit of 68: Rebellion in Western Europe and North America, 1956-76, Oxford, UK: Oxford University Press.
- 14) Jayapalan, N. (1999). Aristotle. New Delhi: Atlantic Publishers Distributors.
- 15) Jha, Shefali. (2010). Western Political Thought – From Plato to Marx. Pearson.
- 16) Leftwich, Adrian (ed.). (1984). What is Politics: The Activity and its Study. Oxford: Basil Blackwell.
- 17) Macpherson, C.B. (1977). The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford.
- 18) Masih, Y. (2006). A Critical History Western Philosophy (Greek, Medieval and Modern). Delhi: Motilal Banarisdass Publishers Private Limited.
- 19) Mills, C. Wright. Letter to the New Left, New Left Review, 5, 1960
- 20) Mukherjee, Subrata and Sushila Ramaswamy. (2003). A History of Political Thought, Plato to Marx. New Delhi.
- 21) Nelson, Brain R. (1996). Western Political Thought. New Delhi: Pearson Education.
- 22) Rao, V.V. (1998). A History of Political Theories. New Delhi: S. Chand and Company.
- 23) Robert. P. & Sutch, P. (2005). An Introduction to Political Thought: A Conceptual Toolkit. New Delhi: Atlantic Publishers and Distributors.

- 24) Sabine G.H.1973). History of Political Thought. New Delhi: Oxford and IBH.
- 25) Sharma, S.K. and Sharma, Urmila. (2003). Western Political Thought-From Plato to Burke. Atlantic.
- 26) Skinner, Quentin. Machiavelli: A Very Short Introduction. Oxford University Press.
- 27) Mukherjee, S. and Ramaswamy, S. (2003). A History of Political Thought, Plato to Marx. New Delhi: Prentice Hall.
- 28) Verma, V.P. Modern Indian Political Thought.

DSC 15: Politics in Assam

Course Objectives:

The course entitled "Politics in Assam" is designed to help the learners to gain a comprehensive idea on the various dimensions of the socio-political system of Assam from the colonial period to the present. It is supposed that the learners of the Bachelor Degree Programme in Political Science should have thorough knowledge regarding various aspects of the political system of the state where he/she resides. Keeping this in view, the Course is designed with the objective of helping the learners to have understanding of political dynamics of the state of Assam. This course will discuss the decline of Ahom rule in Assam, British annexation of Assam and consolidation of British rule in Assam and early revolts against British rule in Assam and their significances and consequences. This course will also examine the historic revolt of 1857 in Assam and the role played by Maniram Dewan in this regard. This course will also take up a detailed explanation of the various political awakenings of Assam and the learners will learn more about the role of Raijmel, Phulaguri Dhawa and uprising of the Jaintias. This course will also discuss the agrarian revolts that took place in Assam during colonial period and growth of Assamese Nationalism with special reference to the riots of Rangiya, Lachima and Patharughat. This course will also give a detailed description on various factors that contributed towards the growth of Assamese nationalism. The role played by the Press and public organisation, like Jorhat Sarbajanic Sabha, Assam Association, or the Surma Valley Political Conference in the growth of Assamese nationalism during colonial period as well as their role in the Freedom Movement of India will also be discussed in this course. This course will also take up discussion on freedom struggle and the role of Assam in Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement. This course will also deal with the Cabinet Mission Plan and Assam. It will explain the grouping system and its reaction in Assam including the attitudes of M. K. Gandhi and other national leaders towards Assam. This course will also discuss reorganisation of states of Assam with special reference to the formation of Nagaland, North Eastern Areas (Reorganisation) Act, 1971 and its impacts. This course will also examine two major movements that occurred in Assam, namely Language Movement and Assam Movement. This course will also examine the problem of insurgency in Assam, particularly factors responsible for the emergence of this problem and focus will also be given on two insurgent outfits of Assam, namely ULFA and NDFB. Sixth Schedule and the Movement for Autonomy in the Hills is another important aspect of the politics in Assam. Therefore, various aspects of the autonomy movements in Assam will also be explained in this course. This course will also highlight the Bodoland movement and formation of Bodoland Territorial Council in Assam. Regionalism plays an important role in the national as well as state politics of our Country. Therefore, this course will also take up discussions on the growth of regionalism in Assam and emergence of regional political parties in Assam.

Learning Outcomes:

- The learners will be able to discuss various factors that led to the annexation of Assam and consolidation of British rule in Assam.
- The learners will be able to explain various revolts that occurred in Assam against the British rule with special reference to the revolt of 1857 and role of Maniram Dewan in this revolt, Phulaguri Dhawa of 1861, Uprising of the Jaintias (1860-1863), Assam Riots (1893-1894).

- The learners will be able to analyse various factors that contributed towards the growth of Assamese nationalism in Assam during colonial period.
- The learners will be able to discuss the role played by Raj Mels, different public organisations, like - Jorhat Sarbajanik Sabha, Assam Association, Surma Valley Political Conference and the role of Press in the development of public consciousness and nationalism in Assam during colonial period.
- The learners will be able to analyse the significance of Assam's role in the Freedom Movement with special reference to Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement.
- The learners will be able to discuss the impact of the Cabinet Mission Plan in Assam.
- The learners will be able to discuss various dimensions associated with the reorganization of Assam and formation of new states out of Assam.
- The learners will be able to analyse the Language Movement and Assam Movement and their consequences in Assam.
- The learners will be able to examine the problem of insurgency in Assam with reference to the insurgent outfits like ULFA and NDFB.
- The learners will be able to discuss Sixth Schedule politics in Assam and Movement for Autonomy in Karbi Anglong and North Cachar Hills.
- The learners will be able to various issues associated with the Bodoland Movement and its present status.
- The learners will be able to analyse the politics of regionalism in Assam and the role played by regional political parties in Assam politics.

UNIT 1: EARLY COLONIAL PERIOD IN ASSAM

British Annexation of Assam: Background, Decline of Ahom Rule, Burmese Invasion, British Intervention, Treaty of Yandaboo, British Annexation of Assam; Consolidation of British Rule: Temporary Administration, Bengal Presidency, Chief Commissioner's Province; Early Revolts against British Rule in Assam: Revolt of Gomdhar Konwar (1828), Second Revolt (1829), Third Revolt (1830), Revolt of the Khasis (1829), Consequences and Significance of the early revolts against British Rule

UNIT 2: REVOLT OF 1857 AND ASSAM

The Revolt of 1857 in Assam, Role of Maniram Dewan

UNIT 3: ROLE OF RAIJMELS; PHULAGURI DHAWA, UPRISING OF THE JAINTIAS

Role of Raj Mels; Phulaguri Dhawa, 1861; Uprising of the Jaintias, 1860-1863

UNIT 4: AGRARIAN REVOLTS

The Assam Riots 1893-1894, Rangiya, Lachima and Patharughat: A New Awakening

UNIT 5: GROWTH OF ASSAMESE NATIONALISM

Factors contributing towards the Growth of Assamese Nationalism, Partition of Bengal and its impact on Assam

UNIT 6: THE PRESS AND PUBLIC ORGANISATIONS IN THE COLONIAL PERIOD

Development of the Press in Assam during the Colonial Period, Growth of Political Associations and Public Organisations during the Colonial Period: The Jorhat Sarbajanik Sabha, Assam Association, The Surma Valley Political Conference

UNIT 7: FREEDOM STRUGGLE AND ASSAM: NON-COOPERATION MOVEMENT, CIVIL DISOBEDIENCE AND QUIT INDIA MOVEMENT

Non-Cooperation Movement in Assam, Civil Disobedience Movement in Assam; Quit India Movement in Assam

UNIT 8: CABINET MISSION PLAN AND ASSAM

The Cabinet Mission Plan and Assam; Independence and Partition

UNIT 9: REORGANIZATION OF ASSAM

Background, Formation of Nagaland, North Eastern Areas (Reorganisation) Act, 1971-Impact

UNIT 10: LANGUAGE MOVEMENT AND ASSAM MOVEMENT

Origin and Course of the Language Movement; Origin and Course of the Movement and Assam Accord

UNIT 11: INSURGENCY IN ASSAM

Factors responsible for the growth of Insurgency in Assam, Insurgent outfits in Assam: ULFA and NDFB

UNIT 12: SIXTH SCHEDULE AND MOVEMENT FOR AUTONOMY IN THE HILLS

Background, Constitutional Provisions, Issues relating to Sixth Schedule Politics in Contemporary Assam; Movement for Autonomy in Karbi Anglong and North Cachar Hills

UNIT 13: MOVEMENT FOR BODOLAND

Background of the Movement for Bodoland, Movement for Bodoland, Bodo Accord and Establishment of Bodoland Territorial Council

UNIT 14: GROWTH OF REGIONALISM IN ASSAM: EMERGENCE OF REGIONAL POLITICAL PARTIES

Background, Growth of Regionalism in India, Regionalism in Assam, Emergence of Regional Political Parties in Assam: Asom Gana Parishad (AGP), Bodoland Peoples' Front (BPF), United Peoples' Party Liberal (UPPL)

Basic Reading List:

- 1) Barpujari, H.K. (1993). The Comprehensive History of Assam, Vol V. Assam: Publication Board.
- 2) Baruah, Sanjib. (2001). India Against Itself. New Delhi: Oxford University Press.
- 3) Barua, S.L. (1995). A Comprehensive History of Assam. New Delhi: Munshiram Monoharlal Publishers.
- 4) Bhattacharya, Arun (1993). Assam in Indian Independence. New Delhi: Mittal Publications.
- 5) Bhaumik, Subir. Insurgencies in India's Northeast : Conflict, Cooption & Change. (July, 2007 East-West Center Washington Working Papers, No. 10)
- 6) Chandra, Bipan (2000). India's Struggle for Independence, 1857- 1947. New Delhi: Penguin India.

- 7) Das, Samir Kumar. (1997). Regionalism in Power- The Case of Asom Gana Parishad. New Delhi: Omsons Publications.
- 8) Dutta, Anuradha & Bhuyan, Ratna (ed.) (2007). Genesis of Conflict and Peace: Understanding North East India, Views and Reviews (2 Vols.). New Delhi: Peace Studies, OKDISCD & Akansha Publishing House.
- 9) Dutta, K.N. (1998). Landmarks of the freedom Struggle in Assam. Guwahati: Lawyers Book Stall.
- 10) Gohain, Hiren. (1984). Assam: The Burning Question. Gauhati: Spectrum publications.
- 11) Goswami. C. (2008). Nationalism in Assam. New Delhi: Mittal publication.
- 12) Goswami, Sandhya. (1997). Language Politics in Assam. Delhi: Ajanta Publications.
- 13) Hussain, Monirul. (1994). The Assam Movement - Class, Ideology and Identity. Delhi: Manak Publications.

SEMESTER - VII

DSC 16/DSM 7: Human Rights

Course Objectives:

The course "Human Rights" is designed to help the learners to have an understanding of the concept of human rights. The concept of human rights has become an important subject of study in the contemporary period. Human Rights are inalienable and inherent rights of every human being which enable a person to lead a dignified life. Human rights are very important for the all-round development of all individuals. Accordingly, this course will make the learners familiar with the meaning, nature, sources and various types of human rights. The concept of human rights has assumed its present shape by way of its evolution through various stages from the ancient period to the present time. The evolution of human rights will also be discussed in this course. The concept of human rights has been looked upon differently by different approaches and different perspectives. The course "Human Rights" will deal with various approaches and perspectives on human rights, such as Universalistic Approach, Relativist Approach, Marxist Perspective, Feminist Perspective, Third World Perspective and Gandhian Perspective on human rights. The United Nations has played a very important role in protecting and promoting human rights and fundamental freedoms. The Universal Declaration of Human Rights (UDHR) adopted by the UN is said to be the major landmark in codifying human rights. The UDHR has also influenced the Constitution of India in terms of inclusion of certain provisions relating to the protection of human rights. Apart from the UDHR, two International Covenants adopted by the UN, namely International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights also assume significant role in the process of human rights initiatives of the UN. This course, therefore, will also deal with the role of the UN in protecting and promoting human rights and fundamental freedoms across the world with special reference to the above mentioned documents. Focus will also be made on various declarations and conventions adopted by the UN. The impact of the UDHR on the Constitution of India will also be discussed in this course. In India the concept of human rights has assumed utmost importance in the contemporary time. In India human rights have assumed the present shape by passing through various phases right from the ancient period to the post independent period. Accordingly, this course will discuss the evolution of human rights movement in India and the role of the Constituent Assembly in this regard. This course will also examine the provisions of human rights as incorporated in the Indian Constitution with special reference to the Preamble of the Constitution of India, Fundamental Rights, Fundamental Duties and the Directive Principles of State Policy. Apart from these constitutional provisions this course will also focus on the legislative provisions for the protection of human rights in India, such as National Human Rights Commission, State Human Rights Commission, National Commission for Scheduled Caste and Scheduled Tribes and various other Acts. All of us know that rights constitute an important element in the lives of human being without which individual cannot develop themselves. But in our society, some sections of people are considered to be vulnerable sections because their rights are often violated. Because of gross violation of human rights, these sections people need some special rights to take care of their special requirements in life. Accordingly, this course will discuss the rights of the vulnerable groups such as women, children, specially-abled persons, refugees, elderly persons, indigenous people respectively. International efforts to protect the rights of these groups will also be discussed in this course. The course will also deal with one of the very important concepts, i.e Human Rights Education which is very important

for developing human personality, promoting fraternity and maintaining peace in the society. Efforts to promote human rights education at the international and Indian level will also be discussed in this regard. This course will also discuss the role of NGOs in protection and spreading of human rights awareness across the world with special reference to the Amnesty International and Human Rights Watch.

Learning Outcomes:

- The learners will be able to discuss meaning, sources, nature, characteristics and evolution of human rights.
- gain knowledge about various approaches and perspectives to understand the concept of human rights, such as- Universalistic approach, Relativist approach, Marxist perspective, Feminist perspective, Gandhian perspective, Third World perspective.
- The learners will be able to examine the efforts adopted by the United Nations in protecting and promoting human rights across the world with special reference to the Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR) and International Covenant on Economic, Social and Cultural Rights (ICESCR).
- The learners will be able to analyse the evolution of human rights in India right from the ancient period to post-colonial period.
- The learners will be able to raise their consciousness about various constitutional and legislative provisions related to human rights that are available in India for promotion and protection of their human rights.
- The learners will be able to discuss human rights of various vulnerable groups, such as women, children, specially-abled persons, refugees, elderly persons and indigenous people. At the same time, the learners will also be able to critically examine various declarations, conventions and other measures which are available both at the international level as well as in India for the protection of these groups.
- The learners will be able to raise their consciousness about the significance of human rights education. They will also be able discuss the initiatives adopted at the international level and in India to promote consciousness regarding human rights education.
- The learners will be able to examine the role played by NGOs in the protection and promotion of human rights with special reference to the role of Amnesty International and Human Rights Watch.

UNIT 1: HUMAN RIGHTS

Meaning, Sources, Nature and Characteristics and Evolution of Human Rights

UNIT 2: APPROACHES TO HUMAN RIGHTS

Universalistic Approach to Human Rights: Basic Idea of Universalistic Approach, Criticisms against Universalistic Approach; Basic Idea of Relativist Approach, Criticisms against Relativist Approach; Comparison between Universalist and Relativist Approaches

UNIT 3: PERSPECTIVES ON HUMAN RIGHTS: MARXIST, FEMINIST, GANDHIAN AND THIRD WORLD PERSPECTIVE

Basic argument of Marxist perspective, Criticisms against Marxist Perspective; Basic argument of Feminist Perspective, Criticisms against Feminist Perspective; Basic idea of Gandhian Perspective, Criticisms against Gandhian perspective; Basic argument of the Third World perspective, Criticisms against Third World Perspective

UNIT 4: UNITED NATIONS AND HUMAN RIGHTS: UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR) AND INTERNATIONAL COVENANTS (ICCPR AND ICESCR)

Human Rights Provisions of the United Nations' Charter; Historical Development of the UDHR, Major Contents of the UDHR, Significance of the UDHR, Criticisms against the UDHR, UDHR and the Indian Constitution; Other Important Human Rights related Commissions and Documents of the United Nations; International Covenant on Civil and Political Rights (ICCPR) and International Covenant on Economic, Social and Cultural Rights (ICESCR)

UNIT 5: EVOLUTION OF HUMAN RIGHTS MOVEMENT IN INDIA

Concept of Human Rights in Ancient India, Human Rights during early Mughal Period, Human Rights during British Period, Constituent Assembly and Human Rights,

UNIT 6: CONSTITUTIONAL AND LEGAL FRAMEWORK OF HUMAN RIGHTS IN INDIA

Indian Constitution and Human Rights, Legal Framework: Protection of Human Rights Act and other Acts, National Human Rights Commission, State Human Rights Commission, National Commission for Scheduled Castes, 2004, National Commission for Scheduled Tribes, 2004

UNIT 7: RIGHTS OF WOMEN

Declaration on the Elimination of Discrimination against Women, Convention on the Elimination of All kinds of Discrimination against Women, Declaration on the Elimination of Violence against Women, World Conferences on Women, Women's Rights in India

UNIT 8: RIGHTS OF CHILDREN

Declaration of the Rights of the Child, Convention on the Rights of the Child, Optional Protocols on the Convention on the Rights of the Child, World Summit for the Child, Problem of Child Labour, Problem of Child Labour in India

UNIT 9: RIGHTS OF SPECIALLY-ABLED PERSONS

Declaration on the Rights of Mentally Retarded Persons 1971, Declaration on the Rights of Disabled Persons 1975, Indian Legal Framework regarding the Rights of Specially-abled Persons

UNIT 10: RIGHTS OF REFUGEES

Efforts at the International Level to Protect the Rights of the Refugees, Role of UNHCR

UNIT 11: RIGHTS OF THE ELDERLY

Efforts at the International and National Level (in India) to Protect the Rights of Elderly Persons

UNIT 12: RIGHTS OF INDIGENOUS PEOPLE

International Effort to Protect and Promote the Rights of Indigenous People, Rights of Indigenous People in India

UNIT 13: HUMAN RIGHTS EDUCATION

Concept of Human Right Education, Relevance of Human Rights Education, World Campaign for Human Rights Education, Promotion of Human Rights Education in India, Role of Human Rights Commissions in Human Rights Education

UNIT 14: ROLE OF NGOS IN THE PROTECTION OF HUMAN RIGHTS

Role of NGOs in the Protection and Promotion of Human Rights in General, Role of Amnesty International and Human Rights Watch

Basic Reading List:

- 1) Agarwal, H.O. (2006). Human Rights. Allahabad: Central Law Publications.
- 2) Anuradh, K.P. (2010). Human Rights Issues In India. New Delhi: Adhyayan Publishers and Distributors.
- 3) Dhiman, O.P. (2011). Understanding Human Rights: An Overview. Delhi : Kalpaz Publications.
- 4) Gupta, D.C. (2010). Indian Government and Politics. Delhi: Vikas Publishing House Pvt. Ltd.
- 5) Hornby, A.S. (1974). Oxford Advance Learner's Dictionary of Current English. 3rd Ed Oxford University Press.
- 6) Malhotra, S, Upadhyay, P., Gupta, M., Srivastava, R., & Pandey, S. (2005). Human Rights: Emerging Issues. New Delhi: Kilaso Books Publication.
- 7) Rai, R. (2000). Human Rights: UN Initiative. Delhi: Authors Press Publication.
- 8) Saksena, K.P.(ed) (2003). Human Rights and The Constitution Vision and the Reality. New Delhi: Gyan Publishing House.
- 9) Sanajoaba, N. (1994). Human Rights: Principles, Practices and Abuses. New Delhi: Omsons Publication.
- 10) Stephen, R.M. (2002). Human Rights: Concepts and Perspectives. New Delhi: Concept Publishing Company.
- 11) Syed, M.H. (2003). Human Rights: The New Era. New Delhi: Kilaso Books.
- 12) Yasin, Adil-ul. & Upadhyay, Archana. (2004). Human Rights. New Delhi: Akansha Publishing House.

DSC 17: Social Movements

Course Objectives:

The course 'Social Movements' attempts to introduce to the learners the phenomenon of social movement and its various perspectives. It is supposed that the learners of Political Science should have thorough knowledge about the concept of social movements. The course will provide a holistic understanding of the idea of social movements. Keeping this in view, the course will discuss the concept of social movements and its historical background which have significantly helped in the development of the concept of social movements. This course will discuss the meaning, features and importance of social movements. The course will provide a discussion on the basic theoretical approaches, those are Relative Deprivation theory, Structural Functional theory, Resource Mobilisation theory to understand social movements and here, it will also highlight the Liberal, Revolutionary, Radical perspectives. The course will also emphasis on the idea of New Social Movements. Further, the course will progress with special emphasis laid on particular kinds of social movements, with specific reference to the context of India. Here, discussions shall be initiated on the ideas of religious movements, reform movements, tribal movements, Dalit movement, women's movements, environment movements, student movements, identity movements.

Learning Outcomes:

- The learners will be able to gain knowledge about the meaning, typology, characteristics of social movement and the relationship between social movement and social change.
- The learners will be able to discuss some of the important theories of social movement, such as Relative Deprivation theory, Structural Functional theory, Resource Mobilisation theory.
- The learners will be able to understand some key approaches to analyse various dimensions of social movements, like Revolutionary approach, Radical approach and Liberal approach.
- The learners will be able to analyse various dimensions associated with new social movements.
- The learners will be able to acquire knowledge about various social movements that occurred in India with special reference to religious movements, reform movements, tribal movements, Dalit movements, women's movement, environment movement, students' movement and identity movements.

UNIT 1: SOCIAL MOVEMENTS

Meaning; Typology; Characteristics; Social Movement and Social Change

UNIT 2: THEORIES OF SOCIAL MOVEMENT

Relative Deprivation Theory, Structural Functional Theory, Resource Mobilisation Theory

UNIT 3: REVOLUTIONARY APPROACH TO SOCIAL MOVEMENT

Overview, main Advocates, Perspectives and Issues

UNIT 4: RADICAL APPROACH TO SOCIAL MOVEMENT

Overview, main Advocates, Perspectives and Issues

UNIT 5: LIBERAL APPROACH TO SOCIAL MOVEMENT

Overview, main Advocates, Perspectives and Issues

UNIT 6: NEW SOCIAL MOVEMENTS

Overview, Diversity of Issues, Leadership, Achievements

UNIT 7: RELIGIOUS MOVEMENTS

Emergence, Overview of Religious Movements in India, Causes and Implications

UNIT 8: REFORM MOVEMENT

Emergence, Leaders of Brahmo Samaj, Arya Samaj, Prarthana Samaj, Impacts of Reform Movements in Society

UNIT 9: TRIBAL MOVEMENT

Overview of Tribal Movements in India, Prominent Tribal Movements: Emergence, Causes and Issues, Leadership, Implications

UNIT 10: DALIT MOVEMENT

Overview of Dalit Movement in India: Emergence, Causes, Leadership, Implications

UNIT 11: WOMEN MOVEMENT

Emergence, Issues, Legislation, Current Trends

UNIT 12: ENVIRONMENT MOVEMENT

Emergence of Environmental Movements in India, Prominent Environmental Movements in India, Issues behind the Movements

UNIT 13: STUDENTS MOVEMENT

Emergence, Indian Independence- an impetus to Student Movements, Issues, Leadership, Achievements, Current Trends

UNIT 14: IDENTITY MOVEMENT IN NORTH EAST INDIA

Emergence, Issues, Implications

Basic Reading List:

- 1) Agnihotri, I. and Vina Mazumdar. 1995. Changing Terms of Political Discourse: Women's Movement in India 1970s – 1990s. Economic and Political Weekly, 30(29): 1869-1879.
- 2) Altbach, Philip G. (1969). Turmoil and transition: higher education and student politics in India, Basic Books, University of Michigan.
- 3) Ambedkar, B.R. (1987). Writings and Speeches, Volume 3, Bombay: Government of Maharashtra.
- 4) Anjaneyalu, Y. (2004). Introduction to Environmental Science. BS Publications, Hyderabad, A.P. India.
- 5) Bakhurst, D., & Shanker, S. (2001). Jerome Bruner: Language, Culture, Self. Sage Publication

- 6) Buechler, Steven. (2011). *Understanding Social Movements: Theories from the Classical Era to the present*. Paradigm Publishers.
- 7) Charsley, Simon. (2004). "Interpreting Untouchability: The Performance of Caste in Andhra Pradesh, South India," *Asian Folklore Studies*, Volume 63, No. 2, Pp. 267–290.
- 8) Chatterjee, P. (2001). "On Civil Society and Political Society in Postcolonial Democracies," in Sudipta Kaviraj and Sunil Khilnani (eds.) *Civil Society: History and Possibilities*, Cambridge, Cambridge Press, Pp. 165–178.
- 9) Cunningham, W.P., Cooper, T.H., Gorhani, E and Hepworth, M.T. (2001). *Environmental Encyclopedia*, Mumbai: Jaico Publ. House.
- 10) Desai: A.R. (ed.). (1979). *Peasant Struggles-in India*, Bombay: OUP.
- 11) Dietrich, Gabriele. (1992). *Reflections on the Women's Movement in India: Religion, Ecology, Development*. New Delhi: Horizon India Books.
- 12) Eder, K. (1985). The new social movements: Moral crusades, political pressure groups, or social movements? *Social Research* 52: 869-901.
- 13) Gellner, David N. (ed.). (2009). *Ethnic Activism and Civil Society in South Asia*, New Delhi: Sage Publications.
- 14) Goodwin, J. (2001). *No Other Way Out States and Revolutionary Movements*. Cambridge University Press.
- 15) Guha, Amalendu. (1977). *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam: 1926-1947*. New Delhi: ICHR.
- 16) Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: OUP.
- 17) Hardtmann, Eva-Maria. (2009). *The Dalit Movement in India: Local Practices, Global Connections*. Delhi: Oxford University Press.
- 18) Kaul, S.N. and Ashutosh Gautam. (2002). *Principles of Environmental Studies*. New Delhi: Daya Publishing house.
- 19) Kothari S. (1989). The Human Rights Movement in India: Crisis and Challenges. In: Forsythe D.P. (eds) *Human Rights and Development*. International Political Economy Series. Palgrave Macmillan, London.
- 20) Mazumdar, Vina. (1976). The Social Reform Movement in India: From Ranade to Nehru. In *Indian Women from Purdah to Modernity*. ed. B.R. Nanda: 41-66. New Delhi: Vikas.
- 21) Mazumdar, Vina. (ed.) (1979). *Symbols of Power: Studies on the Political Status of Women in India*. New Delhi: Allied Publishers.
- 22) Mazumdar, Vina and K. Sharma. (1979). Women's Studies: New Perceptions and Challenges. *Economic and Political Weekly*, 14 (3): 113-120.
- 23) Mazumdar, Vina. (2000). Political Ideology of the Women's Movement's Engagement with Law. Occasional Paper 34. New Delhi: Centre for Women's Development Studies.
- 24) McAdam, D. (1982). *Political Process and the Development of Black Insurgency, 1930-1970*. Chicago: University of Chicago Press.
- 25) Melucci, A. (1988). Social movements and the democratization of everyday life, in J. Keane (ed.) *Civil Society and the State*. London: Verso: 245-60.
- 26) Misra, Udayon. (2014). *India's North-East: Identity Movements, State and Civil society*. New Delhi: Oxford University Press.
- 27) Moore, E. C. (1913). The Liberal Movement and Missions. *The American Journal of Theology* Vol. 17, (No. 1).

- 28) Niranjana, Seemanthini. (2000). Transitions and Reorientations: On the Women's Movement in India. In Contemporary India- Transitions, ed. Peter de Souza. New Delhi: Sage Publications.
- 29) Pathy, Jagannath. (1984). Tribal Peasantry: Dynamics of Development. New Delhi: Inter-India.
- 30) Rajimwale, A. (2001). History of student movement in India: Origins and development (1920-1947). New Delhi: Manak Publications.
- 31) Ray, A.K. (2003). 'Human Rights Movement in India: A Historical Perspective.' Economic and Political Weekly, August 9, 2003, p. 3411.
- 32) Rudolph, Lloyd I, Susanne Hoeber Rudolph and Karuna Ahmed. Student Politics and National Politics in India, Economic and Political Weekly, Vol. 6, No. 30/32, Special Number (Jul., 1971).
- 33) Shah, Ghanshyam. (2004). Social Movements in India: A Review of Literature. Sage Publication.
- 34) Singh, Kr. Suresh. (1983). Birsa Munda and His Movement, 1874-1901. A S Millenerian Movement in Chotanagpur. Calcutta: OUP.
- 35) South Asia Human Rights Documentation Centre (SAHRDC), A Step in the Right Direction, Tata McGraw Hill, New Delhi, 2000, p. 78.
- 36) Srinivas, M.N., A.M. Shah and B.S. Bavaskar, 'Kothari's Illusion of Secular Upsurge', Times of India, Letter to Editor, October 17, 1990.
- 37) Srinivas, M.N. (1962). Caste in Modern India and Other Essays. London: Asia Publishing House.
- 38) Srinivas, M.N. (1966). Social Change in Modern India. Berkeley and Los Angeles: University of California Press.
- 39) Thakurta, Paranjay Guha; Shankar, Raghuraman. (2004). A Time of Coalitions: Divided We Stand. New Delhi: Sage Publications.
- 40) Thorat, Sukhadeo. (2009). Dalits in India: Search for a Common Destiny. New Delhi: Sage Publications.

DSC 18: Peace and Conflict Studies

Course Objectives:

The discourse on peace and conflict has had a long tradition manifesting itself in various dialogues and discussions in different religious and cultural milieus. However, as an academic field of study, peace and conflict studies could be said to have emerged in the Post-Second World War period and has since been gaining increasing ground, given the fact that the subject enables us to analyse the meaning of peace and identify the underlying causes of war and conflict in a most comprehensive and methodical manner in order that there could be a more peaceful and just world. The course “Peace and Conflict Studies” begins with a discussion on the meaning and nature of peace and conflict. The course then goes on to discuss various peace traditions in the world covering both western and eastern civilisations. The various aspects related to dynamics of war are also included in the course ranging from its meaning and approaches to the various types of war. The course then goes on to discuss various efforts at disarmament over the years. The meaning of peace movements and some important peace movements have also been discussed in the course. The course also throws light on the role of the UN with reference to collective security and peacekeeping operations. Significantly, the concepts of “culture of peace” and peace education have also been included in the course. The course then goes on to discuss some important techniques of bringing about peace in the form of conflict management, conflict resolution and conflict transformation. Various aspects of peace building and peace making and diplomacy and peace-making have been incorporated in the course. The course subsequently includes a discussion on the concept of human security involving the meaning of and the threats to human security. The course ends with a discussion on the ever relevant Gandhian approach to peace.

Learning Outcomes:

- The learners will be able to discuss the meaning and nature of peace and conflict and also explain the evolution of peace and conflict studies
- The learners will be able to familiarise themselves with the different peace traditions in the world involving both western and western cultures
- The learners will be able to explain the meaning of disarmament and arms control while being able to explain the efforts at disarmament after the First World War and the Second World War
- The learners will be able to discuss the some significant peace movements in the world
- The learners will be able to the role of the UN in terms of collective security and peacekeeping operations
- The learners will be able to discuss the concepts of Culture of Peace and peace education
- The learners will be able to explain important techniques of bringing about peace in the form of conflict management, conflict resolution and conflict transformation.
- The learners will be able to explain various aspects of peace building and peace making and diplomacy and peace making
- The learners will be able to become familiar with the concept of human security and discuss the various threats to human security.
- The learners will be able to discuss the Gandhian approach to peace.

UNIT 1: PEACE AND CONFLICT: MEANING AND NATURE

Peace: Negative Peace and Positive Peace; Conflict: Meaning and Types; Evolution of Peace and Conflict Studies

UNIT 2: PEACE TRADITIONS

Peace traditions in the western civilization; Peace traditions in eastern cultures

UNIT 3: WAR: MEANING AND APPROACHES

Meaning and Causes of War; Idealist Approach to War; Realist Approach to War; Marxist Approach to War; Concept of Just War

UNIT 4: WAR AND ITS TYPES

Conventional War; Limited War; Regional Conflicts; Nuclear War

UNIT 5: DISARMAMENT AND ARMS CONTROL

Meaning of Disarmament and Arms Control; Background of Disarmament, Disarmament efforts after the First World War, Disarmament through the League of Nations, Efforts towards Disarmament outside the League of Nations; Disarmament Efforts after the Second World War

UNIT 6: PEACE MOVEMENTS

Meaning of Peace Movements; Formation of American Peace Societies and London Peace Society, International Peace Congress; Mahatma Gandhi's Satyagraha Movement; Anti-Nuclear movement, Vietnam War Protests;

UNIT 7: ROLE OF THE UN: COLLECTIVE SECURITY AND PEACEKEEPING

Meaning of Collective Security, UN and Collective Security, UN and Peacekeeping Operations

UNIT 8: CULTURE OF PEACE

Meaning of Culture of Peace, UN and Culture of Peace; Peace Education

UNIT 9: CONFLICT MANAGEMENT, CONFLICT RESOLUTION

Conflict Management: Concept and Strategies; Conflict Resolution: Concept and Strategies

UNIT 10: CONFLICT TRANSFORMATION

Concept of Conflict Transformation, Approaches to Conflict Transformation

UNIT 11: PEACE BUILDING AND PEACE MAKING

Peace Making: Meaning and Methods; Peace Building: Meaning, Background and Strategies

UNIT 12: DIPLOMACY AND PEACE MAKING

Role of Diplomacy in peace-making; Confidence Building Measures (CBMs)

UNIT 13: HUMAN SECURITY

Meaning of Human Security, "Freedom from Fear" and "Freedom from Want" approaches to human security; Threats to Human Security

UNIT 14: GANDHIAN APPROACH TO PEACE

Gandhian Satyagraha and Sarvodaya; Gandhi's concept of the non-violent army or *Shanti Sena*

Basic Reading List:

- 1) Basu, Rumki. (1993). *The United Nations, Structure and Functions of an International Organisation*. First Edition, Reprint 2012, New Delhi: Sterling Publishers Private Limited.
- 2) BPSE-146 *Conflict Resolution and Peace Building* (IGNOU CBCS helpbook). Gullybaba Publishing House (P) Ltd;
- 3) BPSE-146 *Conflict Resolution and Peace Building* (IGNOU study material) available at [eGyanKosh: BPSE-146 Conflict Resolution and Peace Building](#)
- 4) Galtung, Johan (1996). *Peace by Peaceful Means- Peace and Conflict, Development and Civilization* . PRIO. SAGE Publications Ltd.
- 5) Gandhi, Mohandas K., (1957). *Non-Violence in Peace and War*. Vol. II, Ahmedabad: Navajivan Publishing House
- 6) Iyer, Raghavan, *The Moral and Political Thought of Mahatma Gandhi*, (New Delhi: Oxford University Press, 2005).
- 7) Jeong, Ho-Won (2000). *Peace and Conflict Studies : An Introduction (Studies in Peace and Conflict Research)*.
- 8) Lederach, John Paul. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington DC: US Institute of Peace.
- 9) MPSE-06 *Peace and Conflict Studies* (2018) (Based on IGNOU Syllabus for All Indian Universities). Gullybaba Publishing House (P) Ltd;
- 10) Webel, Charles and Galtung, Johan (ed.) (2007). *Handbook of Peace an Conflict Studies*. New York: Routledge available at www.mkgandhi.org/ebks/handbook-of-peace-and-conflict-studies.pdf

SEMESTER - VIII

DSC 19/DSM 8: Ethnicity and Autonomy in North East India

Course Objectives:

The course “Ethnicity and Autonomy in North East India” is designed to offer a comprehensive idea about the society and politics of North Eastern region of India. The North Eastern region of India is diverse and this diversity makes the region unique. There are certain features and concerns that are common to all the eight states of this region. In this course the learners will be able to learn about different aspect and concerns related to the North Eastern region in detail. This course will discuss how the concept of Northeast India emerged. This course will also deal with the process of state formation in Assam. The process of state system of Assam during Ahom and British period and during post-independence will be discussed in this course. This course will also examine demographic composition of northeast India. This will discuss about the different racial, linguistic, religious composition in the region. This course will also provide a discussion on the hill politics of North East India with special reference to the 6th Schedule Councils (Karbi Anglong Autonomous Council in Assam, Lai Autonomous District Council in Mizoram) and Non 6th Schedule Councils (Tiwa Autonomous Council, Rabha Hasong Autonomous Council). This course will also examine the issue of immigration in North East India. This course will also discuss the concept of ethnicity and the intercommunity relation among different ethnic communities in the North Eastern region. This course will also discuss different autonomy movements undertaken by different ethnic groups in Assam. This course will also discuss the origin and development of insurgency in the region. This course will also discuss economic problem of North East India with reference to the problems of unemployment, infrastructure and industrialisation in the North Eastern region. This course will also examine development issues of North east India. Initiatives undertaken by various agencies like the North Eastern Council, The Ministry of Development of North Eastern Region (MDONER) and Look East and Act East policy to accelerate the development process in the region. This course will also analyse different dimensions of participation of women in the Freedom Movement, Assam Movement and Bodoland Movement. Political dynamics among the people belonging to tea garden community as well as Muslim politics in Assam will also be critically examined in this course.

Learning Outcomes:

- The learners will be able to understand how the concept of North East has emerged.
- The learners will be able to gain knowledge about the process of state system during Ahom and colonial period as well as state formation process in the post-colonial period in Assam.
- The learners will be able to gain knowledge about the demographic composition of North East India.
- The learners will be able to critically examine various dimensions associated with the Hill politics of North East India with reference to 6th Schedule and non 6th Schedule Autonomous Councils.
- The learners will be able to critically examine various dimensions associated with the issue of immigration, ethnic identity and identity politics, insurgency and autonomous movements in North East India.
- The learners will be able to raise their consciousness about the economic problems and development initiatives adopted by various state agencies in North East India.

- The learners will be able to know about the level of participation of women of Assam in the Freedom Movement, Assam Movement and Bodoland Movement.
- The learners will be able to critically examine political dynamics among Tea Garden Community in Assam as well as various dimensions Muslim Politics in Assam.

UNIT 1: THE CONCEPT OF NORTH EAST INDIA

Pre- Colonial, Colonial and Post-colonial

UNIT 2: PROCESS OF STATE FORMATION IN ASSAM DURING COLONIAL PERIOD

Ahom Kingdom; Chieftainship; Annexation of British; Administrative boundaries

UNIT 3: PROCESS OF STATE FORMATION IN ASSAM IN POST INDEPENDENT PERIOD

Creation of Different States and Autonomous Council

UNIT 4: DEMOGRAPHIC COMPOSITION OF NORTH EAST INDIA

Racial; Linguistic; Caste; Religious; Tribal Groups of North East India

UNIT 5: AUTONOMOUS COUNCILS IN NORTH EAST INDIA (6TH SCHEDULE AND NON 6TH SCHEDULE)

6th Schedule Councils: Karbi Anglong Autonomous Council in Assam, Lai Autonomous District Council in Mizoram; Non 6th Schedule Councils: Tiwa Autonomous Council, Rabha Hasong Autonomous Council

UNIT 6: ISSUE OF IMMIGRATION IN NORTH EAST INDIA

Immigrant Groups; Occupation; Consequences of Immigration; Insider vs Outsider Feuds

UNIT 7: ETHNIC IDENTITY IN NORTH EAST INDIA

Ethnicity: Meaning and Characteristics; Intercommunity Relationship and its Changing Nature; Ethnic Conflict

UNIT 8: AUTONOMY MOVEMENTS IN ASSAM

Autonomy: Meaning and Concepts; Demand for Sixth Schedule; Demand for Separate Homeland; Causes and Its Implications in Intercommunity Relations

UNIT 9: INSURGENCY IN NORTH EAST INDIA

Origin and Development of Insurgency in the Region; Major Insurgent Groups

UNIT 10: ECONOMIC PROBLEMS IN NORTH EAST INDIA

Unemployment, Infrastructure and Industrialisation

UNIT 11: DEVELOPMENT IN NORTH EAST INDIA

North Eastern Council (NEC); the Ministry of Development of North Eastern Region (MDoNER), Look East and Act East Policy

UNIT 12: POLITICAL PARTICIPATION OF WOMEN WITH SPECIAL REFERENCE TO ASSAM

Role of Women in Freedom Movement in Assam, Political Participation of Women In popular movements in Post-Independence Period (Assam Movement, Bodoland Movement)

UNIT 13: POLITICAL DYNAMICS AMONG TEA GARDEN COMMUNITY IN ASSAM

Background, Political mobilisation among Tea garden community of Assam

UNIT 14: MUSLIM POLITICS IN ASSAM

Origin of Muslim community in Assam; Muslim migration; Political mobilisation of Muslims; rise of AIUFD

Basic Reading List:

- 1) Ahmed U Joynal. (2007). Industrialization in North-Eastern region. New Delhi: Mittal publication.
- 2) Barpujari H.K. (1992) The Comprehensive History of Assam, Publication Board Assam, Vol.2; Guwahati.
- 3) Baruah Sanjib (1999) Indian Against Itself, Oxford University Press, New Delhi.
- 4) Baruah, Sanjib, 2005, *Durable Disorder: Understanding the Politics of North East India*, New Delhi: Oxford University Press.
- 5) Bhaumik, S. (2009). *Troubled Periphery: The Crisis of India's North East*. New Delhi: SAGE.
- 6) Bordoloi, B. N., 1990, *Constraints of Tribal Development in North-East India*, Guwahati: Tribal Research Institute.
- 7) Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- 8) Fernandes, Walter and Sanjay Barbora, 2008, Tribal Land Alienation in the Northeast; An Introduction: An Introduction in Walter Fernandes and Sanjay Barbora (ed) *Land, people and politics: Contest Over Tribal Land in Northeast India*, Guwahati and Denmark: North Eastern Social Research Centre and International Workgroup for Indigenous Affairs, pp 1-15.
- 9) Goswami, Atul; August, 1984; Tribal Development with special Reference to North-East India in *Social Scientist* ; vol12, no8; pp 55-60.
- 10) Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
- 11) Karna, M. N. 1990, The Agrarian Scene in *Seminar*, vol 366, pp 30-37.
- 12) Karna, M.N., 1999, Ethnic identity and Socio-economic Processes in North-east India in Kailash S. Aggarwal edited *Dynamics of Identity and Intergroup relations in North-east India*, IAS-Shimla, pp29-38.
- 13) Shah, Ghanashyam. (1990). *Social Movements in India*. New Delhi: Sage publications.

DSC 20: Gender and Politics

Learning Objectives:

The course entitled “Gender and Politics” is designed to help the learners to have an understanding of various important issues associated with gender, society and politics. This course will make the learners familiar with the basic concepts of gender and patriarchy. It will discuss the meaning and nature of gender and patriarchy and forms of patriarchy, distinction between gender and sex and issues of gender discrimination. Feminism as a movement has assumed its present shape by way of its evolution through various phases. This course will look into the history and development of feminism with reference to the first, second, third and fourth waves of feminism. A number of theories have been formulated whereby the concept of feminism is sought to be explained through particular standpoints. Accordingly, this course will discuss various theories of feminism, such as Liberal Feminism, Marxist Feminism, Socialist Feminism, Radical Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism and Global Feminism. It is very important to examine position of women in the family and in society. Family is the primary unit of the society. Position of women in the family reflects the position of women in the society. Relationship between family and women, power structure of family, position of women in the family, property rights will also be analysed in this course. Gendered division of work is another important topic of discussion in the gender studies. Issues of productive and reproductive labour, paid and underpaid work have emerged as matter of great concern for the contemporary scholars and this course will also examine these issues. Empowerment is one of the important ways through which the position of women can be uplifted to a great extent. The concept of empowerment refers to the process of strengthening oneself to be more potential and powerful to guide himself or herself for a good life and to claim his or her rights to lead a good life. The concept of empowerment of women is related to gender equality. To ensure women empowerment, equality must be established between men and women. Accordingly, this course will focus on the concept of gender empowerment, political empowerment of women and the present scenario of political empowerment of women across the world and various issues related to political empowerment of women in India will also be highlighted. Along with political empowerment, the significance of economic empowerment for women and the initiatives adopted in India for the same will also be discussed in this course. This course will also discuss the women’s movement that took place in India during colonial and in the post-colonial period. One major problem faced by women across the world is violence of various forms. Violence against women is a serious crime which violates basic dignity of human being. This course will examine various causes of violence against women, forms of gender based violence and will try to offer possible solutions to this problem. In the contemporary time media (of various forms) represents and reflects the true picture of the society. Therefore, representation of women in the media is a very crucial issue and this course will also examine this topic. This course will also discuss the role of women in civil society with special reference to North East India. Contemporary concerns of gender studies, like issues of LGBTQ will also be analysed in this course.

Learning Outcomes:

- The learners will be able to understand the concepts of gender and patriarchy.
- The learners will be able to gain holistic knowledge about feminism, its evolution with reference its various waves.

- The learners will be able to critically examine various theories and perspectives to look into the topic of feminism, such as- Socialist Feminism, Liberal Feminism, Radical Feminism, Marxist Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism and Global Feminism.
- The learners will be able to examine the position of women in the family and society.
- The learners will be able to raise their consciousness about the various aspects associated with the issue of gendered division of labour.
- The learners will be able to analyse the significance of political as well as economic empowerment in the lives of women and present scenario in India in this regard.
- The learners will be able to discuss movements for women's rights in India during colonial and post-colonial period.
- The learners will be able to raise their consciousness and voice against one of the major problems of the society, i.e. violence against women that occur in public as well as private spheres.
- The learners will be able to critically examine the issues related to representation of women in media and its consequences.
- The learners will be able to know the role played by women in the civil society and their contribution towards strengthening with special reference to North East India.
- The learners will be able to raise their consciousness about some of the very crucial issues (related to gender studies) of contemporary world, like the LGBTQ.

UNIT 1: GENDER AND PATRIARCHY

The concept of Gender and Patriarchy, Approaches to understand the distinction between sex and gender, What is Gender discrimination

UNIT 2: FEMINISM

What is Feminism, Different waves of Feminism

UNIT 3: THEORIES OF FEMINISM - I

Socialist Feminism, Liberal Feminism, Radical Feminism, Marxist Feminism

UNIT 4: THEORIES OF FEMINISM - II

Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism, Global Feminism

UNIT 5: POSITION OF WOMEN IN SOCIETY

Women and Kinship: Matrilineal vs Patrilineal System; Position of women in Family: Joint and Nuclear family, Position of women in family; Women and Marriage: Types of marriages in India, Dowry vs Bride price, Property Rights

UNIT 6: UNDERSTANDING WOMEN'S WORK AND LABOUR

Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work.

UNIT 7: POLITICAL EMPOWERMENT OF WOMEN: GLOBAL PERSPECTIVE

What is empowerment? Global Scenario regarding Political Empowerment of Women

UNIT 8: WOMEN'S MOVEMENT IN INDIA

Struggles for women's right in the Colonial and Post colonial period,

UNIT 9: POLITICAL EMPOWERMENT OF WOMEN IN INDIA

Significance of Political Empowerment in the lives of women; Measures adopted in India to ensure political empowerment of women; Challenges in the way of political empowerment of women

UNIT 10: ECONOMIC EMPOWERMENT OF WOMEN

Importance of Economic empowerment in the lives of women; Measures adopted in India to ensure economic empowerment of women; Challenges in the way of economic empowerment of women

UNIT 11: VIOLENCE AGAINST WOMEN

Masculinity and Violence; Various agencies and factors that contributed towards violence against women; Types of violence: Intimate Partner violence, Domestic Violence, Marital Rape, Sexual Harassment at workplace; Measures to stop violence against women

UNIT 12: MEDIA AND WOMEN

Representation of women in Media

UNIT 13: WOMEN AND CIVIL SOCIETY

Role of Women in civil society and deepening of democracy; Role of various women's organisation in North East India

UNIT 14: CONTEMPORARY CONCERNS

The Sexual Subaltern and Theoretical Advancements: LGBTQ

Basic Reading List:

- 1) Agarwal, M.(Ed.) (2013). *Women Empowerment and Gender Equality*. New Delhi: Kanishka Publishers, Distributors.
- 2) Arora, N.D.& Awasthy, S.S. (2004). *Political Theory*. New Delhi: Har Anand Publications Pvt. Ltd.
- 3) Beauvoir, Simone de. (2015). *The Second Sex*. New Delhi: Vintage Classics, India.
- 4) Bhasin, Kamla. (2003). *Understanding Gender*. New Delhi: Kali for Women.
- 5) Bhasin, Kamla. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
- 6) Biju, M. R. (2006). *Women's Empowerment: Politics and Policies*. New Delhi: Mittal Publication.
- 7) Brush, L.D. (2007). *Gender And Governance*. Jaipur: Rawat Publication.
- 8) Chatterji, S.A. (1997). *The Indian Women's Search for an Identity*. New Delhi: Vikas Publishing House.
- 9) Chaudhuri, Suchetra Sen. (2004). *The Bodo Movement Women's Participation*. New Delhi: Mittal Publication.
- 10) Derrienic, Jean-Pierre (1972). Theory and ideologies of violence, in *Journal of Peace Research*, Vol 9

- 11) Hust, E. (2004). *Women's Political Representation And Empowerment In India: A Millions Indiras Now?* New Delhi: Manohar Publication.
- 12) John, E. Mary. (2008). *Women's Studies in India, A Reader*. New Delhi: Penguin India.
- 13) Jhunjhunwala, B. & Jhunjhunwala, M. (2004). *Indian Approach To Women's Empowerment*. Jaipur: Rawat Publication.
- 14) Menon, Nivedita. (2012). *Seeing like a Feminist*. New Delhi: Penguin India.
- 15) Menon, Nivedita and Nigam, Aditya. (2007). *Power and Contestation*. New Delhi: Zed Books Ltd.
- 16) Mohanty, Bedabati. (2005). *Violence Against Women*. New Delhi: Kanishka Publishers.
- 17) Naidu, Y. Gurappa. (2011). *Violence Against Women in India*. New Delhi: Serials Publications.
- 18) Pandey, A.K. (2002). *Emerging Issues in Empowerment of Women*. New Delhi: Anmol Publication Pvt. Ltd.
- 19) Pani, S.P. and Pani, N. (ed) (2010). *Essays on Contemporary Gender Issues*. New Delhi: Hirmoli Press Publication.
- 20) Parida, Subhas C., and Nayak, Sasmita. (2009). *Empowerment of Women in India*. Delhi: Northern Book Centre.
- 21) Prata, Ndola. Fraser, Ashiley. and Upadhya, Ushma. (2017). *Women's Empowerment and Family Planning: A Review of Literature*. Cambridge: Cambridge University Press.
- 22) Roy, K.(1999). *Women in Indian Politics*. Delhi: Rawat Publication.
- 23) Sarkar, I. (2008). *Women in Changing Society*. New Delhi: Serials Publication.
- 24) Seymour. Susan, Mukhopadhyay, Chapnick Carol. (1994). *Women, Education and Family Structure in India*. Cambridge: US: Westview Press.
- 25) Sinha, Niroj. (2000). *Women Participation in National Freedom Struggle*, in Noroj Sinha (ed), *Women in Indian Politics*. New Delhi: Gyan Publishing House.
- 26) Srivastav, V.P. (2005). *Handbook on Crime against Women*. Indian Publication.
- 27) Sumanlata (2010). *Towards Empowering Women: Views And Reviews*. New Delhi: Akansha Publishing House.
- 28) Thakur, Anil Kumar and Rahman, R. (2009). *Women Entrepreneurship*. New Delhi: Deep & Deep Publication.
- 29) Tilly, Louise. Scott, W Joan. (1989). *Women, Work, and Family*. UK: Psychology Press.
- 30) Verma, R.B.S., Verma, H.S. and Hasnain, N. (ed) (2007). *Towards Empowering Indian Women: Mapping Specifics of Tasks in Crucial Sectors*. New Delhi: Serials Publications.
- 31) Yadav, Hridari R. (2015). *Women Empowerment: History, Policy and Legislation Volume I*, New Delhi: Concept Publication.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Guidelines for Seminar Paper Presentation

Four-Year UG Programme in Political Science

Introduction

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

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

General Structure of a Seminar Paper

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

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

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

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

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

- Large-Scale Organization: This follows the following tasks:
 - (a) Discuss the major issues;
 - (b) Separate issues and sub-issues
 - (c) Order issues logically

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

4. Conclusion: Here your agenda include:

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

Certain Key Points

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

Guidelines for Project/Dissertation

Four-Year UG Programme in Political Science

Section I: Introduction

Section I: Introduction

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

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

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

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

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

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

Citation and Referencing Style in Project/Dissertation: Writing of Project/Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

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

Eligibility of a Project/Dissertation Guide

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

Certain Key Points

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.

- Project/Dissertation Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...)

Section II: Project/Dissertation Performa

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

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

PROJECT REPORT/DISSERTATION

On

“ *Topic Name* ”

SUBMITTED TO

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

IN

PARTIAL FULLFILLMENT OF THE

FYUG IN POLITICAL SCIENCE

(YEAR)

by

Name :

Enrollment No.....

Study Centre Code:

Under the Guidance of

Name of Internal Guide / External Guide

Designation

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.

Guwahati, Assam

Certificate of the Guide/ Supervisor (Format)

Certificate of the Guide/ Supervisor

Mentor / Guide Name:

Designation:

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

Date:

Signature of Guide

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

Certificate of Study Centre Coordinator/ Academic Consultant

Coordinator/ Academic Consultant's Name:

Designation:

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

Date:

Signature

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

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

Self-Declaration by The Learner

I do hereby declare that this project work entitled “ _____ ” submitted by me for the partial fulfilment of the requirement for the award of **FYUG in Political Science** programme of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or University.

Name:

Signature of the Learner

Enrolment Number:

Date:

Table of Contents:

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

Main Report:

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

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

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

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

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

1. The Title of the Study: A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Thus, descriptive names such as Political Awareness among the Women in Assam/North East India, or Impact of Communalism in Democracy, Problem and Prospects of Open and Distance Learning in Assam, etc. would be suitable. Avoid titles that imitate newspaper headlines (e.g., "Current Budget Proposals"); a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want

to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "a research into..." or "an experiment to discover..." in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

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

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

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

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

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory

research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

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

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

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

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

Each table and figure should be assigned a unique number and captioned with information about the variables, circumstances, and units of measurement. Additionally, verify that the axes are labelled appropriately. Additionally, if a graph or table is utilised, it must be cited within your Project Work's body. In other words, your reader should understand when you're about to utilise a figure or table.

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

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

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

7. Typing Instructions:

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

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

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

- 1) Relevance of Open and Distance Learning (ODL)
- 2) Use of ICT in ODL Institutions
- 3) Relevant Socio-Political Issues
- 4) Environmental Issues
- 5) Gender Studies, Women Empowerment
- 6) Role of Civil Society
- 7) Culture and Tradition of our Society
- 8) Peace and Conflict Studies
- 9) Challenges to Democracy
- 10) Role of Supra-National Organizations

- 11) Impact of Health Expenditure on the Household Level Income/Standard of Living in Assam/North East India.
- 12) Impact of MGNREGA on Labour market in Assam/North East India
- 13) Environmental pollution and its impact on the Social Cost/Health
- 14) Characteristics of Entrepreneurs and their Effect on Entrepreneurial Profitability
- 15) Industrial growth trend in Assam/North East India
- 16) Woman empowerment through political participation in Assam/North East India/ India.
- 17) Political Influences on Monetary and Fiscal Policy
- 18) Globalization and its impact on National/Regional/State Polity

