

**Scheme and
Syllabi & Courses Study of
Semester - III & IV
For
Bachelor of Arts in Political Science
(Hons./Research)**

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MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

SCHEME OF EXAMINATIONS

BACHELOR OF ARTS IN POLITICAL SCIENCE (HONOURS/ RESEARCH)

For examinations to be held in Semester-III (December, 2023, 2024 and 2025), Semester –IV (May, 2024, 2025 and 2026)

Semester-III

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UPO-301	Nationalism in India	4	60	40	100
2.	Major	UPO-302	Contemporary Political Economy	4	60	40	100
3.	Minor (Choose One) Contd. from Sem. II	UEG-303	British Literature: 18 th Century	4	60	40	100
		USO-303	Sociology of India-I				
		UPS-303	Foundation of Social Psychology				
		UEC-303	Indian Economy-I				
4.	MD/ID	UG-304	Journalism and Mass Communication	3	45	30	75
5.	AEC	UG-305	Communication Skills	3	45	30	75
6.	SEC	UG-306	Financial Management	2	-	50	50
Total				20	270	230	500

Note: MD/ID - Multi/Inter Disciplinary, AEC - Ability Enhancement Courses, SEC - Skill Enhancement Courses.

Semester-IV

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UPO-401	Legal Literacy	4	60	40	100
2.	Major	UPO-402	Peace and Conflict Resolution	4	60	40	100
3.	Major	UPO-403	Political Theory-Concepts and Debates	4	60	40	100
4.	Major	UPO-404	Political Processes in India	4	60	40	100
5.	Minor (Choose One) Contd. From Sem. III	UEG-405	British Literature: 19 th Century	4	60	40	100
		USO-405	Sociology of India-II				
		UPS-405	Foundations of Developmental Psychology				
		UEC-405	Indian Economy-II				
Total				20	300	200	500

**Syllabus for
Bachelor of Arts in Political Science
(Honours/Research)
Semester-III**

NATIONALISM IN INDIA

Course Code	:	UPO-301/303	Total Marks	:	100
Credits	:	04	External Marks	:	60
Course Type	:	MAJOR/MINOR	Internal Marks	:	40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- understand the struggle of Indian people against colonialism.
- differentiate between different approaches to study nationalism in India
- analyze and recognise the different phases of national movement and events leading to independence and partition.
- highlight the different movements involving caste dimension , women, tribals and peasants in India

B. COURSE CONTENT

Unit I

Approaches to the Study of Nationalism in India

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

Unit II

Reformism and Anti-Reformism in the Nineteenth Century

Major Social and Religious Movements in 19th century

Unit III

Nationalist Politics and Expansion of its Social Base

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals;
Beginning of Constitutionalism in India
- b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience
Movement, and Quit India Movement
- c. Socialist Alternatives: Congress Socialists, Communists

Unit IV

Social Movements

- a. The Women's Question: Participation in the National Movement and its Impact
- b. The Caste Question: Anti-Brahminical Politics
- c. Peasant, Tribals and Workers Movements

Partition and Independence

- a. Communalism in Indian Politics
- b. The Two-Nation Theory, Negotiations over Partition

C. SUGGESTED READINGS

I. Approaches to the Study of Nationalism in India

Essential Readings:

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in

P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

II. Reformism and Anti-Reformism in the Nineteenth Century

Essential Readings:

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 234-276.

A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

III. Nationalist Politics and Expansion of its Social Base

Essential Readings:

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan,

P. Chatterjee, (1993) 'The Nation and its Past', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

IV. Social Movements

Essential Readings:

S. Bandopadhyay, (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31

V. Partition and Independence

A. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New

Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.)

Additional Readings:

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakashan.

CONTEMPORARY POLITICAL ECONOMY

Course Code	:	UPO-302	Total Marks	:	100
Credits	:	04	External Marks	:	60
Course Type	:	MAJOR	Internal Marks	:	40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- To familiarize the students with the different theoretical approaches;
- To give a brief overview of the history of the evolution of the modern capitalist world;
- To highlight the important contemporary problems, issues and debates on how these should be addressed.
- Studying the role of international organizations in transforming the world economy which will equip the students to understand the process of evolution of capitalism.
- Provide insights into issues and contentions of development, perspectives on globalization which will augment students' ability to assess impact of development and globalization on culture, environment, military security dimensions and traditional knowledge systems.
- Enable students to comprehend contemporary dilemmas in the socio-political, gender and ethnic domains.

B. COURSE CONTENT

Unit I

Approaches to Political Economy

- 1.1 Classical Liberalism, Marxism
- 1.2 Neo-liberalism, Contemporary liberalism
- 1.3 Gandhian approach

Unit II

Capitalist Transformation

- 2.1 European Feudalism and Transition to Capitalism
- 2.2 Globalization and Transnational Corporations, Free Trade vs Fair Trade
- 2.3 Role of Non-governmental Organizations in Development

Unit III

Issues in Development

- 3.1 Economic Development and Environmental Concerns
- 3.2 Military: Global Arms Industry and Arms Trade
- 3.3 Knowledge Economy, Human Resource Development

Unit IV

Globalization and Development Dilemmas

- 4.1 IT revolution and Debates on State Sovereignty
- 4.2 Gender in Development, Racial and Ethnic Problems
- 4.3 Migration and Development

C. SUGGESTED READINGS

I. Approaches to Political Economy:

a. Classical Liberalism, Marxism

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. *Reviving the Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century*. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.

Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print, pp. 3-73.

Welfarism

Kersbergen, K.V. and Manow, P. (2009) *Religion, Class Coalition and Welfare State*. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295

Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D *Comparative Politics*. Oxford: Oxford University Press, ch 22, pp. 547- 563 .

b. Neo-liberalism

Harvey, D. (2005) *A Brief History of Neo-liberalism*. Oxford: Oxford University Press, pp. 1- 206.

c. Gandhism

Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited, pp. 21- 88.

II. Capitalist Transformation

a. European Feudalism and transition to Capitalism

Phukan, M. (1998) *The Rise of the Modern West: Social and Economic History of Early Modern Europe*. Delhi: Macmillan India, (ch.14: Transition from Feudalism to Capitalism), pp. 420- 440.

b. Globalization: Transnational Corporations

Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*.

Hyderabad: Orient Longman, pp. 278- 304.

Kennedy, P. (1993) *Preparing for the Twentieth Century*. UK: Vintage, Ch. 3

Gelinas, J. B. (2003) *Juggernaut Politics- Understanding Predatory Globalization*. Halifax, Fernwood, Ch.3. Available from: www.globalpolicy.org

World Trade Organization

Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*.

Hyderabad: Orient Longman, Ch. 8, pp. 196- 233.

Non-governmental Organizations (Their role in development)

Prasad, K. (2000) *NGOs and Social-economic Development Opportunities*. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.

Fisher, J. (2003) *Non-governments – NGOs and the Political Development in the Third World*.

Jaipur: Rawat, ch. 1, 4, 6.81

III. Issues in Development:

(i) Economic Development and Environmental Concerns

Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 361-

376 and 398- 404.

Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 374- 386.

Singh, S. (1997) *Taming the Waters: The Political Economy of Large Dams in India*. New

Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.

(ii) Military: Global Arms Industry and Arms Trade

Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp. 330- 339.

(iii) Knowledge Systems:

Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F. A. (eds.) *Dominating Knowledge: Development, Culture and Resistance*. Oxford: Oxford University Press, pp. 1- 28.

IV. Globalization and Development Dilemmas:

(i) IT revolution and Debates on State Sovereignty

L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 211- 244.

Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 105-155.

Omahe, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, ch. 29.

Glen, J. (2007) *Globalization: North-South Perspectives*. London: Routledge, ch.6.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, ch.7, pp. 130-148.

(ii) Gender, Racial and Ethnic Problems

Berkovitch, N. (2004) 'The Emergence and Transformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, ch.31, pp. 251- 257.

Stans, J. (2000) 'The Gender Dimension' in Held, D. and Mcrew, A. (eds.), *The Global Transformations Reader*. Cambridge: Polity Press, ch.35, pp. 366- 373.

Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J., Smith, S. & Owens, P. (eds.) *Globalization of World Politics*, 4th edn., New Delhi: Oxford University Press, ch.15.

Kesselman, M. and Krieger, J. (2006) Readings in Comparative Politics: Political Challenges and Changing Agendas. Boston: Houghton Mifflin Company, pp. 243- 254 and 266- 276.

(iv) Migration and Development

Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1

Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp.450- 462.

Nayyar, D. (ed.) (2002) Governing Globalization. Delhi: OUP, pp. 144- 176.

BRITISH LITERATURE: 18TH CENTURY

Course Code	: UEG-301/303	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOME

After completing the course the students will be able to:

- explain the significance of human values and moral values as reflected in the 18th Century British literature.
- foster the spirit of adventure as well as deep faith on god.
- examine the new literary form of poetry.
- describe the prominence of logic and reason in the 18th Century British literature.

B. COURSE CONTENTS

Unit-I

William Congreve: The Way of the World

Unit-II

Jonathan Swift: Gulliver's Travels (Books III and IV)

Unit-III

Samuel Johnson: 'London'

Unit-IV

Thomas Gray: Elegy Written in a Country Churchyard'

Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman

C. SUGGESTED READINGS:

1. Jeremy Collier, A Short View of the Immorality and Profaneness of the English Stage (London: Routledge, 1996).

2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edition (New York: Norton, 2006) pp. 2693–4, 2774–7.

SOCIOLOGY OF INDIA-I

Course Code	:	USO-301/303	Total Marks	:	100
Credits	:	04	External Marks	:	60
Course Type	:	MAJOR/ MINOR	Internal Marks	:	40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- describe the various discourses of sociology.
- differentiate among different discourses in Indian perspective.

B. COURSE CONTENT

Unit I

Indological Discourse: Meaning of Indology, Indological Perspectives, Influence of Indological Perspective, Critique of Indological Perspective

Unit II

Colonial Discourse: The Colonial Perspective, The Missionary Perspective.

Unit III

The Administrative Perspective: (Census and Survey, Villages and Cities), Influence of Discourse on Sociology of India

Unit IV

Nationalist Discourse: Concept of Nation and Nationalism, Indian Nation and Nationalism: Some Major Discourses A.R. Desai's Views on Nationalism, Partha Chatterjee's Views on Nationalism, Post Independent India and its Challenges

C. SUGGESTED READINGS:

The Colonial Discourse (Week 1)

Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays, Delhi: Oxford University Press, Pp.136-171

The Nationalist Discourse (Week 2-3)

Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126

The Subaltern Critique (Week 4)

Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8

Caste: Concept and Critique (Weeks 5-6)

Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272

Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

Agrarian Classes (Week 7)

Dhanagare, D.N., 1991, „The Model of Agrarian Classes in India“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

Industry and Labour (Week 8)

Breman, J., 1999, „The Study of Industrial Labour in Post Colonial India: The Formal Sector“, *Contributions to Indian Sociology*, 33(1&2), Pp.1-41

Tribe: Profile and Location (Week 9)

Haimendorf, C. V. F., 1967, „The Position of Tribal Population in India“, in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9

Village: Structure and Change (Week 10)

Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

Kinship: Principle and Pattern (Week 11)

Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

Religion and Society (Weeks 12-14)

Srinivas, M.N. and A. M. Shah, 1968, „Hinduism“, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366

Momin, A.R., 1977, „The Indo Islamic Tradition“, *Sociological Bulletin*, 26, Pp.242-258

Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism“, in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

FOUNDATIONS OF SOCIAL PSYCHOLOGY

Course Code	:	UPS-302/303	Total Marks	:	100
Credits	:	04	External Marks	:	60
Course Type	:	MAJOR/MINOR	Internal Marks	:	40

A. OBJECTIVES

After completing the course the students will be able to:

- Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society.
- Introduce students to the realm of social influence and behaviour, as to how individuals think, feel and behave in social situations.

B. COURSE CONTENT

Unit-I

Introduction of social psychology

- Definition and nature of social psychology, Brief history of social Psychology
- Methods of social psychology: Quantitative and qualitative methods
- Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media

Unit-II

Social cognition and attitudes

- Social cognition and information processing: Schemas, stereotypes and cognitive strategies
- Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management
- Attitudes: Nature and measurement, attitude change,
- Attribution: nature and applications

Unit-III

Affective processes in social context

- Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion),

- Pro-social behaviour
- Aggression and social violence
- Inter-personal attraction

Unit-IV

Group Processes and Collective behaviour

- Group: Nature and group formation
- Group and performance: Social facilitation, Social loafing and social conformity
- Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader

C. SUGGESTED READINGS

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill

Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Upper Saddle Rives, New Jersey: Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.

Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments* (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson.

INDIAN ECONOMY-I

Course Code	:	UEC-301/303	Total Marks	:	100
Credits	:	04	External Marks	:	60
Course Type	:	MAJOR/ MINOR	Internal Marks	:	40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- describe major features of economy.
- analyse the appropriate frameworks.
- explain major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.
- elaborate rapid changes taking place in India.
- compare Indian economy internationally.

B. COURSE CONTENT

Unit I

Economic Development since Independence

Major features of the economy at independence; growth and development under different policy regimes-goals, constraints, institutions and policy framework; an assessment of performance-sustainability and regional contrasts; structural change, savings and investment.

Unit II

Population and Human Development

Demographic trends and issues; education; health and malnutrition.

Unit III

Growth and Distribution

Trends and policies in poverty; inequality and unemployment.

Unit IV

International Comparisons

Introduction, Framework for International Comparison, Comparative Profile of Structural Changes in India with Other Countries, Comparative International Profile of 'Social and

Economic Development' Trade and Balance of Payment - An International Comparison of CAD, Role of Governance and Institutions: India in Comparative Perspective.

C. SUGGESTED READINGS

- Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
- Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.
- Rakesh Mohan, 2008, -Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.
- S.L. Shetty, 2007, -India's Savings Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, *Institutions and Markets in India's Development*.
- Himanshu, 2010, Towards New Poverty Lines for India, *Economic and Political Weekly*, January.
- Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February.
- Himanshu. 2011, -Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.
- Rama Baru et al, 2010, -Inequities in Access to Health Services in India: Caste, Class and Region, *Economic and Political Weekly*, September.
- Geeta G. Kingdon, 2007, -The Progress of School Education in India, *Oxford Review of Economic Policy*.
- J.B.G. Tilak, 2007, -Post Elementary Education, Poverty and Development in India, *International Journal of Educational Development*.
- T. Dyson, 2008, -India's Demographic Transition and its Consequences for Development in Uma Kapila, editor, *Indian Economy Since Independence*, 19th edition, Academic Foundation.
- Kaushik Basu, 2009, -China and India: Idiosyncratic Paths to High Growth, *Economic and Political Weekly*, September.
- K. James, 2008, -Glorifying Malthus: Current Debate on Demographic Dividend in India, *Economic and Political Weekly*, June.
- Reetika Khera, 2011, -India's Public Distribution System: Utilisation and Impact *Journal of Development Studies*.
- Aniruddha Krishna and Devendra Bajpai, 2011, -Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and Political Weekly*, September.
- Kaushik Basu and A. Maertens, eds, 2013, *The New Oxford Companion to Economics*, Oxford University Press.

JOURNALISM AND MASS COMMUNICATION

Course Code	: UG-304	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: Multi/Inter-Disciplinary (MD/ID)	Internal Marks	: 30

A. COURSE LEARNING OUTCOMES:

After completion of the course, the student will be able to:

- i. describe the concepts and process of communication.
- ii. explain some basic models and theories of communication.
- iii. describe the concepts of journalism.

B. COURSE CONTENT

Unit-I

Definition of communication, Communication and its role in society. Types of Communication-Verbal, Non-verbal, Intra-personal, Interpersonal, Group Communication, Mass Communication - Print, Radio, Television and film. Process of Mass Communication.

Unit-II

Models of Communication – Laswell – SMCR model, Shannon and Weaver – Osgood and Schramm. Dance Helical model of communication. Theories of Communication – Effects theories – Agenda setting theory – Uses and gratifications theory, Normative media theories, propaganda. – publicity, Knowledge Gap Hypothesis, Information rich and Information poor.

Unit-III

Journalism-Definition, scope and nature of Journalism; Role of journalism in a democracy/ society, creating awareness, building public opinion- Journalism and social change. Kinds of Journalism: Print, Broadcast, On-line (Cyber) journalism, Sports, Science, Education, Development, Community, Cheque book and Yellow Journalism.

C. SUGGESTED READING:

- Baran and Davis, Mass Communication Theory, Indian Edition, (South West Coengage Learning, 2006) pages 42 64; 71 84; 148 153; 298 236
- Dennis McQuail, Mass Communication Theory, (London, Sage, 2000), pp 1 11; 41 54; 121 13 (fourth Edition)

- Flemming and Emma Hemmingway. An Introduction to Journalism; Vistaar Publications, 2006.
- Flemming, Carole. Introduction to Journalism. Vistaar Publications, 2006.
- George Rodmann. Mass Media in a Changing World; Mcgraw Hill Publication, 2007. Carole
- Hilliard, Robert L. Writing for Television, Radio and New Media. Wadsworth, 2011.
- Hohenberg, J. The Professional Journalist. Holt Rinehart & Winston. 1983.
- Itule, Bruce D., Anderson, Douglas and Simon, James. News Writing and Reporting for Today's Media; McGraw Hill Publication, 2006.
- John Fiske, Introduction to Communication Studies, (Routledge 1982), pp 1 38
- Keeble, Richard and Reeves, Ian. The Newspaper's Handbook; New York: Routledge Publication, 2014.
- Kevin Williams, Understanding Media Theory, (2003), pp.168 188
- M.L. Stein, Susan Paterno & R. Christopher Burnett. News writer's Handbook: An Introduction to Journalism; Blackwell Publishing, 2006.
- Michael Ruffner and Michael Burgoon, Interpersonal Communication (New York, Holt, Rinehart and Winston 1981, 21 34; 59 72
- Richard Keeble. The Newspaper's Handbook; Routledge Publication, 2006.
- Robin Jeffrey, Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India. New Delhi: Hachette (2013
- Rodmann, George. Mass Media in a Changing World. McGraw Hill Higher Education, 2009.
- Shrivastava, K.M. News Reporting and Editing. Sterling publisher. 2012.

COMMUNICATION SKILLS

Course Code	: UG-305	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: Ability Enhancement Course (AEC)	Internal Marks	: 30

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- develop understanding of the significance of communication skills
- explain the difference between different discussion formats
- write official letters
- write and deliver welcome speech of an event
- propose vote of thanks for a guest lecture / conference / event

B. COURSE CONTENT

UNIT-I

Communication Skills

- 1.1. Communication skills: Concept and significance of communication skills as a tool for professional growth; Problem solving, role playing, trust-building and team-building skills as core skills of group communication
- 1.2. Discussion formats in group communication: Round table, symposium, panel discussion, forum type, parliamentary procedure

UNIT-2

Delivery of speech

- 2.1. Delivery of a welcome speech for an event like induction / farewell programme / teacher's day etc.
- 2.2. Proposing vote of thanks on the conclusion of a programme like guest-lecture / induction / farewell / seminar / conference etc.

UNIT-3

Writing Official Letters

- 3.1. Writing a letter to the Principal of a college for a bonafide student certificate / migration certificate; Letter to the Municipal Commissioner for a social problem

- 3.2. Writing educational tour report, thank you letter after a visit to an institution, writing a bio-data

C. SUGGESTED READINGS:

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

FINANCIAL MANAGEMENT

Course Code : UG-306	Total Marks : 50
Credits : 02	External Marks : 0
Course Type : Skill Enhancement Course (SEC)	Internal Marks : 50

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- describe the principles and practices of financial management.
- explore the changing trends in financing decision cost of capital and financing decision.
- inhibit the skills of dividend decisions and working capital decisions.

B. COURSE CONTENT

Unit-I

Financial Planning

- 1.1. Introduction on financial management and planning.
Seven common money mistakes, an individual's economic life cycle.
- 1.2. Financial planning and importance.
What should be included in a financial plan?
Vision for the future.
What's important about money to you?
- 1.3. Basic financial planning concepts.
Ratios.
What is risk?

Unit-II

Financial Management & Financial Management Tool Planning

- 2.1. Key Personal Financial Goal.
Buying house
Funds for children's education.
Retirement income.
- 2.2. Laying a solid foundation & build your wealth pyramid.
How should you calculate your insurance needs?

Different types of insurance policies

2.3. Investments

Knowledge (basic business skills).

Asset allocation: diversifying investments.

Cash, Debt, Equity, Gold, Real estate, Personal fitness & relaxation, Contingency funds, Income tax planning.

Unit-III

Inheritance and Wealth Transfer

3.1. Creating a legacy.

What is estate planning?

Basic terms in estate planning

Updating the will.

What happens in case you die without a will?

3.2. Behavioural finance.

3.3. Parting thoughts.

Philanthropy.

Where do people get their advice from?

Tests.

C. SUGGESTED READINGS

1. Introduction to Financial Planning By Indian Institute of Banking & Finance.
2. Financial Planning: A Ready Reckoner Paperback – Picture Book, 1 July 2017, by Sinha (Author).
3. <https://www.nism.ac.in/>
4. <https://www.nseindia.com/learn/overview-about-nse-academy>
5. <https://ciel.co.in/>
6. James C. Van Horne and Sanjay Dhamija, Financial Management and Policy, Pearson Education
7. Levy H. and M. Sarnat . Principles of Financial Management. Pearson Education
8. Joy, O.M. Introduction to Financial Management. Mc Graw Hill Education.
9. Brigham and Houston, Fundamentals of Financial Management, Cengage Learning
10. Khan and Jain. Basic Financial Management, McGraw Hill Education
11. Chandra, P. Fundamentals of Financial Management. McGraw Hill Education
12. Singh, J.K. Financial Management- text and Problems. 2nd Ed. Dhanpat Rai and Company, Delhi.
13. Rustagi, R.P. Fundamentals of Financial Management. Taxmann Publication Pvt. Ltd.

14. Singh, Surender and Kaur, Rajeev. Fundamentals of Financial Management. Mayur Paperback, New Delhi.
15. Pandey, I.M. Financial Management. Vikas Publications. Health and Physical Education Class 11 (E): Educational Book Perfect Paperback, by V.K. Sharma.

**Syllabus for
Bachelor of Arts in Political Science
(Honours/Research)
Semester-IV**

LEGAL LITERACY

Course Code	: UPO-401/405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/ MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- recognize and become aware of the institutions that comprise the legal system - courts, police, jails and the system of criminal justice administration.
- have a brief knowledge of the Constitution and laws of India,
- an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation
- develop the knowledge of how to affirm one's rights and be aware of one's duties within the legal framework.
- understand the opportunities and challenges posed by the legal system for different sections of persons.

B. COURSE CONTENT

Unit I

Understanding Legal System

- 1.1 Outline of the Legal system in India
- 1.2 System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
- 1.3 Role of the police and executive in criminal law administration.
- 1.4 Alternate dispute mechanisms such as lok adalats, non - formal mechanisms.

Unit II

Constitution and Codes

- 2.1 Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
- 2.2 Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.

2.3 Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.

2.4 Personal laws in India : Pluralism and Democracy

Unit III

Understanding Laws

- 3.1 Laws relating to contract, property and tenancy laws.
- 3.2 Laws relating to dowry, sexual harassment and violence against women
- 3.3 Laws relating to consumer rights, cyber crimes
- 3.4 Anti-terrorist laws: implications for security and human rights

Unit IV

Access to courts and enforcement of rights

- 4.1 Critical Understanding of the Functioning of the Legal System
- 4.2 Legal Services Authorities Act and right to legal aid, ADR systems
- 4.3 Practical application:

What to do if you are arrested ; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies

- 4.4 Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

C. SUGGESTED READINGS

Reading list for course on Legal Literacy

Multiple Action Research Group, Our Laws Vols 1-10, Delhi. Available in Hindi also.

Indian Social Institute, New Delhi, Legal Literacy Series Booklets. Available in Hindi also.

S.K. Agarwala, Public Interest Litigation in India, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.

S.P. Sathe, Towards Gender Justice, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.

Asha Bajpai, Child Rights in India : Law, Policy, and Practice, Oxford University Press, New Delhi, 2003

Agnes, Flavia Law and Gender Equality, OUP, 1997.

Sagade, Jaga, Law of Maintenance: An Empirical Study, ILS Law College, Pune 1996.

B.L. Wadhwa, Public Interest Litigation - A Handbook, Universal, Delhi, 2003.

Nomita Aggarwal, Women and Law in India, New Century, Delhi, 2002.

P.C. Rao and William Sheffiled Alternate Dispute Resolution: What it is and How it Works, Universal Law Books and Publishers, Delhi, 2002

V.N. Shukla's Constitution of India by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.

Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.

J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.

H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rtigemway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>.

P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.

P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.

N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.

Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at <http://www.rtigemway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>,

A. Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute.

Rule of law and the Criminal Justice System in India

Andrew, (1996) 'Arbitrary Government and the Rule of Law', in Arguing About the Law, An Introduction to Legal Philosophy, Wordsworth, Boston., pp.3-19.

SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.5-15.

K. Sankaran and U. Singh, (2008) 'Introduction', in Towards Legal Literacy. New Delhi: Oxford University Press, pp. xi – xv.

Laws relating to criminal justice administration

Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006)'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

Equality and non-discrimination

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

- P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38
- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences Against Women', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.
- P. D. Mathew,(2004)*The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.

Empowerment

- S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*, New Delhi: Oxford University Press, Available at http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf.

Bare Acts:

- Consumer Protection Act, 1986, Available at http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf.
- Criminal law Amendment Act, 2013, Available at http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf, Accessed: 10.04.2013.
- Protection of Women Against Domestic Violence Act, 2005, Available at <http://wcd.nic.in/wdvact.pdf>.
- Right to Information Act, 2005, Available at <http://righttoinformation.gov.in/rti-act.pdf>.
- Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989, Available at <http://tribal.nic.in/writereaddata/linkimages/poaaact989E4227472861.pdf>.
- Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Available at <http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>.
- The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995, Available at http://bhind.nic.in/Sparsh_disability%20act%201995.pdf.
- The Right of Children to Free and Compulsory Education Act, 2009, Available at <http://www.delta.org.in/form/rte.pdf>.
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012, Available at http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf.
- Criminal Law Amendment Act, 2013, Available at mha.nic.in/pdfs/TheCrimnalLaw030413.pdf File Format: PDF/Adobe Acrobat – Quick View.

PEACE AND CONFLICT RESOLUTION

Course Code	: UPO-402	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- Develop in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence.
- Recognize the sources of war, social oppression and violence
- Reflect the challenges of promoting peace and justice internationally and domestically
- comprehend the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today.
- Have the conceptual and comprehensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

B. COURSE CONTENT

Unit I

Introduction

- 1.1 Understanding War, Conflict & Peace
- 1.2 Sources of War: Meaning, International and Domestic Issues and Trends

Unit II

Understanding Conflict

- 2.1 Introduction to International Conflict Resolution
- 2.2 International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Unit III

Conflict Resolution

- 3.1 Back ground of Various Peace Movements and Concepts
- 3.2 Principles used to resolve conflict, Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Unit IV

Conflict Transformation: The Dilemma of Peace

- 4.1 Resolve problems through conflict analyses and instrumentation of peace concepts
- 4.2 Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace

ESSENTIAL READINGS

I. Understanding War: Sources of War: International and Domestic Issues and Trends

Kriesberg, Louis, *Constructive Conflicts: From Escalation to Resolution*, Rowman & Littlefield, Maryland, 1998, pp. 58-150

Starkey, Boyer, and Wilkenfield, *Negotiating a Complex World*. Rowman & Littlefield, Maryland, 1999, pp. 1-74

Desirable Readings:

Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder, 1995, pp. 1-14 and 267-273

Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., *Managing Global Chaos*, USIP, 1996, pp. 445-461

Essential Readings:

II Understanding Conflict

IIa. What is Conflict Introduction to International Conflict Resolution

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), *Elusive Peace: Negotiating an End to Civil Wars*, The Brookings Institution, Washington, 1995, pp. 3-29

Desirable Readings:

Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder, 1995, pp. 1-14 and 267-273

Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., *Managing Global Chaos*, USIP, 1996, pp. 445-461

Essential Readings:

II b. International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, *Managing Global Chaos*, USIP, 1995, pp. 3-24

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.

Desirable Readings:

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.

Waltz, Kenneth N., "Structural Causes and Economic Effects," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.

III Conflict Resolution

a. Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict

Essential Readings:

Hampson, Fen Osler, Nurturing Peace, USIP, 1996, pp. 3-25

Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205

Desirable Readings:

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149

b. Cross-boarder relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Essential Readings:

Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) Interactive Conflict Resolution, Syracuse University Press, 1997, pp. 56-74

Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, Managing Global Chaos, USIP, 1996, pp. 587-606

Desirable Readings:

Galtung, Johan, "The Basic Need Approach", in Human Needs: a Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126

Saunders, Harold H., A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts, New York, 1999, pp. 1-80

IV. Conflict Transformation: The Dilemma Of Peace

a. Resolve problems through conflict analyses and instrumentation of peace concepts

Essential Readings:

Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984, pp. 162-205

Galtung, Johan, "The Basic Need Approach", in *Human Needs: a Contribution to the Current Debate*, Verlag, Cambridge, 1980, pp. 55-126

Desirable Readings:

Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996, pp. 9-114

Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149

b. Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace: Grass-roots level perspective on war and Peace

Essential Readings:

Deutsch, Morton, *The Resolution of Conflict: Constructive and Destructive Processes*, New Haven, Yale University Press, 1973, pp. 1-123

Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996, pp. 9-114

Desirable Readings:

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), *Elusive Peace: Negotiating an End to Civil Wars*, The Brookings Institution, Washington, 1995, pp. 3-29

Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) *Interactive Conflict Resolution*, Syracuse University Press, 1997, pp. 56-74

POLITICAL THEORY-CONCEPTS AND DEBATES

Course Code	: UPO-403	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- Understand the dimensions of shared living through these political values and concepts.
- Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.
- To familiarise learners with normative concepts of political theory, inculcate critical, reflective analysis and interpretation of social practices through conceptual toolkit
- empower learners to contextualise issues and remind the unending debates on understanding concepts in light of new insights and challenges.

B. COURSE CONTENT

UNIT I

Liberty

- 1.1 Meaning & Evolution of Concept of Liberty
- 1.2 Liberty: Positive and Negative
- 1.3 Concept of Liberty in India: Freedom of belief, expression and dissent

UNIT II

Equality

- 2.1 Concept of Equality, Types of Equality
- 2.2 Equality of Opportunity vs Equality of Outcome
- 2.3 Egalitarianism: Background inequalities and differential treatment

Justice

- 3.1 Concept & Types of Justice
- 3.2 Procedural, Distributive, Substantive and Global Justice
- 3.3 Theories of Justice: Communitarian, Feminist

UNIT IV

Rights

4.1 Theories of Rights: Natural Rights, Moral and Legal Rights

4.2 Three Generations of Human Rights

4.3 Rights and Obligations

Essential Readings

Section A: Core Concepts

I. Freedom

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 51-88

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

II. Equality

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 91-132.

Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

III. Justice

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) *Issues in Political Theory*.

New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 9-48.

- Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 177-238.
- McKinnon, Catriona. (ed.) (2008) *Issues in Political Theory*. New York: Oxford University Press, pp. 289-305.
- Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The Oxford Handbook of Practical Ethics*. New York: Oxford University Press, pp. 705-733.

IV. Rights

- Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.
- Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.
- McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.
- Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 174-194.
- Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review*, 4(2), pp. 1-23.
- Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on http://www.crin.org/docs/Girl's_infanticide_CSW_2007.txt
- Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 9-26
- Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 41-51.
- Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.
- Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.
- Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 156-168.

POLITICAL PROCESSES IN INDIA

Course Code	: UPO-404	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- map the working of ‘modern’ institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby.
- describe the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

B. COURSE CONTENT

UNIT I

POLITICAL PROCESSES

- 1.1 Democracy
- 1.2 Political Culture and Socialisation
- 1.3 Political Participation and Communication

UNIT II

ELECTORAL PROCESS IN INDIA

- 2.1 Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions
- 2.2 Determinants of Voting Behaviour: Caste, Class, Gender and Religion

UNIT III

REGIONALISM IN INDIA

- 3.1 Politics and Regionalism: Secession and Accommodation
- 3.2 Religion and Politics : Debates on Secularism; Minority and Majority Communalism
- 3.3 Caste in Politics and the Politicization of Caste

UNIT IV

THE CHANGING NATURE OF THE INDIAN STATE

4.1 Developmental State, Welfare and Coercive Dimensions

4.2 Coalition Politics: NDA & UPA

4.3 Women in Indian Politics

C. SUGGESTED READINGS

I a. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions

Essential Readings:

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

Additional Reading:

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

I b. Determinants of Voting Behaviour: Caste, Class, Gender and Religion

Essential Readings:

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.

C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604-619.

R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?',

Economic and Political Weekly, Vol. 39, No. 51, pp. 5431-5436.

S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332.

II a. Regional Aspirations: The Politics of Secession and Accommodation

Essential Readings:

M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.

P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

II b. Religion and Politics: Debates on Secularism: Minority and Majority Communalism

Essential Readings:

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36- 60.

Additional Reading:

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

III a. Caste and Politics: Caste in Politics and the Politicization of Caste

Essential Readings:

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

III b. Affirmative Action Policies: Women, Caste and Class

Essential Readings:

M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41-45.

M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press, pp. 169-195.

IV a, b. Changing Nature of the Indian State: Developmental, Welfare and Coercive Dimensions

Essential Readings:

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.

R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', *Occasional Paper, Series III, No. 4, Special Assistance Programme*, Department of Politics and Public Administration, University of Pune.

M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)

Additional Readings:

T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, 1994, pp.1-35.

A. Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press, pp. 130-139.

BRITISH LITERATURE: 19TH CENTURY

Course Code	: UEG-401/405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- differentiate between the prevailing controversy between science and religion in the 19th century.
- describe the concept of marriage and sexuality and its impact on the then society.
- explain the theme, plot, character and social milieu of the 19th century novels.
- precisely explain the massive literary outputs of the 19th century writers.

B. COURSE CONTENTS

Unit-I

Jane: Austen *Pride and Prejudice*

Unit-II

Charlotte Bronte: *Jane Eyre*

Unit-III

Charles Dickens: *Hard Times*

Introduction to 19th Century Poetry:

Unit-IV

Alfred Tennyson: *The Lady of Shalott*, *Ulysses*, *The Defence of Lucknow*

Robert Browning: *My Last Duchess*, *The Last Ride Together*, *Fra Lippo Lippi*

Christina Rossetti: *Goblin Market*

C. SUGGESTED READINGS:

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edition, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
3. John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edition, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

SOCIOLOGY OF INDIA-II

Course Code	:	USO-401/405	Total Marks	:	100
Credits	:	04	External Marks	:	60
Course Type	:	MAJOR/ MINOR	Internal Marks	:	40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- reflect upon the variety of ideas and debates about the socio-political philosophy of Gandhi & Ambedkar.
- outline the concepts of nationalism, pluralism and Indian civilization
- describe the multiple socio-political forces and ideologies which shape the terrain of the nation.

B. COURSE CONTENT

Unit I

Ideas of India

Constitutional foundations: It's making and basic features.

Assimilative, liberal and cultural nationalist imagination of India (Gandhi & Ambedkar)

Ethnographic Image of India

Unit II

Ideological Images of India

Ideological Images of India (Pluralism & Nationalism)

Indian Civilization

Social Change and Modernization in India

Unit III

Resistance, Mobilization, Change

Dalit Politics, Mobility and Change

Women's Movement, Peasant Movements

Ethnic Movements, Middle Class Phenomenon

Unit IV

Challenges to Civilization, State and Society

Communalism: Factors and Control measures

Secularism: Significance, Issues and Challenges

Nationalism: Concept and Growth Factors

SUGGESTED READINGS:

Gandhi and Ambedkar

Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika

Indological and Ethnographic Approaches

Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp. 1-63

Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22

Dalit Politics

Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43 7

Mobility and Change

Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496

Women's Movement

Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp.342-369.

Peasant Movements

Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155

Ethnic Movements

Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

Middle Class Phenomenon

Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150

Communalism

Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp.89-110

Secularism

Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46

Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265

Nationalism

Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press.

FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY

Course Code	:	UPS-401/405	Total Marks	:	100
Credits	:	04	External Marks	:	60
Course Type	:	MAJOR/MAJOR	Internal Marks	:	40

A. OBJECTIVES

After completing the course the students will be able to:

- assess critically theories of life-span development.
- assess the biological, cognitive, and social factors that influence development throughout the lifespan.
- discuss methodological approaches used to study development
- examine developmental issues of adolescents and adults in the Indian context
- assess critically issues of disability and ageing in the Indian context

B. COURSE CONTENT

UNIT-I

Introduction of Developmental psychology

- Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development.
- Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social learning theory).
- Cognitive (Piaget, information processing approaches).
- Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner).
- Research methods: Longitudinal, cross sectional and sequential; ethics in research.

Unit-II

Domains of Development across lifespan - I

- Physical development (from infancy to late adulthood)
- Cognitive development and language development, Role of language in cognitive development.

Unit-III

Domains of Development across lifespan – II

- Socio-emotional development
- Moral development

Unit-IV

Developmental issues in Indian context

- Issues of social relevance (gender, disability and poverty)
- Developmental issues in children and adolescents
- Challenges of adulthood; Aging

References:

- Berk, L. E. (2010). *Child development* (9th Ed.). New Delhi, India: Prentice Hall.
- Feldman, R. S., & Babu, N. (2011). *Discovering the life-span*. New Delhi, India: Pearson.
- Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, Ç., & Poortinga, Y. H. (Eds.)(2006). *Families across cultures: A 30-nation psychological study*. New York: Cambridge University Press.
- Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi, India: Oxford University Press.
- Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. New York: Psychology Press.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th Ed). New Delhi, India: Tata McGraw-Hill.
- Santrock, J. W. (2012). *A topical approach to life-span development*. New Delhi, India: Tata McGraw-Hill.
- Saraswathi, T. S. (2003). *Cross-Cultural perspectives in human development: Theory, research and applications*. New Delhi, India: Sage Publications.
- Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood and adolescence*. Indian reprint: Thomson Wadsworth.
- Sharma, N., & Chaudhary, N. (2009). *Human development: Contexts and processes*. In G. Misra (Ed.), *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson.
- Srivastava, A. K. (Ed) (1997). *Child development: An Indian perspective*. New Delhi: NCERT

INDIAN ECONOMY-II

Course Code	:	UEC-401/405	Total Marks	:	100
Credits	:	04	External Marks	:	60
Course Type	:	MAJOR/ MINOR	Internal Marks	:	40

A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- describe major features of economy.
- analyse the appropriate frameworks.
- explain major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.
- elaborate rapid changes taking place in India.
- compare Indian economy internationally.

B. COURSE CONTENT

Unit I

Macroeconomic Policies and Their Impact

Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation.

Unit II

Policies and Performance in Agriculture

Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement.

Unit III

Policies and Performance in Industry

Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.

Unit IV

Trends and Performance in Services

Growth of Services Sector in India. Nature, Scope, Trends & Importance of Service Sector in Current Scenario. Contribution of Service Sector to India's GDP. Government's reforms in various Services.

C. SUGGESTED READINGS

- Shankar Acharya, 2010, —Macroeconomic Performance and Policies 2000-8, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- Rakesh Mohan, 2010, —India's Financial Sector and Monetary Policy Reforms, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, —Agricultural Growth in India Since 1991, RBI DEAP Study no. 27.
- Kunal Sen, 2010, —Trade, Foreign Direct Investment and Industrial Transformation in India, in Premachandra Athukorala, editor, *The Rise of Asia*, Routledge.
- A. Ahsan, C. Pages and T. Roy, 2008, —Legislation, Enforcement and Adjudication in Indian Labour Markets: Origins, Consequences and the Way Forward, in D. Mazumdar and S. Sarkar, editors, *Globalization, Labour Markets and Inequality in India*, Routledge.
- Dipak Mazumdar and Sandeep Sarkar, 2009, —The Employment Problem in India and the Phenomenon of the Missing Middle, *Indian Journal of Labour Economics*.
- J. Dennis Rajakumar, 2011, —Size and Growth of Private Corporate Sector in Indian Manufacturing, *Economic and Political Weekly*, April.
- Ramesh Chand, 2010, *Understanding the Nature and Causes of Food Inflation*, *Economic and Political Weekly*, February.
- Bishwanath Goldar, 2011, *Organised Manufacturing Employment: Continuing the Debate*, *Economic and Political Weekly*, April.
- Kaushik Basu and A. Maertens, eds, 2013. *The New Oxford Companion to Economics in India*, Oxford University Press