

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

POLITICAL SCIENCE

COURSE STRUCTURE

As per the National Education Policy (NEP) 2020



**DEPARTMENT OF POLITICAL SCIENCE
RABINDRANATH TAGORE UNIVERSITY**

HOJAI: ASSAM-782435

(Dr. P. S. Prasad)
HoD & Chairman of BoS
Department of Political Science

Department of Political Science
Rabindranath Tagore University:: Hojai
FYUGP Course Structure
B.A Major in Political Science

Semester	Category of Course	Course Code	Name of the Paper	Credit
Sem-I	Core-1 (Major)	Maj1.1	Political Theory-I	4
	Minor-1	Min1.1	Indian Government and Politics	4
	GE-1	GE 1.1	Introduction to Political Theory	4
	AECC			2
	SEC-I	SEC 1.1	Parliamentary Procedures and Practices	3
	VAC-I			2
	VAC-I			2
Sem-II	Core-2 (Major)	Maj 2.1	Political Theory-II	4
	Minor-2	Min 2.1	Political Process in India	4
	GE-2	GE 2.1	Nationalism in India	4
	AECC			2
	SEC-I	SEC 2.1	Indian Constitution	3
	VAC-I			2
	VAC-I			2
Sem-III	Core-3 (Major)	Maj 3.1	Theory and Concepts in Comparative Government and Politics	4
	Core-4	Maj 3.2	Understanding Public Administration	4
	Minor-3	Min 3.1	Major Political System of the World (U.K, USA, Switzerland and China)	4
	GE-3	GE 3.1	International Relations: Issues and Challenges	4
	AECC			2
	SEC-I	SEC 3.1	Recent Trends in Politics in India	3
	VAC-I			2
	VAC-I			2
Sem-IV	Core-5 (Major)	Maj 4.1	International Politics: Concepts and Debates	4
	Core-6	Maj 4.2	Classical Political Philosophy	4
	Core-7	Maj 4.3	Indian Political Thought-I	4
	Minor-4	Min 4.1	Public Policy and Administration in India	4
	AECC			2
			(Summer Internship)	
Sem-V	Core-8 (Major)	Maj 5.1	International Relations and World Politics	4
	Core-9	Maj 5.2	Indian Political Thought-II	4
	Core-10	Maj 5.3	Modern Political Philosophy	4
	Core-11	Min 5.4	Contemporary Political Economy	4
	Minor-5	Min 5.1	Human Rights	4

Sem-VI	Core-12 (Major)	Maj 6.1	Indian Foreign Policy in Contemporary Perspective	4
	Core-13	Maj 6.2	Environmental Issues and Politics in Contemporary India	4
	Core-14	Maj 6.3	Society and Politics in Assam	4
	Core-15	Maj 6.4	Public Opinion and Survey Research	4
	Minor-6	Min 6.1	Understanding South Asia	4
Sem-VII	Core-16 (Major)	Maj 7.1	Research Methodology in Social Science	4
	Core-17	Maj 7.2	Development Process and Social Movements in Contemporary North East India	4
	Core-18	Maj 7.3	Human Rights and Environment	4
	Core-21 (Additional paper only for Non Research)	Maj 7.4	Contemporary Political Issues and Debates	
	Minor-7	Min 7.1	Women, Power and Politics in India	4
	Core	Maj 7.5	Dissertation/Project (Only for Research)	4
Sem-VIII	Core-19 (Major)	Maj 8.1	Feminism: Theory and Practice	4
	Core-20	Maj 8.2	Digital Social Sciences	4
	Core-22	Maj 8.3	India's National Security: Major Challenges and Strategic Thinking.	4
	Core-23 (Additional paper only for Non Research)	Maj 8.4	Governance Issues and Challenges.	4
	Minor-8	Min 8.1	Reading Gandhi	4
		Maj 8.5	Dissertation/Project (Only for Research)	4

(Dr. Prem Sagar Prasad)
 Chairman, Board of Studies
 Department of Political Science
 Rabindranath Tagore University, Hojai

Programme Objective:

The **B.A. Major in Political Science** is designed to provide students with a broad-based and in-depth understanding of the discipline of Political Science. The programme aims to impart knowledge about political institutions, ideologies, processes, and policy-making at the local, national, and international levels. It seeks to train students in both classical and contemporary political theories while encouraging critical engagement with the pressing issues of our time such as governance, development, human rights, gender justice, and environmental sustainability.

The curriculum also introduces students to the constitutional and administrative framework of India, the nature of political participation, and the challenges of governance in diverse societies. Special emphasis is placed on understanding the regional dynamics of Assam and the North-East, alongside global political developments. Through a blend of theoretical insights and practical exposure, including research methodology, survey work, and project-based learning, the programme promotes analytical reasoning, ethical reflection, civic responsibility, and a spirit of inquiry.

The course structure enables students to explore inter-disciplinary dimensions and adopt a comparative and critical approach to political issues. With a strong foundation in political studies, students will be well-prepared to pursue careers in civil services, policy research, law, teaching, journalism, development work, and other public and private sector roles.

Programme Outcomes (POs):

The **B.A. Major in Political Science** at *Rabindranath Tagore University, Hojai* is designed to equip students with a broad, critical, and interdisciplinary understanding of political systems, institutions, ideologies, and practices. This undergraduate programme aims to foster intellectual growth, civic engagement, and academic curiosity by exposing students to the foundational as well as contemporary debates within the discipline. It also offers students the tools to understand political developments both within India and across the world, while nurturing a strong sense of social responsibility and ethical citizenship.

The programme is structured with the following core objectives:

1. In-depth Disciplinary Knowledge

Students will develop comprehensive knowledge of political theory, Indian political thought, comparative politics, international relations, public administration, and contemporary political developments, enabling them to understand and explain political phenomena with clarity.

2. Analytical and Problem-Solving Skills

The programme equips students to think critically and analytically about complex political and social problems. They will learn to examine political processes, evaluate policies, and propose practical and theoretically grounded solutions.

3. Research Capability

With dedicated courses on research methodology and project/dissertation components, students will gain practical research skills, including the formulation of research questions, data collection, qualitative and quantitative analysis, and report writing.

4. Effective Communication and Academic Writing

Students will be able to present well-reasoned arguments in academic and professional formats, express ideas clearly and persuasively, and engage in meaningful discussions and debates.

5. Ethical and Civic Consciousness

The programme promotes awareness of democratic values, constitutional rights, duties of citizenship, and ethical responsibilities. Students will be encouraged to become socially responsible and politically active individuals.

6. Regional and Global Awareness

Students will acquire an understanding of political developments in Assam and the North-East region in conjunction with global issues such as geopolitics, diplomacy, and international cooperation, promoting a holistic worldview.

7. Environmental and Social Justice Sensibility

By studying environmental politics, human rights, gender studies, and social movements, students will be sensitized to issues of marginalization, ecological degradation, and justice, preparing them for advocacy and transformative social roles.

8. Gender and Inclusion Perspective

Courses focused on feminism and women's political empowerment help build sensitivity to gender issues and contribute to inclusive thinking and action in both academic and practical contexts.

9. Digital and Contemporary Competence

The inclusion of digital literacy through courses like "Digital Social Sciences" helps students adapt to the digitalization of society and political processes, enhancing their employability and research capabilities.

10. Career Readiness and Lifelong Learning

Graduates will be equipped with knowledge and transferable skills useful for employment in diverse sectors, including government, academia, NGOs, journalism, and international organizations. The programme also instills the value of lifelong learning, adaptability, and critical self-reflection.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: I

Course Title : Political Theory-I (Core -1)

Course Code : Major-1.1

Nature of Course : Major

Total Credits : 4

Distribution of Marks : 80 (End -Sem) +20 (Sessional)

Paper: Political Theory-I (Major 1.1)

Course Objective:

This course introduces students to the fundamental ideas, concepts, and approaches of political theory. It familiarizes learners with both historical and contemporary developments in political thought while encouraging them to critically reflect on the relationship between political theory and practice. The course aims to bridge theoretical perspectives with real-world democratic governance by engaging students in the analysis of political ideas and democratic practices.

Course Outcome:

Upon successful completion, students will have acquired a thorough understanding of the diverse traditions, schools, and approaches within political theory. They will be equipped to critically analyze political concepts and ideas, particularly in the context of governance and democracy. The course will enable them to apply theoretical knowledge to contemporary political issues, developing both reflective and analytical thinking skills.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Introduction to the Political Theory Meaning, Definitions, Evolution & Importance Approaches: Normative, Historical & Empirical	12	03	15
Unit-2: (20 Marks)	Traditions of Political Theory Liberal Theory: Meaning, History, Phases of Liberalism and Characteristics, Classical Contractarianism. Modern: Individual Autonomy, Welfare State, Utilitarianism and Distributive Justice Marxist Theory: Introduction, Dialectical Materialism, Historical Materialism, Concept of Class War, Dictatorship of the Proletariat and State Wither Away	12	03	15
Unit-3: (20 Marks)	Contemporary Political Theory Feminism: Meaning, Features, Types-Liberal, Marxist, Radical and Third World Perspective on Feminism. Strength and Weakness of Feminism Post Modern Theory: Development and its Meaning, Difference between Modernism and Post Modernism.	12	03	15

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Unit-4: (20 Marks)	Political Theory in Practice Democracy: Meaning and its History of Evolution. Critique of Democracy: Marxist, Elitist and Pluralist View. Deliberative Democracy: Democracy and Development. Analytical Study of Peoples Participation in Democracy.	12	03	15
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Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Essential Readings

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.

Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.

Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.

Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Course Title: Indian Government and Politics (Minor -1)

Course Code: Minor-1

Nature of Course: Minor

Total Credits: 4

Distribution of Marks: 80 (End -Sem) +20 (Sessional)

Course Objective:

The objective of this course is to acquaint students with the constitutional framework of India and the functioning of its key political institutions. It seeks to explore the complex nature of Indian federalism, the dynamics of decentralization, and the practical functioning of state structures. The course also aims to help students understand how the Indian Constitution balances competing ideals such as liberty, justice, decentralization, and strong central authority within its political system.

Course Outcome:

By the end of the course, students will have developed a comprehensive understanding of the structure and functioning of India's constitutional institutions. They will be able to analyze the interaction between constitutional provisions and political practices in India. Furthermore, students will gain insights into federal relations, the functioning of decentralization mechanisms, and the broader political processes that shape Indian governance.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	The Constituent Assembly and the Constitution Introduction: Framing of the Constitution-Act of 1909, 1919, 1935 and 1947. Preamble and the Philosophy of the Constitution. A Critical Estimate of Fundamental Rights and Directive Principles of State Policy.	12	03	15
Unit-2: (20 Marks)	Organs of Government The Legislature: Parliament The Executive: President and Prime Minister The Judiciary: Supreme Court and High Courts	12	03	15
Unit-3: (20 Marks)	Federalism in India a. Division of Power between Center and State Government. b. A Critical Evaluation of Emergency Provisions. c. Fifth and Sixth Schedule of the Constitution	12	03	15
Unit-4: (20 Marks)	Decentralized Governance a. Panchayati Raj Institution and its Working b. 73 rd and 74 th Amendment Act c. 11 th and 12 th Schedule of the Constitution.	12	03	15

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Essential Readings

The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

Additional Reading:

D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

Fundamental Rights and Directive Principles

G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.

A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Additional Reading:

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp. 4-16.

Organs of Government

a. The Legislature: Parliament

B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

The Executive: President and Prime Minister

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

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Rabindranath Tagore University, Hojai, Assam

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehruto the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

The Judiciary: Supreme Court

U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp.61-67.

R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpalet.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

Additional Reading:

L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

Federalism and Decentralization

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp.166-195.

V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*,

Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91. *The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp 192-213.

P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi

Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage.

Additional Readings:

R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp.166-197.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: SagePublications, pp. 105-109.

Semester: II

Course Title: Political Theory-II (Core -2)

Course Code: Core-2

Nature of Course: Major

Total Credits: 4

Distribution of Marks: 80 (End -Sem) +20 (Sessional)

Course Objective: This course aims to deepen students' understanding of essential normative concepts in political theory such as freedom, equality, justice, and rights. Each concept is examined through relevant political debates that encourage critical and reflective engagement with contemporary political issues. The course fosters students' ability to analyze social and political practices through a well-developed conceptual framework.

Course Outcome: After completing the course, students will possess a nuanced understanding of core political concepts and their theoretical debates. They will be capable of critically evaluating issues related to freedom, equality, justice, and rights, applying these perspectives to analyze current political and social challenges. The course will enhance students' conceptual clarity and strengthen their ability to engage thoughtfully with complex political questions.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Freedom Meaning and Importance Negative Freedom: Liberty; Positive Freedom: Freedom as Emancipation and Development. Issues related to Freedom- Freedom of Belief, Expression & Dissent	12	03	15
Unit-2: (20 Marks)	Equality Meaning and Significance Types of Equality, Political Equality. Egalitarianism: Background inequalities and differential treatment and Affirmative Action	12	03	15
Unit-3: (20 Marks)	Indispensability of Justice a. Procedural Justice, b. Distributive Justice c. Global Justice Universality of Rights: a. Natural, Moral and Legal Rights b. Three Generations of rights c. Rights and Obligations	12	03	15

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Unit-4: (20 Marks)	Major Concepts a. Globalization and Sovereignty b. Nationalism c. Cultural Relativism d. Multiculturalism	12	03	15
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Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Essential Readings

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.

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.

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.

Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

- 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](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007.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.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Course Title : Political Process in India (Minor-2)

Course Code : Minor-2

Nature of Course : Minor

Total Credits : 4

Distribution of Marks : 80 (End -Sem) +20 (Sessional)

Course Objective: The objective of this course is to study the actual functioning of political institutions and processes in India beyond constitutional formalities. It explores the sociological dimensions of Indian politics, examining how caste, class, gender, religion, and region influence political behavior and state functioning. The course also seeks to analyze the evolving nature of the Indian state and the complex interplay of modern state power.

Course Outcome: Students completing this course will develop an in-depth understanding of India's political processes and institutions. They will be able to critically analyze how social categories such as caste, class, gender, and religion influence politics. Additionally, students will gain insights into the changing character of the Indian state, understanding the complex and sometimes contradictory dynamics of power, governance, and policy-making in contemporary India.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Political Parties and the Party System Trends in the Party System; From the Congress System to Multi Party System. Recent Trends of Single Party Majority System.	12	03	15
Unit-2: (20 Marks)	Determinants of Voting Behaviour Caste, Class, Gender and Religion	12	03	15
Unit-3: (20 Marks)	Regional Aspirations What is Regionalism? Rise of Regionalism in North East India Causes and Politics of Regionalism Politics of Secession and Accommodation	12	03	15
Unit-4: (20 Marks)	The Changing Nature of the Indian State Developmental, Welfare and Coercive Dimensions	12	03	15

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Essential Readings

Political Parties and the Party System

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.

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.)

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

India's Political Parties, New Delhi: Sage Publications, pp. 73-115.

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.

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.

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.

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.

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.

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.

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)

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

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.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester –I

Course Title : Introduction to the Political Theory [GE-1]

Course Code : GE-1

Nature of Course : GE

Total Credits : 3

Distribution of Marks : 80 (End -Sem) +20 (Sessional)

Course Objective: The course aims to introduce students to fundamental concepts in political theory and equip them with the analytical tools necessary to engage in theoretical debates. It focuses on developing students' ability to apply political theory concepts to analyze political practices and participate effectively in political discourse.

Course Outcome: Students will be able to comprehend key principles of political theory and appreciate their significance in political life. They will gain the ability to engage in critical debates on the interaction between state and civil society, applying theoretical concepts to contemporary political issues and discussions.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Meaning and Relevance of Politics, Political Philosophy and Political Theory	12	03	15
Unit-2: (20 Marks)	Major Concepts in Political Theory Concept I: Democracy, Liberty, Equality and Justice	12	03	15
Unit-3: (20 Marks)	Concept II: Citizenship, Rights, Civil Society and State.	12	03	15
Unit-4: (20 Marks)	Debates in Political Theory a. Democracy and Economic Growth. b. Censorship: Meaning, its Justification and Limitations c. Protective Discrimination: Its Meaning, Growth and d. State Intervention in the Institution of the Family	12	03	15

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Essential Readings:

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A.(eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82. 5

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.

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

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.

Prezowrski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.

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

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

Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4), pp. 835-64.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: II

Course Title : Nationalism in India (GE-2)

Course Code : GE-2

Nature of Course : GE

Total Credits : 3

Distribution of Marks : 80 (End -Sem) +20 (Sessional)

Course Objective: The purpose of this course is to enable students to understand the nature and development of Indian nationalism and the country's struggle against colonial rule. The course analyzes different phases and theoretical perspectives of the nationalist movement, including reformism, social movements, class struggles, caste and gender questions, communalism, and the events leading to Partition and Independence.

Course Outcome: Upon completion, students will have a deeper understanding of the rise of Indian nationalism and national consciousness. They will comprehend the various social movements and conflicts that shaped the freedom struggle and the making of India's national identity. The course will also help students develop critical thinking and foster values of truth, equality, and rationality.

Unit	Contents	Lecture	Tutorials	Total
Unit 1: (20 Marks)	Approaches to the Study of Nationalism in India a. Nationalist b. Imperialist c. Marxist d. Major Social and Religious Movement in 19 th Century.	12	03	15
Unit 2: (20 Marks)	Phases of National Movement a. Gandhi and Mass Movements: Non-cooperation, Civil Disobedience and Quit India Movement. b. Socialist Congress and Communist Movement.	12	03	15
Unit 3: (20 Marks)	Women and Nationalist Movement in India a. Women's Participation in the National Movement and its Impact. b. Role of Women in India's Freedom Movement.	12	03	15
Unit 4: (20 Marks)	Partition and Independence a. Communalism in Indian Politics b. The Two-Nation Theory, Negotiations over Partition	12	03	15

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

(a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Reading List

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.

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.

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

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

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.)

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.

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

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: I

Course Title: Parliamentary Procedures and Practices

Course Code: SEC-1

Nature of Course: Skill Enhancement Course (SEC)

Total Credits: 3

Distribution of Marks: 60 (End -Sem) + 15 (Sessional)

Course Objective: This course is designed to equip students with a comprehensive understanding of the legislative processes and functioning of the Parliament. It introduces the students to various constitutional provisions related to legislative procedures, types of bills, stages of bill drafting, and the detailed process of passing a bill. The course also familiarizes students with the working of different parliamentary committees and various motions that are part of parliamentary functioning, thereby enhancing their practical knowledge of parliamentary practices.

Course Outcome: After completion of the course, students will develop a sound understanding of legislative procedures and parliamentary functioning in India. They will learn the step-by-step procedures involved in drafting and passing a bill and gain familiarity with the composition and role of various parliamentary committees. The course will enable students to comprehend different parliamentary motions and their significance, thereby enhancing their practical knowledge about the real-world functioning of Indian democracy.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (15 Marks)	Constitutional Provisions and Kinds of Bills Constitutional provisions of legislative procedures: Articles 107-22 Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills	08	02	10
Unit-2: (15 Marks)	Drafting, Introductions and Readings of the Bills: Procedures and Processes Drafting of the Bill First Reading and Departmental Standing Committee Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications	10	02	12
Unit-3: (15 Marks)	Parliamentary Committees: Composition and Functioning Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee, Committee on Privilege, Business Advisory Committee, Ethics Committee	12	02	14
Unit-4: (15 Marks)	Motions and Hours in the House Question Hour, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, No-confidence' motion, Cut motion	08	02	10

Modes of Sessional Assessment: 15 Marks

Assessment can be done through any one of the following:

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(a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

READING LIST

Kapur D. and P. Mehta eds. (2005), *Public Institutions in India: Performance and Design*, New Delhi, Oxford University Press.

Kaul, M. N. & S. L. Shakhder (2016), *Practice and Procedure of Parliament*, New Delhi. Lok Sabha Secretariat

Mehra, A.K. ed. (2017), *The Indian Parliament and Democratic Transformation*, New Delhi, Routledge.

Basu, D.D. (2006), *Introduction to the Constitution of India*, Nagpur, Wadhwa & Co.

Kapur, D., Mehta, P. & Vaishnav, M. eds. (2017), *Rethinking Public Institution in India*, New Delhi, Oxford University Press.

Kashyap, S. (2000), *Reviewing the Constitution*, New Delhi, Shipra Publication.

Malhotra, G. (2002), *Fifty years of Indian Parliament*, New Delhi, Lok Sabha Secretariat

Mehra, A.K. & Kueck G.W. eds. (2003), *The Indian Parliament: A Comparative Perspective*, New Delhi, Konark Publishers.

Prakash, A.S. (1995), *What Ails Indian Parliament*, New Delhi, Harper & Collins.

Pai, Sudha & Kumar, A. Eds. (2014), *The Indian Parliament: A Critical Appraisal*, New Delhi, Orient BlackSwan.

Shankar, B. & Rodriguez V. (2011), *The Indian Parliament: A Democracy at Work*, New Delhi, Oxford University Press.

Singh, D. (2016), *The Indian Parliament: Beyond the Seal and Signature of Democracy*, Gurgaon, India, Universal Law Publishing.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: II
Course Title: Indian Constitution

Course Code: SEC-2

Nature of Course: Skill Enhancement Course (SEC)

Total Credits: 3

Distribution of Marks: 60 (End -Sem) + 15 (Sessional)

Course Objective: This course aims to provide students with a clear understanding of the constitutional structure and functioning of India's political institutions. It covers the making of the Indian Constitution, its key features, and significant provisions related to fundamental rights, duties, directive principles, and the functioning of the executive, legislature, and judiciary at both the Union and State levels. The course also encourages students to analyze how state institutions interact among themselves and with the larger political environment.

Course Outcome: Upon successful completion, students will acquire a solid foundation of knowledge about the Indian Constitution, its principles, and the organization of state structures. They will gain an understanding of the functioning of constitutional bodies and their practical implications. The course will enable students to critically engage with the functioning of India's political system, fostering their understanding of democratic governance and constitutionalism in practice.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Making of the Indian Constitution Government of India Act of 1919 and 1935 Indian Independence Act, 1947.	10	03	13
Unit-2: (20 Marks)	a. Preamble b. Fundamental Rights c. Fundamental Duties d. Directive Principles of State Policy.	14	02	16
Unit-3: (20 Marks)	a. Union Executive President & Prime Minister b. Union Legislature Lok Sabha & Rajya Sabha c. Judiciary Supreme Court-Judicial Review, PIL & Judicial Activism	12	03	15
Unit-4: (20 Marks)	a. State Executive Governor & Chief Minister b. State Legislature c. Judiciary High Court	10	02	12

Modes of Sessional Assessment: 15 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Learner's Outcome:

The students will acquaint with the structure and institutions of the states as designed in the Indian Constitution and their actual working as well as their interactions.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Essential Readings

- B. Dua and J. Manor (1994) *Nehruto the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press,
- B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.
- D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- D. Kapur and P. Mehta P. (2005) *Public Institutions in India*, New Delhi: Oxford University Press.
- G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press,.
- H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark.
- P.M Bakshi, The Constitution of India, [Universal Law Publishing](#).
- Paul R. Brass, The Politics of India Since Independence, [Cambridge University Press](#)
- R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.
- R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpalet.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.
- S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp. 4-16.
- U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp.61-67.
- V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University P

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: III

Course Title : *Theory and Concepts in Comparative Government and Politics*
(Core -3)

Course Code : Core-3 (Major- 3.1)

Nature of Course : Major

Total Credits : 4

Distribution of Marks : 80 (End -Sem) +20 (Sessional)

Paper: *Theory and Concepts in Comparative Government and Politics* (Maj-3.1)

Course Objective: The course is designed as a foundation in comparative politics, aiming to introduce students to key concepts, approaches, and debates in the field. It familiarizes students with comparative analysis by examining political systems in both developed and developing countries, while analyzing historical developments such as capitalism, socialism, colonialism, and decolonization. The objective is to enable students to classify different political systems and compare various countries' political institutions and behaviors.

Course Outcome: After completing this course, students will develop a clear understanding of the nature, scope, and methods of comparative politics. They will be able to analyze the historical contexts that have shaped modern governments and evaluate the constitutional and political developments of selected countries. The course will enhance their ability to conduct comparative studies of political institutions and behaviors, developing a global perspective on politics.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (15 Marks)	Understanding Comparative Politics a) Nature and scope b) Going beyond Eurocentrism	8	04	12
Unit-2: (25 Marks)	Historical context of modern government a) Capitalism: meaning and development: globalization b) Socialism: meaning, growth and development c) Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization	15	03	18
Unit-3: (20 Marks)	Themes for comparative analysis -I A comparative study of constitutional developments in UK & USA.	12	03	15
Unit-4: (20 Marks)	Themes for comparative analysis -II A comparative study of constitutional developments in Switzerland and China.	12	03	15

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Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Essential Readings:

J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38

A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal of Politics*. Vol. xxv (2), pp. 1-15.

J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp. 152-160.

N. Chandhoke, (1996) 'Limits of Comparative Political Analysis', in *Economic and Political Weekly*, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8

R. Suresh, (2010) *Economy & Society - Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley- Blackwell, pp. 63-84. Additional Readings:

M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.

E. Wood, (2002) 'The Agrarian origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.

A. Hoogvelt, (2002) 'History of Capitalism Expansion', in *Globalization and Third World Politics*. London: Palgrave, pp. 14-28.

A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, Harpercollins (ebook), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*, United Kingdom: Wadsworth, pp. 195-209

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

- R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. 67 (265), pp. 135-139.
- P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.
- J. Chirankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World*. New Delhi: Oxford University Press, pp. 31-52.
- L. Barrington et. al (2010) *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.
- M. Grant, (2009) 'United Kingdom Parliamentary System' in *The UK Parliament*. Edinburgh: Edinburgh University Press, pp. 24-43
- J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)
- M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, UK: Wadsworth. pp. 47-70 (Britain); 364- 388 (Nigeria); 625-648 (China); 415-440 (Brazil).
- P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: III

Course Title: Understanding Public Administration

Course Code : Core-4 (Major- 3.2)

Nature of Course : Major

Total Credits : 4

Distribution of Marks: 80 (End -Sem) +20 (Sessional)

Paper: Understanding Public Administration (*Maj-3.2*)

Course Objective: This course provides an introduction to the discipline of public administration in both historical and contemporary contexts. Students are introduced to major classical and contemporary administrative theories, public policy processes, and recent developments in governance and management. The course also emphasizes the relevance of public administration as a field of study and practice, enabling students to understand various administrative approaches and policy-making processes.

Course Outcome: Upon successful completion, students will acquire a thorough understanding of the fundamental concepts, theories, and approaches in public administration. They will be familiar with both classical and modern theories of administration, including scientific management, bureaucracy, human relations, and ecological approaches. Students will also gain knowledge of public policy formulation, implementation, and evaluation, along with new approaches such as New Public Management, New Public Service, and Good Governance.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Public Administration as a Discipline <ul style="list-style-type: none">• Meaning, Dimensions and Significance of the Discipline• Public and Private Administration• Evolution of Public Administration	12	03	15
Unit-2: (25 Marks)	Theoretical Perspectives (25 lectures) Classical Theories <ul style="list-style-type: none">• Scientific management (F.W.Taylor)• Administrative Management (Gullick and Urwick)• Ideal-type bureaucracy (Max Weber) Neo-Classical Theory <ul style="list-style-type: none">• Human relations theory (Elton Mayo) Contemporary Theory <ul style="list-style-type: none">• Ecological approach (Fred Riggs)	20	05	25
Unit-3: (10 Marks)	Public Policy (10 lectures) <ul style="list-style-type: none">• Concept, relevance and approaches• Formulation, implementation and evaluation	08	02	10
Unit-4: (25 Marks)	MAJOR APPROACHES IN PUBLIC ADMINISTRATION (20 lectures) <ul style="list-style-type: none">• New Public Administration• New Public Management	16	04	20

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

	<ul style="list-style-type: none"> • New Public Service Approach • Good Governance 			
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Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

(a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Essential Readings

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: OxfordUniversity Press, 1997

A. Leftwich, 'Governance in the State and the Politics of Development', in *Development and Change*. Vol. 25,1994

A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002

Alison Jaggar, *Feminist Politics And Human Nature*, Brighton: Harvester Press,1983

Amy. S. Wharton, *The Sociology Of Gender*, West Sussex : Blackwell-Wiley

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B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins andthe Future*. New York: M.E. Sharpe, 2006

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Camila Stivers, *Gender Images In Public Administration*, California : Sage Publishers,2002

Chakrabarty, B. & Chand, P. (2016), *Public Policy: Concepts, Theory and Practice*, New Delhi: Sage Publications

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

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D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp. 1-40

F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston:

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

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F. Riggs, *The Ecology of Public Administration, Part 3*, New Delhi: Asia Publishing House, 1961

F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003

Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003

G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classics of Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

D. J. Ferreira, A. W. Erasmus and D. Groenewald , *Administrative Management*, Juta Academics, 2010

M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998

M. Bhattacharya, 'Chapter 2 and 4', in *Social Theory, Development Administration and Development Ethics*, New Delhi: Jawahar Publishers, 2006

M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and

M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011

M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012

M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946

M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Mary Jo Hatch and Ann .L. Cunliffe *Organisation Theory :Modern, Symbolicand Postmodern Perspectives*, Oxford University Press,2006

Maxine Molyneux and Shahra Razavi ,*Gender, Justice, Development and Rights* ,Oxford: Oxford University Press, 2002

Michael Howlett, *Designing Public Policies : Principles And Instruments*, Rutledge, 2011

N. Henry,*Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson,2013

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P.Dunleavy and C.Hood, “From Old Public Administration to New Public Management”, *Public Money and Management*, Vol. XIV No-3, 1994

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Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012

R. Arora, ‘Riggs’ Administrative Ecology’ in B. Chakrabarty and M. Bhattacharya (eds),

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R.V. Vaidyanatha Ayyar, *Public Policy Making In India*, Pearson, 2009

Radha Kumar, *The History of Doing*, New Delhi: Kali For Women, 1998

E. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010

S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009

Simone De Beauvoir, *The Second Sex*, London: Picador, 1988

Singh, Shivani. (2016), *Governance: Issues and Challenges*, New Delhi, Sage Publication

Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004

Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell.1997

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44 *The Oxford Handbook of Public Policy* ,OUP,2006

The Oxford Handbook Of Public Policy, Oxford University Press, 2006

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

U. Medury, *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010

U. Medury, *Public administration in the Globalization Era*, New Delhi: Orient Black Swan, 2010

Semester: III

Course Title : Major Political System of the World (U.K, USA, Switzerland and China)

Course Code : Minor 3.1

Nature of Course : Minor

Total Credits : 4

Distribution of Marks : 60 (End -Sem) + 15 (Sessional)

Course Objective: The course aims to provide students with a comprehensive understanding of the constitutional and political systems of the United Kingdom, United States, Switzerland, and China. It introduces students to comparative constitutional frameworks and forms of government, enabling them to analyze the structures, principles, and functioning of political systems in different parts of the world.

Course Outcome: By the end of the course, students will develop a comparative perspective on constitutional design and political institutions across different countries. They will understand the significance of constitutions, different forms of government, and the functioning of political systems globally. This knowledge will also benefit students preparing for various competitive and public service examinations.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	United Kingdom <ul style="list-style-type: none">• The British Political Tradition• Parliamentary Government—<ol style="list-style-type: none">i. Monarchyii. Cabinetiii. Parliament	12	03	15
Unit-2: (25 Marks)	United States of America <ul style="list-style-type: none">• Making of the American Constitution• The Federal System• National Government—<ol style="list-style-type: none">i. The Presidentii. Congress	20	05	25
Unit-3: (10 Marks)	Switzerland- I <ul style="list-style-type: none">• Swiss Political Tradition• Swiss Federalism• Structure of Federal Government Legislature, Executive & Judiciary		02	10

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

	<ul style="list-style-type: none"> Practice of Direct Democracy 			
Unit-4: (25 Marks)	Peoples Republic of China- I <ul style="list-style-type: none"> Revolutionary Legacy: Communist Revolution and the Cultural Revolution Structure of Government National Peoples' Congress The President and the State Council Party System	16	04	20

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

(a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Essential Readings:

Alexander, Larry, Constitutionalism: Philosophical Foundation, Cambridge University Press, 2001

Almond and Powell, Comparative Politics: A Developmental Approach, Prentice Hall, 1979

Dahl, Robert, Theory and Practice of Modern Government, Prentice Hall, 1978 Elster, Jon & Slagstad(Ed), Constitutionalism and Democracy, Cambridge University Press, 1993

Finer, H, Theory and Practice of Modern Government, Mituban, 1965

Longford, W. John & Brownsey, K. Lorne, The Changing Shape of Government in the Asia Pacific Region, IRPP, 1988

Ray, S. N., Comparative Political Systems, Prentice Hall, 1997

Rosenbaum, S. Alan, Constitutionalism: The Philosophical Dimension, Greenwood Press, 1988

Willoughby, Westel Woodbury , The American Constitutional System; An Introduction to the Study of the American State, General Books LLC, 2009

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: III

Course Title : International Relations: Issues and Challenges

Course Code : GE 3.1

Nature of Course : GE/MD

Total Credits : 4

Distribution of Marks : 80 (End -Sem) +20 (Sessional)

Paper: International Relations: Issues and Challenges

Course Objective: This course seeks to provide students with an analytical foundation in international relations through both theoretical approaches and historical developments since 1945. It covers key theories, the dynamics of the Cold War and post-Cold War period, and the evolution of India's foreign policy. The course encourages learners to examine global power shifts and international political trends in a changing world.

Course Outcome: By completing this course, students will have a thorough understanding of the key theories and paradigms in international relations. They will be able to contextualize international events within theoretical frameworks and critically analyze the role of emerging global powers. Furthermore, the course will equip students with an understanding of India's foreign policy trajectory, including its principles of non-alignment and its emergence as a global actor.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (15 Marks)	Introduction to International Relations a. Meaning and Definitions b. Evolution c. Importance	12	03	15
Unit-2: (15 Marks)	Approaches to International Relations a. Classical Realism (Hans Morgenthau) b. Neo-Realism (Kenneth Waltz) c. Structural Approach: Dependency School (Andre Gunder Frank) d. World System Approach (Immanuel Wallerstine)	20	05	25
Unit-3: (15 Marks)	Cold War & Post-Cold War Era a. Second World War & Origins of Cold War b. Phases of Cold War: c. Post Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan)	10	05	15
Unit-4: (15 Marks)	India's Foreign Policy a. Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic) b. India's Policy of Non-alignment c. India: An Emerging Power	16	04	20

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

READING LIST

Essential Readings

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.

Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.

Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.

Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.

Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.

Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.

Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London:

Croom Helm. Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21st Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.

Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.

Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.

Basu, Rumki (ed)(2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.

Jindal N, & Kumar K. (2018).(Ed), *Global Politics: Issues and Perspectives*, New Delhi; Sage Publications

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Tremblay R.C &Kapur A. (2017).Modi's Foreign Policy, New Delhi: Sage Publications

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: III

Course Title: Recent Trends in Politics in India

Course Code: SEC 3.1

Nature of Course: Skill Enhancement Course (SEC)

Total Credits: 3

Distribution of Marks: 50 (End -Sem) + 15 (Sessional)

Paper: Recent Trends in Politics in India

Course Objective: This course is aimed at acquainting students with contemporary trends and developments in Indian politics. It covers the evolution and transformation of political parties, the rise of nationalism, and the changing dynamics between the judiciary and legislature. The course intends to develop a critical perspective on how recent political phenomena are shaping governance in India.

Course Outcome: Students will gain a comprehensive understanding of recent political developments in India, including the transformation of the party system, coalition politics, and nationalism. They will be able to critically examine the role of the judiciary in contemporary Indian politics, including debates on judicial activism and judicial versus parliamentary supremacy. The course enhances learners' analytical skills to engage with the current political landscape of India.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (15 Marks)	Political Parties in India a. Evolution b. Rise and fall of Indian National Congress c. Coalition Politics in India d. Role of Opposition Parties in India.	10	05	15
Unit-2: (15 Marks)	Emergence of Politics of Nationalism in India a. Rise of Nationalism in India b. Nationalism and Politics c. Religious Nationalism in India. d. Nationalism vs. Pseudo-nationalism	10	02	12
Unit-3: (20 Marks)	Working of Judiciary in India a. Judicial Review and Judicial Activism in India b. PIL and its Importance c. Role of Supreme Court in Indian Politics. d. Debate on Judicial Supremacy Vs. Parliamentary Supremacy in India.	15	05	20

Modes of Sessional Assessment: 15 Marks

Assessment can be done through any one of the following:

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

(a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

References

1. Bhambhri, C.P., Politics in India 1991-92, New Delhi: Shipra Publications, 1992.
2. Chatterjee, Partha (ed.), State and Politics in India, Delhi: Oxford University, 1997.
3. Fadia, B.L., Indian Government and Politics, Agra: Sathiya Bhawan Publications, 2007.
4. Jayal, Niraja Gopal (ed.), Democracy in India, New Delhi: Oxford University, 2007.
5. Khanna, S.K., Coalition Politics in India, New Delhi: Commonwealth Publisher, 1990.
6. Mishra, Anil and Singh, M.P. (ed.), Coalition Politics in India: Problems and Prospects, New Delhi: Manohar Publishers, 2004.
7. Wyatt, Andrew, Party System Change in South India: Political Entrepreneurs, Patterns and Processes, New York: Routledge, 2010.
8. <https://www.legalbites.in/topics/articles/parliamentary-sovereignty-v-judicial-supremacy-world-and-india->
9. <https://www.civildaily.com/judiciary-executive-tussle/>

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: III

Course Title: Recent Trends in Politics in India

Course Code: SEC 3.1

Nature of Course: Skill Enhancement Course (SEC)

Total Credits: 3

Distribution of Marks: 60 (End -Sem) + 15 (Sessional)

Paper: Recent Trends in Politics in India

Course Objective: This Course is designed to enable students to familiarize the recent trends of Indian politics. To make students realize the significance of understanding the factors guiding the contemporary politics in India.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (15 Marks)	Political Parties in India a. Evolution b. Rise and fall of Indian National Congress c. Coalition Politics in India d. Role of Opposition Parties in India.	10	05	15
Unit-2: (15 Marks)	Emergence of Politics of Nationalism in India a. Rise of Nationalism in India b. Nationalism and Politics c. Religious Nationalism in India. d. Nationalism vs. Pseudo-nationalism	10	02	12
Unit-3: (20 Marks)	Working of Judiciary in India a. Judicial Review and Judicial Activism in India b. PIL and its Importance c. Role of Supreme Court in Indian Politics. d. Debate on Judicial Supremacy Vs. Parliamentary Supremacy in India.	15	05	20

Modes of Sessional Assessment: 15 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

References

1. Bhambhri, C.P., Politics in India 1991-92, New Delhi: Shipra Publications, 1992.
2. Chatterjee, Partha (ed.), State and Politics in India, Delhi: Oxford University, 1997.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

3. Fadia, B.L., Indian Government and Politics, Agra: Sathiya Bhawan Publications, 2007.
4. Jayal, Niraja Gopal (ed.), Democracy in India, New Delhi: Oxford University, 2007.
5. Khanna, S.K., Coalition Politics in India, New Delhi: Commonwealth Publisher, 1990.
6. Mishra, Anil and Singh, M.P. (ed.), Coalition Politics in India: Problems and Prospects, New Delhi: Manohar Publishers, 2004.
7. Wyatt, Andrew, Party System Change in South India: Political Entrepreneurs, Patterns and Processes, New York: Routledge, 2010.
8. <https://www.legalbites.in/topics/articles/parliamentary-sovereignty-v-judicial-supremacy-world-and-india->
9. <https://www.civildaily.com/judiciary-executive-tussle/>

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: IV

Course Title : International Politics: Concepts and Debates

Course Code : Core-5 (Maj 4.1)

Nature of Course : Major

Total Credits : 4

Distribution of Marks : 80 (End -Sem) +20 (Sessional)

Paper: International Politics: Concepts and Debates

Course Objective: To equip students with the fundamental intellectual tools for understanding international politics, this course introduces key theoretical approaches in international relations. It aims to contextualize the international state system's evolution and familiarize students with debates through different levels of analysis. The course also critically examines Eurocentrism and incorporates Global South perspectives.

Course Outcome:

Students will be able to:

- Understand and analyze major international relations theories.
- Critically evaluate global events and developments through diverse theoretical lenses.
- Comprehend the historical and contemporary dynamics of world politics.
- Reflect on international politics beyond Eurocentric paradigms, including voices from the Global South.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Introduction to International Politics a. International Politics: Meaning, Scope and Evolution, Emergence of International State System b. National Interest-Key Determinant of International Politics	12	03	15
Unit-2: (25 Marks)	Theoretical Perspectives (24 Lectures) i. Classical Realism & Neo-Realism (7 lectures) ii. Liberalism& Neo-liberalism (7 lectures) iii. Marxist Approaches (5 lectures) iv. Feminist Perspectives (5 lectures)	20	05	25
Unit-3: (10 Marks)	An Overview of Twentieth Century International Politics-I i World War I: Causes & Consequences, significance of Bolshevik Revolution (ii) Rise of Fascism / Nazism, World war II- Causes &Consequencesof Other Centres of Power (7 lectures)	08	02	10
Unit-4: (25 Marks)	An Overview of Twentieth Century International Politics-II (i) Cold War Evolution& Different Phases (4 Lectures) Disintegration of USSR (ii) Emergence of the Third World, End of the Cold War	16	04	20

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

Reading List

Basu, Rumki (2012) (ed.) 'International Politics: Concepts, Theories and Issues', New Delhi.

Baylis & S. Smith (2002) (eds.), 'The Globalization of World Politics', Oxford University Press, UK, 4th edition, 2007 W.Bello, Deglobalization, Zed Books, London.

C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp.

Calvocoressi, P. (2001) 'World Politics: 1945—2000'. Essex, Pearson.

J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press

K. Booth and S. Smith, (eds), 'International Relations Theory Today', Pennsylvania, The Pennsylvania State University Press.

K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company.

M. Nicholson, (2002) 'International Relations: A Concise Introduction', New York, Palgrave.

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave
M. Smith and R. Little (2000) (eds.), 'Perspectives on World Politics', New York, Routledge

M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991.

P. Viotti and M. Kauppi, (2007) 'International Relations and World Politics: Security, Economy, Identity', Pearson Education.

R. Jackson and G. Sorensen, (2007) 'Introduction to International Relations: Theories and Approaches', 3rd Edition, Oxford, Oxford University Press.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge,

S. Joshua. Goldstein and J. Pevehouse, (2007) 'International Relations', New York, Pearson Longman.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: IV

Course Title : Classical Political Philosophy

Course Code : Core-6 (Maj 4.2)

Nature of Course : Major

Total Credits : 4

Distribution of Marks : 80 (End -Sem) +20 (Sessional)

Paper: Classical Political Philosophy

Course Objective: This course introduces the foundational ideas of classical political philosophy beginning from ancient Greek thinkers to early modern philosophers. It aims to develop students' interpretive skills and theoretical understanding of political concepts and traditions.

Course Outcome:

Students will be able to:

- Understand classical political concepts through thinkers like Plato, Aristotle, Machiavelli, Hobbes, and Locke.
- Interpret and critique foundational political ideas from various perspectives.
- Analyze the historical contexts and philosophical underpinnings of Western political thought.
- Develop comparative insights across different ideological traditions.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Text and Interpretation (8 lectures) Significance of Interpretation: Different Perspectives i. Marxist Perspective ii. Feminist Perspective iii. Post-modern Perspective	12	03	15
Unit-2: (25 Marks)	II. Antiquity Plato (8 lectures) Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy Aristotle (8 lectures) Forms, Virtue, Citizenship, Justice and State Presentation theme: Classification of governments	20	05	25
Unit-3: (10 Marks)	Interlude: Machiavelli (8 lectures) Virtu, Religion, Republicanism Presentation themes: morality and statecraft	08	02	10
Unit-4: (25 Marks)	Possessive Individualism Hobbes (8 lectures) Human nature, State of Nature, Social Contract, Locke (8 lectures) Laws of Nature, Natural Rights, Property,	16	04	20

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

READING LIST

T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.

D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers,

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education,

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press,

P. Kelly, (2009). *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80

S. Okin, (1992). *Women in Western Political Thought*, Princeton: Princeton University Press

R. Kraut, (1996). *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press

J. Barnes (1995), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press,

J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers,

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education

Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

D. Boucher, and P. Kelly, (2009). *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press

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C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario.

I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers,

T. Sorell, (1996). *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education,

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario,

I. Hampsher-Monk, (2001). *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: IV

Course Title: Indian Political Thought-I

Course Code: Core-7 (Maj 4.3)

Nature of Course: Major

Total Credits: 4

Distribution of Marks: 80 (End -Sem) +20 (Sessional)

Paper: Indian Political Thought-I

Course Objective: To introduce Indian political thought from pre-colonial times, focusing on key thinkers and themes. It provides an in-depth understanding of diverse traditions—Brahmanic, Shramanic, Islamic, and syncretic—and their philosophical-political implications.

Course Outcome:

Students will be able to:

- Grasp foundational elements of Indian political thinking from ancient to medieval periods.
- Analyze the political philosophies of Indian thinkers like Kautilya, Ved Vyasa, Manu, Abul Fazl, and Barani.
- Evaluate the indigenous traditions of governance and justice in Indian political heritage.
- Appreciate the pluralistic and composite nature of Indian political discourse.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	I. Traditions of Pre-colonial Indian Political Thought (8 lectures) a. Brahmanic and Shramanic b. Islamic and Syncretic.	12	03	15
Unit-2: (25 Marks)	Vedic Political Thought a. Ved Vyasa (Shantiparva): Rajadharma (5 lectures) b. Manu: Social Laws (6 lectures) c. Kautilya: Theory of State (7 lectures)	20	05	25
Unit-3: (10 Marks)	Buddhist Thought Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)	08	02	10
Unit-4: (25 Marks)	Islamic Thought a. Barani: Ideal Polity (6 lectures) b. Abul Fazal: Monarchy (6 lectures)	16	04	20

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Essential Readings

B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.

A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108. 46

M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160

G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.

S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1- 31

The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.

V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464.

Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. &trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp. 208-213.

V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.

P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthasastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V.Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press, pp. 132- 170.

S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale, (1966) 'The Early *Buddhist* View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.

I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200- 1800*,

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.

M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 46- 69.

I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: IV

Course Title: Public Policy and Administration in India

Course Code: Minor 4 (Minor 4.1)

Nature of Course: Minor

Total Credits: 4

Distribution of Marks: 80 (End -Sem) +20 (Sessional)

Paper: Public Policy and Administration in India

Course Objective: To provide students with a foundational understanding of public policy and its execution within India's administrative system. It emphasizes decentralization, financial management, public service delivery, and welfare programs from an Indian perspective.

Course Outcome:

Students will be able to:

- Understand the formulation and implementation of public policies in India.
- Analyze the role of institutions like NITI Aayog and local governance bodies.
- Evaluate welfare schemes and public service delivery mechanisms.
- Reflect on the citizen-administration interface in India and assess its effectiveness.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Public Policy (10 lectures) a. Definition, characteristics and models b. Public Policy Process in India with special reference to NITI Ayog	12	03	15
Unit-2: (25 Marks)	Decentralization (10 lectures) a. Meaning, significance, approaches and types b. Local Self Governance: Rural and Urban	20	05	25
Unit-3: (10 Marks)	Budget (12 lectures) a. Concept and Significance of Budget b. Budget Cycle in India c. Types of Budgeting i. Performance budgeting ii. Zero based budgeting iii. Gender budgeting	08	02	10
Unit-4: (25 Marks)	Citizen, Administration Interface & Social Welfare a. Public Service Delivery b. Redressal of Public Grievances: RTI and Lokpal c. Social Welfare Policies: their objectives, debates and significance Education: Right to Education, Employment: MGNREGA Health: National Health Mission, Food: Right to Food Security	16	04	20

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Modes of Sessional Assessment: 20 Marks

Assessment can be done through any one of the following:

- (a) Unit Test (b) Group Discussion (c) Home Assignment (d) Fieldwork/Project and (e) Viva-Voce (f) Seminar Presentation

READING LIST

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole

J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.

M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy subsystems*, 3rd edition, Oxford: Oxford University Press

T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson

Y. Dror, (1989) *Public Policy Making Reexamined*. Oxford: Transaction Publication

Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics in Rural India*, OUP, 2007

D. A. Rondinelli and S. Cheema, *Decentralisation and Development*, Beverly Hills: Sage Publishers, 1983

N.G. Jayal, *Democracy and The State: Welfare, Secular and Development in Contemporary India*, Oxford : Oxford University Press, 1999

Bidyut Chakrabarty, *Reinventing Public Administration: The Indian Experience*, Orient Longman, 2007

Noorjahan Bava, *Development Policies and Administration in India*, Delhi: Uppal Publishers, 2001

Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965

M.P. Lester, *Political Participation- How and Why do People Get Involved in Politics* Chicago: McNally, 1965

Erik-Lane, J. (2005) *Public Administration and Public Management: The Principal Agent Perspective*. New York: Routledge

Henry, N. (1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall

Caiden, N. (2004) 'Public Budgeting Amidst Uncertainty and Instability', in Shafritz, J.M. &

Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth

R. Putnam, *Making Democracy Work*, Princeton University Press, 1993

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Jenkins, R. and Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in *Third World Quarterly*. June

Sharma, P.K. & Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press

Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005

World Development Report, World Bank, Oxford University Press, 1992.

M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality*, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004

Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.

Stephan Goldsmith and William D. Eggers, *Governing By Network: The New Shape of the Public Sector*, Brookings Institution [Washington], 2004

United Nation Development Programme, *Reconceptualising Governance*, New York, 1997

Mukhopadyay, A. (2005) 'Social Audit', in *Seminar*. No.551.

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford: Oxford University Press, 1995

J.Dreze and Amartya Sen, *Indian Development: Selected Regional Perspectives*, Oxford: Clareland Press, 1997

Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi [ed.], *Women And Food Security: Role Of Panchayats*, Concept Publishers, 1997

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford: Oxford University Press, 1983

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi: Akansha Publishers, 2012.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Marma Mukhopadhyay and Madhu Parhar(ed.) *Education in India: Dynamics of Development*, Delhi: Shipra Publications, 2007

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO: Paris, 2001

Surendra Munshi and Biju Paul Abraham [eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004

Basu Rumki (2015) *Public Administration in India Mandates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: V

Course Title: International Relations and World Politics

Course Code: Major 5.1

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Paper: International Relations and World Politics

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Globalization: Conceptions and Perspectives a. Understanding Globalization and its Alternative Perspectives b. Political debates on Sovereignty and Territoriality c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs d. Cultural and Technological Dimension e. Global Resistances with special reference to World Social Forum	20	03	23
Unit-2:	Contemporary Global Issues a. Ecological Issues: Historical overview of International Environmental Agreements, Climate Change, Global Commons Debate b. Proliferation of Nuclear Weapons c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments d. Migration	15	03	18
Unit-3:	Global Shifts European Union and ASEAN	05	02	07
Unit-4:	International Environmental Policies and Politics a. Stockholm Conference and Post Stockholm Assessment. b. Earth Summit of Rio de Janeiro and Agenda 21 c. Brundtland Commission Report	16	04	20

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.

M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.

Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications

A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 1-24.

W. Ellwood, (2005) *The No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications, pp. 12-23.

Political: Debates on Sovereignty and Territoriality

Essential Readings:

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 112-134.

R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader*, Cambridge: Polity Press, pp. 109-123.

K. Shimko, (2005) *International Relations: Perspectives and Controversies*, New York: Houghton Mifflin, pp. 195-219.

Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs

Essential Readings:

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208- 218 (WTO).

R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Reinner, pp. 341-351.

A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.

J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).

P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 180-190.

F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader*, London: Blackwell, pp. 236- 239 (WTO).

D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture*, California: Stanford University Press, pp. 242-282 (MNC).

T. Cohn, (2009) *Global Political Economy*, New Delhi: Pearson, pp. 250-323 (MNC).

D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.

M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *Public Culture*, Vol. 12(1), pp. 1-19.

J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.

A. Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.

Global Resistances (Global Social Movements and NGOs)

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 487-504.

R. O'Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, pp. 1-23.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World*, Connecticut: Kumarian Press, pp. 1- 37 (NGO).

G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1-21.

A.Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 150-156 (NGO).

P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 334-342. (NGO)

II. Contemporary Global Issues

Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

Essential Readings:

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.

A.Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications

P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.

K.Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Hughton-Mifflin, pp. 317-339.

Proliferation of Nuclear Weapons

Essential Readings:

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy and Identity*, New Delhi: Pearson, pp. 238-272.

A.Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 264-281.

International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Essential Readings:

P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 282-301.

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 366-380.

A. Vanaik, (2007) *Masks of Empire*, New Delhi: Tulika, pp. 103-128.

Migration

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 298-322.

S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

Human Security

Essential Readings:

A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 480-493.

S. Tadjbakhsh and A. Chenoy, (2007) *Human Security*, London: Routledge, pp. 13-19; 123-127; 236-243.

A. Acharya, (2001) 'Human Security: East versus West', in *International Journal*, Vol. 56, no. 3, pp. 442-460.

III. Global Shifts: Power and Governance

Essential Readings:

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press, pp. 1-29.

A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challenges from South and North*, London: Anthem Press.

P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: V

Course Title: Indian Political Thought-II

Course Code: Major 5.2

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Paper: Indian Political Thought-II

Course objective: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

Course Outcomes:

- To underline themes and issues in political thought of modern India.
- To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.
- To assess the relevance of political thought of modern India in understanding contemporary politics.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Reformist and Liberal Constitutionalism: <ul style="list-style-type: none">• Raja Ram Mohan Roy: Rights• Pandita Ramabai: GenderVivekananda: Ideal Society	12	03	15
Unit-2:	Nationalism and Liberation Gandhi: Swaraj Ambedkar: Social Justice Tagore: Critique of Nationalism Nehru: Secularism	12	03	15
Unit-3:	Contending Perspectives on Nationalism Iqbal: Community Savarkar: Hindutva	08	02	10
Unit-4:	Socialist Discourse Ram Manohar Lohia: Socialism	07	03	10

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

- (a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Essential Readings:

V. Mehta and T. Pantham (eds.), (2006) '*A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian Civilization*' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi*, Academic Press: Gurgaon, pp. 1-28.

II. Rammohan Roy: Rights

Essential Readings

R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) *Sources of Indian Tradition*, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830',

in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34.

T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) *Political Thought in Modern India*, New Delhi: Sage, pp.32-52.

S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in *A Critique on colonial India*, Calcutta: Papyrus, pp. 1-17.

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

III. Pandita Ramabai: Gender

Essential Readings:

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), *Pandita Ramabai Through her Own Words: Selected Works*, New Delhi: Oxford University Press, pp. 150-155.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in *Economic and Political Weekly*, Vol. 23(44), pp. 38-49.

U. Chakravarti, (2007) *Pandita Ramabai - A Life and a Time*, New Delhi: Critical Quest, pp. 1- 40.

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*, New Delhi: Navayana. pp. 205-224.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

IV. Vivekananda: Ideal Society

Essential Readings:

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp. 126-129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda*, Delhi: Oxford University Press, pp. 62- 79.

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264-280.

Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*, Delhi: Oxford University Press, pp. 29-65.

V. Gandhi: Swaraj

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2. Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication. 52

Dalton, (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore*, Gurgaon: The Academic Press, pp. 154-190.

R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), *Gandhi, Freedom and Self Rule*. Delhi: Sage.

VI. Ambedkar: Social Justice

Essential Readings:

B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp. 73-92.

VII. Tagore: Critique of Nationalism

Essential Readings:

R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore, Vol. 3*, New Delhi: Sahitya Akademi, pp. 548-551.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) *Rabindranath Tagore: Universality and Tradition*, London: Rosemont Publishing and Printing Corporation, pp. 29-39.

A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism*, Delhi: Oxford University Press, pp. 1-50.

VIII. Iqbal: Community

Essential Readings:

M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 218-222.

A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in *Social Scientist*, Vol.8 (8), pp. 52-63.

Madani, (2005) *Composite Nationalism and Islam*, New Delhi: Manohar, pp. 66-91.

L. Gordon-Polonsky, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), *Iqbal: Poet-Philosopher of Pakistan*, New York: Columbia University Press, pp. 108-134.

IX. Savarkar: Hindutva

Essential Readings:

V. Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva/-essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013 53

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.

Dh. Keer, (1966) *Veer Savarkar*, Bombay: Popular Prakashan, pp. 223-250.

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

X. Nehru: Secularism

Essential Readings:

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) *Nehru*, London: Routledge Historical Biographies, pp. 169-213.

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131-166

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

XI. Lohia: Socialism

Essential Readings:

M. Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: V

Course Title: Modern Political Philosophy

Course Code: Major 5.3

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Paper: Modern Political Philosophy

Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

Course Outcome:

- To interpret ideas underlying traditions in modern political philosophy
- To analyze the debates and arguments of leading political philosophers of different philosophical traditions
- To appraise the relevance of modern political philosophy in understanding contemporary politics

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Modernity and its discourses Modernity: Concept Discourses on Modernity	08	02	10
Unit-2:	Romantics a. Jean Jacques Rousseau Presentation themes: General Will b. Mary Wollstonecraft Presentation theme: Women and paternalism	15	05	20
Unit-3:	Liberal socialist John Stuart Mill Presentation theme: Liberty	08	02	10
Unit-4:	IV. Radicals a. Karl Marx Presentation theme: Class Struggle b. Alexandra Kollontai Presentation theme: Disagreement with Lenin	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

- (a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

READING LIST

I. Modernity and its discourses

Essential Readings:

I. Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16

II. Romantics

Essential Readings:

B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at

<http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

III. Liberal Socialist

Essential Readings:

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

IV. Radicals

Essential Readings:

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295

A. Kollontai (1909), *The Social Basis of the Woman Question*, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: V

Course Title: Contemporary Political Economy

Course Code: Major 5.4

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Paper: Contemporary Political Economy

Course Objective: This course introduces students to the key concepts, approaches, and debates in contemporary political economy. It examines how political behavior—such as voting, lobbying, and contesting elections—affects economic policies and institutions. Conversely, it analyzes how institutional frameworks, such as civil service systems and regulatory mechanisms, influence political actions and governance. The course also focuses on the impact of globalization, transnational corporations, and development challenges, with an emphasis on environmental concerns, identity politics, and policy dilemmas. It is particularly useful for students with academic or professional interests in public or development economics and public policy.

Course Outcome

After completing this course, students will be able to:

- Understand and explain different theoretical approaches to political economy, including classical liberalism, Marxism, and Gandhian economics.
- Analyze the role of globalization, multinational corporations, international organizations, and NGOs in shaping economic and political systems.
- Evaluate contemporary development issues, including environmental challenges, cultural impacts, and knowledge systems.
- Critically reflect on dilemmas arising from globalization, such as sovereignty, gender justice, racial and ethnic tensions, and migration.
- Apply theoretical insights to real-world issues and debates related to political and economic governance.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Approaches to Political Economy a. Classical Liberalism b. Marxism c. Welfarism d. Neo- Liberalism e. Gandhian Approach	12	03	15
Unit-2:	Globalization and Transnational Corporations. a. MNC and its Role in Political Economy b. Role of WTO c. International NGO's	20	05	25

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Unit-3:	Issues and Challenges in Development a. Culture: Media and Television b. Big Dams and Environmental Concerns c. Knowledge System	08	02	10
Unit-4:	Development and Dilemmas in the era of globalization. a. Debate on Sovereignty b. Gender c. Racial and Ethnic Problems d. Migration	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Essential Readings

- Robert Gilpin – *Global Political Economy: Understanding the International Economic Order*, Princeton University Press, 2001.
- Charles Lindblom – *Politics and Markets: The World's Political-Economic Systems*, Basic Books, 1977.
- Ha-Joon Chang – *Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism*, Bloomsbury Press, 2008.
- Joseph E. Stiglitz – *Globalization and Its Discontents*, W.W. Norton & Company, 2002.
- Amartya Sen – *Development as Freedom*, Oxford University Press, 1999.
- Prabhat Patnaik – *The Retreat to Unfreedom: Essays on the Emerging World Order*, Tulika Books, 2003.
- Thomas Friedman – *The Lexus and the Olive Tree: Understanding Globalization*, Farrar, Straus and Giroux, 1999.
- David Held & Anthony McGrew – *Global Transformations: Politics, Economics and Culture*, Polity Press, 2000.
- Susan Strange – *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge University Press, 1996.
- Lori Wallach & Patrick Woodall – *Whose Trade Organization? A Comprehensive Guide to the WTO*, New Press, 2004.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

- Gustavo Esteva & Madhu Suri Prakash – *Grassroots Post-Modernism: Remaking the Soil of Cultures*, Zed Books, 1998.
- Vandana Shiva – *Staying Alive: Women, Ecology and Development*, Zed Books, 1988.
- Arundhati Roy – *The Cost of Living*, Modern Library, 1999.
- Ashis Nandy – *Traditions, Tyranny and Utopias: Essays in the Politics of Awareness*, Oxford University Press, 1987.
- Chandra Talpade Mohanty – *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, Duke University Press, 2003.
- Edward Said – *Orientalism*, Vintage Books, 1978.
- Stephen Castles & Mark J. Miller – *The Age of Migration: International Population Movements in the Modern World*, Guilford Press, 2009.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: V

Course Title: Human Rights

Course Code: Minor 5.1

Nature of Course: Minor

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objective: The course will enhance the knowledge and understanding of human rights and foster the attitudes of tolerance, respect, solidarity, and responsibility. It will also develop awareness of how human rights can be translated into social and political reality. The course will develop the skills for protecting human rights and get acquainted with Human Rights as well as gain respect and tolerance for difference.

Course Outcome: This course enables students to develop a comprehensive understanding of the evolution and institutionalization of human rights, with particular emphasis on the Universal Declaration of Human Rights (UDHR) and the Indian Constitution. By engaging with multiple approaches—including the universalist, cultural relativist, and Marxian perspectives—students gain the ability to critically analyze the theoretical foundations and contested meanings of human rights across cultures and political systems.

The course also enhances the ability to examine contemporary issues such as terrorism, gender-based violence, and other human rights violations in India. Students learn to assess the implications of these challenges and become familiar with both legal remedies and societal responses. Furthermore, the course instills values of empathy, respect for diversity, and a commitment to upholding the dignity of all individuals, thereby encouraging students to become responsible and socially conscious citizens capable of promoting human rights in both local and global contexts.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Human Rights and Institutionalization <ul style="list-style-type: none">• Human Rights and UDHR• Human Rights in Indian Constitution	12	03	15
Unit-2:	Unit II: Approaches and perspectives <ul style="list-style-type: none">• Universal Approach• Cultural Relativist Approach• Marxian Perspective	15	05	20
Unit-3:	Unit III: Terrorism and Human Rights <ul style="list-style-type: none">• Violation of Human Rights in India• Recent Debates on Human Rights	08	02	10
Unit-4:	Unit IV: Gender and Violence <ul style="list-style-type: none">• Women Crime Status in India• Remedies for violation of Human Rights• Recent Issues	12	03	15

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

READING LIST

Chauhan, S.R., & N. S. Chauhan(ed): International Dimension of Human Rights(Vol. I,II,III), Global Vision Publishing House, New Delhi, 2006

Symondies, Janusz(ed),: Human Rights: Concepts and Standards, UNESCO Publishing, 2000

Saksena, K. P.,: Human Rights, Lancers Books, New Delhi, 1999

Buzarbaruah, Bhupesh Malla and Ripima Buzarbaruah, Manav Adhikar, Bani Prakash,Guwahati, 2006

Yasin, Adil-ul, and Archana Upaddhyay,: Human Rights, Akansha Publishing House, NewDelhi, 2004

Darren JO' Byrne, Human Rights: An Introduction, New Delhi: Pearson Education in South Asia, 2008.

K.G. Kannabiran, The Wage of Impunity, Orient Longman, 2004.

C.J. Nirmal ed., Human Rights in India: Historical, Social and Political Perspectives, OIP, Delhi, 2004.

M. Cranston. What are Human Rights? London: The Bodley Head, 1973.

J. Hoffman and P. Graham, (2006) 'Human Rights', **Introduction to Political Theory**, Delhi,Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: VI

Course Title: Indian Foreign Policy in Contemporary Perspective

Course Code: Major 6.1

Nature of Course: Major

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Paper: Indian Foreign Policy in Contemporary Perspective

Course Objective: This course introduces students to key themes and issues in Indian foreign policy. It aims to foster insights into the evolution, institutions, and strategic shifts in India's foreign relations, including its nuclear policy and regional-global engagements.

Course Outcome: Students will develop a critical understanding of the foundations and evolution of Indian foreign policy. They will be able to analyze India's foreign relations with major powers and neighboring countries and assess the implications of global developments on India's diplomatic strategies. The course equips learners for further study or research in foreign policy and international relations.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Indian foreign policy: origin, determinants and major themes a. Origin of foreign policy in India b. Major determinants of foreign policy in India c. Institutions of foreign policy making in India d. Nonalignment: challenges and relevance	12	03	15
Unit-2:	Emerging themes in Indian foreign policy a. India and the changing global balance of power b. India and the nuclear non-proliferation order c. India's foreign economic policy	20	05	25
Unit-3:	India and the major global powers a. India and the US b. India and Russia	08	02	10
Unit-4:	India's regional foreign policy a. India and South Asia b. India and East Asia and South East Asia	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

- (a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Reading List

- David Malone – *Does the Elephant Dance? Contemporary Indian Foreign Policy*, Oxford University Press, 2011.
- Rajiv Sikri – *Challenge and Strategy: Rethinking India's Foreign Policy*, Sage Publications, 2009.
- Shashi Tharoor – *Pax Indica: India and the World of the 21st Century*, Penguin Books, 2012.
- Sumit Ganguly (Ed.) – *India's Foreign Policy: Retrospect and Prospect*, Oxford University Press, 2010.
- C. Raja Mohan – *Crossing the Rubicon: The Shaping of India's New Foreign Policy*, Viking/Penguin, 2003.
- J.N. Dixit – *Indian Foreign Policy and Its Neighbours*, Gyan Publishing, 2001.
- Harsh V. Pant (Ed.) – *Indian Foreign Policy in a Unipolar World*, Routledge India, 2009.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: VI

Course Title: Environmental Issues and Politics in Contemporary India

Course Code: Major 6.2

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objective: The course explores theoretical, legal, and policy aspects of environmental issues in India. It examines national and international responses to environmental challenges and the role of the state, judiciary, and civil society in ecological governance.

Course Outcome: Students will understand key environmental challenges in India, including climate change, pollution, deforestation, and biodiversity loss. They will gain insights into environmental legislation, constitutional duties, and judicial activism, enabling them to critically evaluate state and societal roles in promoting sustainable development.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Introduction to Environmental Issues in India a. Environmental History in India b. Environmental Issues in India (i) Climate Change (ii) Deforestation, (iii). Pollution, (iv). Ozone Depletion (v) Biodiversity loss etc.	12	03	15
Unit-2: (25 Marks)	Environmental Policy in India a. The Emergence of Environmental Policy 1970s b. Environmental Policy Since the Mid-1980s c. National Hydro Policy, 1998 d. Energy Conservation Act 2001 e. National Forest Policy 1952/1988	20	05	25
Unit-3: (15 Marks)	Constitutional Provisions and Environment a. India's International Obligations b. Fundamental Duty to protect environment. c. Constitutional directions to state concerning environment. d. Fundamental Rights and Environmental Protection.	20	05	25
Unit-4: (20 Marks)	Legislative Provisions and Judicial Initiative Concerning Environment. a. Wild Life Protection Act 1972 b. Environment (Protection) Act 1986 c. Judicial Stewardship towards Environment d. National Green Tribunal Act 2010	16	04	20

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Reading List

Ramachandra Guha – *Environmentalism: A Global History*, Longman, 1999.

Anil Agarwal and Sunita Narain – *State of India's Environment Reports*, Centre for Science and Environment (CSE).

Vandana Shiva – *Staying Alive: Women, Ecology and Development*, Zed Books, 1988.

Narmada Bachao Andolan – *The Struggle for Water and Justice*, Independent Publications.

Kanchi Kohli and Manju Menon – *Development of Environmental Laws in India*, Kalpavriksh Publications.

Erach Bharucha – *Textbook of Environmental Studies for Undergraduate Courses*, University Grants Commission (UGC), 2005.

Armin Rosencranz, Shyam Divan, Martha L. Noble – *Environmental Law and Policy in India*, Oxford University Press, 2001.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: VI

Course Title: Society and Politics in Assam

Course Code: Major 6.3

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objective: The course offers a historical and political analysis of society in Assam, from the pre-colonial period to post-independence developments. It emphasizes identity, autonomy, regionalism, and issues of governance and development.

Course Outcome: Students will be able to interpret Assam's socio-political transitions through various historical phases. They will gain an understanding of colonial impacts, language politics, autonomy movements, and economic challenges, equipping them with critical perspectives on regional politics.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Society in Pre Colonial Assam <ul style="list-style-type: none">• Social Groups, Class Structure, Economy and Administration.	12	03	15
Unit-2:	Society in Colonial Assam <ul style="list-style-type: none">• Colonial Administration• Land Administration System• Demographic and Economic Changes• Social Groups, Class and Nationality Formation	20	05	25
Unit-3:	Political Development in Post Colonial Assam <ul style="list-style-type: none">• Independence and Partition• Reorganization of Assam and Language Issue• Emergence of Regionalism• Tribal Politics and Autonomy Movement• District Councils, Autonomous Council and Panchayati Raj	08	02	10
Unit-4:	Problems of Economic Development in Post-Colonial Assam	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Reading List

1. Amalendu Guha – *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*, Tulika Books, 2006.
2. Sanjib Baruah – *India Against Itself: Assam and the Politics of Nationality*, University of Pennsylvania Press, 1999.
3. Udayon Misra – *The Periphery Strikes Back: Challenges to the Nation-State in Assam and Nagaland*, Indian Institute of Advanced Study, 2000.
4. Monirul Hussain – *Interrogating Development: State, Displacement and Popular Resistance in North East India*, Sage Publications, 2008.
5. Hiren Gohain – *Assam: A Burning Question*, Spectrum India.
6. B. Pakem (Ed.) – *Nationality, Ethnicity and Cultural Identity in North-East India*, Omsons Publications.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: VI

Course Title: Public Opinion and Survey Research

Course Code: Major 6.4

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Paper: Public Opinion and Survey Research

Course Objective: This course familiarizes students with the theoretical and practical dimensions of public opinion in democracies. It emphasizes survey methods, data analysis, and research design, with a focus on the Indian context.

Course Outcome: Students will acquire practical knowledge of public opinion polling and survey research. They will learn techniques for sampling, interviewing, questionnaire design, and data interpretation, enabling them to undertake field-based research and analyze democratic participation empirically.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Introduction to the course Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll	12	03	15
Unit-2:	Measuring Public Opinion with Surveys: Representation and sampling a. Sampling: Meaning and needs b. Sampling error c. Types of sampling: Non random sampling; random sampling	20	05	25
Unit-3:	Survey Research (3 lectures) a. Interviewing: Interview techniques pitfalls, different types of and forms of interview b. Questionnaire: Question wording; fairness and clarity.	08	02	10
Unit-4:	Quantitative Data Analysis (4 lectures) a. Quantitative data analysis: Meaning b. Basic concepts: correlational research, causation and prediction	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Reading List

1. Neeraj Hatwal – *Understanding Public Opinion*, National Book Trust, India.
2. Floyd J. Fowler Jr. – *Survey Research Methods*, Sage Publications, 5th Edition.
3. Herbert Asher – *Polling and the Public: What Every Citizen Should Know*, CQ Press, 8th Edition.
4. Earl Babbie – *The Practice of Social Research*, Cengage Learning.
5. A. Ranjit – *Research Methodology in Social Sciences*, Oxford University Press.
6. Lokniti-CSDS Reports – *Various election studies and public opinion surveys*, (available at Lokniti.org).
7. Nuffield Election Studies (UK) – *Examples for comparative understanding of opinion polling*.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam
Semester: VI

Course Title: Understanding South Asia

Course Code: Minor 6.1

Nature of Course: Minor

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Paper: Understanding South Asia

Course Objective: This course introduces the regional dynamics of South Asia, exploring colonial legacies, political systems, socio-economic issues, and regional cooperation mechanisms like SAARC. It imparts an understanding of political regime types as well as the socioeconomic issues of the region in a comparative framework. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

Course Outcome: Students will gain a comparative understanding of South Asian political regimes, identity-based conflicts, and development challenges. They will be able to analyze regional cooperation efforts and assess the prospects and constraints of South Asian unity in a globalized context.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	South Asia- Understanding South Asia as a Region a. Colonial Legacies (b) Geopolitics of South Asia	12	03	15
Unit-2:	Politics and Governance a. Regime types: democracy, authoritarianism, monarchy b. Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka	20	05	25
Unit-3:	Socio-Economic Issues a. Identity politics: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)	08	02	10
Unit-4:	Regional Issues and Challenges a. South Asian Association for Regional Cooperation (SAARC): problems and prospects b. Terrorism	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

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(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Reading List

- Mahendra Lama – *South Asia: Dynamics of Politics, Economy and Security*, Indian Council for South Asian Cooperation.
- Sugata Bose & Ayesha Jalal – *Modern South Asia: History, Culture, Political Economy*, Routledge, 3rd Edition.
- Rahul Mukherji (Ed.) – *Governance in South Asia*, Sage Publications, 2011.
- Navnita Chadha Behera (Ed.) – *Democracy, Nationalism and Peace in South Asia*, Sage Publications.
- Imtiaz Ahmed (Ed.) – *Understanding the Political Culture of South Asia*, Maulana Abul Kalam Azad Institute of Asian Studies.
- Christophe Jaffrelot – *Religion, Caste and Politics in India*, Primus Books, 2010.
- Lok Raj Baral – *Opposition Politics in South Asia*, Vikas Publishing, 2000.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: VII

Course Title: Research Methodology in Social Science

Course Code: Major 7.1

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objectives:

This course aims to introduce students to the foundational concepts and methodological frameworks central to social science research. It seeks to familiarize them with various types and approaches to research, including quantitative, qualitative, and mixed methods. The course also encourages critical engagement with theoretical debates such as positivism, the relevance of scientific inquiry, and issues of validity and reliability. In addition to conceptual clarity, the course is designed to equip students with practical knowledge related to research design, sampling techniques, and methods of data collection and analysis. Overall, the objective is to enable students to apply appropriate research tools and techniques in formulating and executing methodologically sound research projects.

Course Outcomes:

By the end of this course, students will have developed a comprehensive understanding of the philosophical and methodological foundations of research in the social sciences. They will be able to identify and apply suitable research methods for different types of inquiry and critically evaluate the relevance and validity of those methods. Students will gain hands-on experience in designing research instruments, conducting fieldwork, and analyzing both qualitative and quantitative data. Furthermore, the course will prepare students to undertake independent research with methodological and ethical rigor, thereby enhancing their capacity for empirical investigation and critical analysis within the discipline.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Introduction to Social Research a. Meaning and Definition of Social Research 2. Objectives of Social Research 3. Steps of Social Research	12	03	15
Unit-2:	Types of Research Methods 1 Pure and Applied Research 2 Explorative Research and Action Research 3 Mixed Methods of Research: Key points 4 Combining Quantitative and Qualitative Research	20	05	25
Unit-3:	Sampling 1 Sampling: Sampling Techniques, Choice of Sampling Techniques and Sample Size	08	02	10

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	2. Types of Sampling			
Unit-4:	Data Collection and Analysis 1 Types of Data 2 Construction of Schedules and Questionnaires 3 Structured Interviewing 4. Qualitative and Quantitative Analysis	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Reading List

Ahuja, Ram. (2001). *Research Methods*. Rawat Publications.

Babbie, Earl. (2013). *The Basics of Social Research*. Cengage Learning.

Bajpai, S.R. (2008). *Methods of Social Survey and Research*. Kitab Ghar.

Blalock, Hubert M. (1970). *Social Statistics*. McGraw-Hill.

Bose, Pradip Kumar. (2000). *Research Methodology*. ICSSR.

Bryman, Alan. (2016). *Social Research Methods*. Oxford University Press.

Creswell, John W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

Goode, W.J., & Hatt, P.K. (1981). *Methods in Social Research*. McGraw-Hill.

Kerlinger, Fred N. (1973). *Foundations of Behavioral Research*. Holt, Rinehart and Winston.

Mohan, R. (2012). *Research Methods in Social Sciences*. Eastern Economy Edition, PHI Learning.

Kumar, Ranjit. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE India.

Neuman, W. Lawrence. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.

Sarantakos, Sotirios. (2012). *Social Research*. Palgrave Macmillan.

B.A Political Science NEP Course Content
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Silverman, David. (2013). *Doing Qualitative Research*. SAGE Publications.

Thakur, Devendra. (2003). *Research Methodology in Social Sciences*. Deep & Deep Publications.

Young, Pauline V. (2005). *Scientific Social Surveys and Research*. Prentice Hall.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: VII

Course Title: Development Process and Social Movement in Contemporary North East India

Course Code: Core Major 7.2

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objectives : This course aims to introduce students to the theoretical and empirical dimensions of social movements with a specific focus on the North East region of India. It examines the dynamics of identity, autonomy, and new social movements as responses to the changing development process in the region. Through detailed case studies such as the Assam Movement, Bodo Movement, Naga Mothers' Association, and anti-dam protests, the course encourages students to critically engage with the socio-political challenges and aspirations of various communities. The course also seeks to develop analytical skills to understand the linkages between state policies, regional inequalities, identity assertions, and grassroots mobilization in the North East.

Course Outcomes: On successful completion of this course, students will gain a conceptual and empirical understanding of various social movements and their role in shaping contemporary politics in North East India. They will be able to analyze the interplay between identity, ethnicity, development, and autonomy demands, and understand the causes and consequences of collective action in a region marked by cultural diversity and political contestation. The course will also enhance students' capacity to assess state responses, policy frameworks, and emerging trends in new social movements relating to gender, environment, and human rights in the region.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Understanding Social Movements Meaning, Definition, Typology, New Socia, Movements	12	03	15
Unit-2:	Identity Movements a. Language Movement in Assam b. Assam Movement c. Tripuri Movement d. Movement Demanding ST status in Assam	20	05	25
Unit-3:	Autonomy Movements a. Bodo Movement b. Naga Movement c. Kamatapur Movement	08	02	10
	New Social Movements	16	04	20

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Unit-4:	a. Environmental Movements (Anti Dam Movement) b. Civil Rights Movement (Movement against AFSPA) c. Women Movement (Naga Mothers' Association and Meira Paibis)			
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Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Reading List

Baruah, Sanjib. (1999). *India Against Itself: Assam and the Politics of Nationality*. University of Pennsylvania Press.

Fernandes, Walter. (2008). *Land, Tribals and Development*. North Eastern Social Research Centre.

Phukon, Girin. (2004). *Ethnicisation of Politics in Northeast India*. South Asian Publishers.

Misra, Udayon. (2000). *The Periphery Strikes Back: Challenges to the Nation-State in Assam and Nagaland*. IAS.

Nag, Sajal. (2002). *Contesting Marginality: Ethnicity, Insurgency and Subnationalism in North-East India*. Manohar Publishers.

Ao, Temsula. (2011). *On Being a Naga*. Zubaan.

Goswami, Uddipana. (2014). *Conflict and Reconciliation: The Politics of Ethnicity in Assam*. Routledge.

Xaxa, Virginus. (2005). *Politics of Language, Religion and Identity: Tribes in India*. Economic and Political Weekly.

Devi, L. Somi. (2015). *Meira Paibi Movement in Manipur: An Appraisal*. The NEHU Journal, XIII(1).

Manchanda, Rita. (2001). *Women, War, and Peace in Northeast India*. Sage Publications.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: VII

Course Title: Human Rights and Environment

Course Code: Major 7.3

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objective: To describe the basic concepts of human rights To comprehend different approaches regarding human rights. To familiarise the role of UNO in the growth and development of human rights. To describe different measures taken for the protection of human rights

Course Outcomes: The course will enable students to understand the meaning, nature, and significance of human rights as a universal and evolving concept. Students will critically engage with different theoretical approaches, including universalist, cultural relativist, and Marxian perspectives. They will be familiarized with the role of the United Nations in the institutionalization and protection of human rights globally. Furthermore, the course will provide a conceptual and practical understanding of the intersection between human rights and environmental issues, allowing students to examine debates around environmental citizenship, ecological justice, and the rights of forest dwellers.

Unit	Contents	Lecture	Tutorials	Total
Unit-1: (20 Marks)	Introduction to Human Rights Concept of Human Rights – meaning, nature, importance Growth and evolution of Human Rights Classification- three generation of Human Rights	12	03	15
Unit-2: (25 Marks)	Approaches and perspectives <ul style="list-style-type: none">• Universal Approach• Cultural Relativist Approach• Marxian Perspective	15	05	20
Unit-3: (10 Marks)	Human Rights and UNO <ul style="list-style-type: none">• International Bill of Rights – UDHR, ICCPR, ICESCR, Optional Protocols• Conventions Convention on Elimination of All Forms of Discrimination Against Women, Convention on Rights of the Child• Human Rights Council	15	05	20
Unit-4: (25 Marks)	Human rights and the Environment <ul style="list-style-type: none">• Environmental Rights• Environmental Citizens• Rights of Forest Dwellers V/S Environmental Conservation.	15	05	20

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Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Reading List

- Donnelly, Jack. (2013). *Universal Human Rights in Theory and Practice*. Cornell University Press.
- Freeman, Michael. (2011). *Human Rights: An Interdisciplinary Approach*. Polity Press.
- Falk, Richard. (2000). *Human Rights Horizons: The Pursuit of Justice in a Globalizing World*. Routledge.
- Alston, Philip & Goodman, Ryan. (2013). *International Human Rights*. Oxford University Press.
- Nickel, James W. (2007). *Making Sense of Human Rights*. Wiley-Blackwell.
- Shiva, Vandana. (1991). *Ecology and the Politics of Survival*. Sage Publications.
- Guha, Ramachandra & Martinez-Alier, Joan. (1997). *Varieties of Environmentalism: Essays North and South*. Earthscan.
- Desai, A.R. (1986). *Violation of Democratic Rights in India*. Popular Prakashan.
- Singh, Shekhar. (1992). *The Human Rights Movement in India: A Historical Overview*. EPW.
- Ghai, Yash. (2000). *Human Rights and Governance in India*. South Asia Human Rights Documentation Centre.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: VII

(Additional paper only for Non Research)

Course Title: Contemporary Political Issues and Debates

Course Code: Major 7.4

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Paper: Contemporary Political Issues and Debates

Course Objective: This course aims to familiarize students with key political issues and debates that shape contemporary global and national discourse. It covers pressing themes such as environmental governance, terrorism, human development and security, and gender justice. Through the analysis of key declarations, indices, and case studies—particularly within the Indian and North-East Indian contexts—the course equips students with a critical understanding of contemporary political challenges and the normative frameworks developed to address them.

Course Outcomes: Upon completion of this course, students will be able to critically engage with and analyze a range of contemporary political issues from both national and global perspectives. They will gain conceptual clarity on environmental governance frameworks like the Brundtland Report and Rio Declaration, develop an understanding of terrorism in its various forms including its impact in North-East India, and comprehend the indicators and policies associated with human development and security. Furthermore, students will be able to examine contemporary gender-related debates with reference to international frameworks like the Beijing Declaration and domestic mechanisms such as gender budgeting and the Gender Development Index.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Environmental Issues <ul style="list-style-type: none">· Brundtland Commission Report and Sustainable Development· Rio Declaration· Copenhagen Declaration	12	03	15
Unit-2:	Terrorism <ul style="list-style-type: none">· Meaning and nature of terrorism· Forms of Terrorism: State and non-state· Terrorism in North-East India	20	05	25
Unit-3:	Human Development & Human Security <ul style="list-style-type: none">· Concept of Human Development· Concept of Human Security· Indicators of Human Development – HDI & HPI.	08	02	10

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Unit-4:	Issues of Gender <ul style="list-style-type: none">· Gender Exclusion and Gender Justice· Beijing Declaration, 1995· Concept of Gender Development Index & Gender Budgeting	16	04	20
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Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Essential Readings:

Baylis. John & Smith, Steve, *The Globalization of World Politics*, Oxford, 2001

Bhasin, Kamal & Khan Nighat Said, *Some questions on Feminism and its relevance in South Asia*, Kali for women, 198

Dutta, Akhil Ranjan (edited) *Human Security in North-East India: Issues and Policies*, Anvesha, 2009

Fukuda Parr, Sakiko & Shiva Kumar, AK (edited) *Readings in human rights: concept, measures and politics for a development paradigm*, Oxford New Delhi, 2003

Hussain, Monirul, *Interrogating Development: State, Displacement and Popular Resistance in North East India*; Sage Publications India, 2008

Priyan, Manisha, Madhilika Banerjee & Menon Krishna, *Human Rights, Gender and Environment* Pearson, 2009

UNDP: 1994 *Annual Human Development report* (Theme Human Security)

Weinberg Leonard, *Global Terrorism: A beginner's guide*, Oneworld Oxford, 2006

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Or

Semester: VII

(Additional paper only for Research)

Course Title: Dissertation/Project

Course Code: Major 7.4

Nature of Course: Major

Total Credits: 4

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Semester: VII

Course Title: Women, Power and Politics

Course Code: Minor 7.1

Nature of Course: Minor

Total Credits: 4

Distribution of Marks: 80 (End -Sem) +20 (Sessional)

Course Objective: This course provides a critical introduction to the key concepts, theoretical perspectives, and political dimensions of gender and power. It explores the structures and dynamics of patriarchy across different domains, and introduces students to various feminist perspectives. The course traces the historical trajectory of the women's movement in India and interrogates contemporary issues such as gender-based violence, unpaid care work, and political marginalization. Students will also examine women's participation in the economy and political life through the lens of power, resistance, and justice.

Course Outcomes: By the end of the course, students will be able to understand and critically analyze key concepts such as patriarchy, power, and gendered divisions of the public and private spheres. They will engage with diverse feminist frameworks—liberal, Marxist, and radical—and evaluate their contributions to gender discourse. Students will develop an informed understanding of the women's movement in India, including the issues it has addressed such as domestic violence, femicide, and trafficking. The course will also help students reflect on women's roles in labour—both visible and invisible—and assess how these intersect with broader political and economic systems.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Groundings Patriarchy <ul style="list-style-type: none">a. Sex-Gender Debatesb. Public and Privatec. Power Domains of Patriarchy <ul style="list-style-type: none">a. Familyb. Communityc. State	12	03	15
Unit-2:	Feminism Different Perspectives: Liberal, Marxist & Radical	20	05	25
Unit-3:	Movements and Issues History of the Women's Movement in India Violence against women: <ul style="list-style-type: none">• Domestic Violence	08	02	10

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	<ul style="list-style-type: none"> • Femicide • Human Trafficking 			
Unit-4:	Work and Labour a. Visible and Invisible work b. Reproductive and care work c. Sex work	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Essential Readings.

Agnes, Flavia. (2000). "Law and Women's Rights in India: An Overview." *Journal of Law and Society*, 27(4), 610-631.

Banerjee S. (1993). The Beshya and the Babu-prostitute and her clientele in 19th century Bengal. *Economic and Political Weekly*, 28(45), 2461–2472.

Banerjee S. (2000). *Dangerous outcast, the prostitute in nineteenth century Bengal*. Kolkata: Seagull Books.

Beauvoir, Simone de. (1949). *The Second Sex*. Vintage.

Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.

Chang S. (2012). *A colonial haunting: Prostitution and the politics of sex trafficking in British India, 1917–1939* (Master of Arts thesis). The University of British Columbia, Vancouver.

Chauhan, Anjuli. (2013). *Domestic Violence Against Women in India: A Socio-Legal Perspective*. Springer.

Coltrane, Scott. (1996). *Gender and Families*. Pine Forge Press.

Connell, R. W. (2005). *Masculinities* (2nd ed.). University of California Press.

Elshtain, Jean Bethke. (1981). *Public Man, Private Woman: Women in Social and Political Thought*. Princeton University Press.

Enloe, Cynthia. (2004). *The Curious Feminist: Searching for Women in a New Age of Empire*. University of California Press.

Fausto-Sterling, Anne. (2000). *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Federici, Silvia. (2012). *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*. PM Press.

John, Mary E., & Nair, Janaki. (Eds.). (2003). *A Question of Silence?: The Sexual Economies of Modern India*. Kali for Women.

Kapoor, M. (2011). *Human trafficking in India*. SAGE Publications.

Kapoor, Manjari. (2011). *Human Trafficking in India*. SAGE Publications.

Kumar, Radha. (1994). *The History of Doing: The Women's Movement in India*. Verso.

Lerner, Gerda. (1986). *The Creation of Patriarchy*. Oxford University Press.

MacKinnon, Catharine A. (1989). *Toward a Feminist Theory of the State*. Harvard University Press.

Menon, Nivedita. (2012). *Seeing Like a Feminist*. Zubaan.

Mohanty, Chandra Talpade. (2003). "Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs: Journal of Women in Culture and Society*, 28(2), 499-535.

Pattanaik, B. (2008). *Invisible labour: Child trafficking for sexual exploitation in India*. SAGE Publications.

Pattanaik, Bandana. (2008). *Invisible Labour: Child Trafficking for Sexual Exploitation in India*. SAGE Publications.

Rosser, S. V. (1997). Possible implications of feminist theories for the study of evolution. In P. A. Gowaty (Ed.), *Feminism and evolutionary biology: Boundaries, intersections, and frontiers* (pp. 21–41). New York, NY: Chapman & Hall.

Rubin, Gayle. (1984). "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In *Pleasure and Danger: Exploring Female Sexuality*, edited by Carole S. Vance, 267-319. Routledge.

Shah, Svati. (2014). *Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai*. Duke University Press.

Sharma, Kalpana. (2019). *The Silence and the Storm: Narratives of Violence Against Women in India*. Aleph Book Company.

Thorne, Barrie. (1992). *Gender Play: Girls and Boys in School*. Rutgers University Press.

Walby, Sylvia. (1990). *Theorizing Patriarchy*. Blackwell Publishing.

Yuval-Davis, Nira. (1997). *Gender & Nation*. Sage Publications.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: VIII

Course Title: Feminism: Theory and Practice

Course Code: Major 8.1

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objective: The objective of this course is to provide students with a critical understanding of feminist theory and its application in analyzing gender relations. It explores the construction of gender, the dynamics of patriarchy, and major feminist theoretical perspectives. The course also examines the historical evolution of feminist movements globally and in India, while offering a gendered critique of Indian society, economy, and politics.

Course Outcome: By the end of the course, students will be able to critically engage with feminist theories and apply them to understand social structures and power relations. They will gain insight into the historical trajectories of feminist struggles, both in the global and Indian contexts, and develop the ability to analyze contemporary issues affecting women's lives, work, and rights from a feminist perspective.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Approaches to understanding Patriarchy <ul style="list-style-type: none">• Feminist theorising of the sex/gender distinction.• Biologism versus social constructivism• Understanding Patriarchy and Feminism<ul style="list-style-type: none">• Liberal, Socialist, Marxist, Radical feminism,• New Feminist Schools/Traditions	12	03	22
Unit-2:	History of Feminism <ul style="list-style-type: none">• Origins of Feminism in the West: France, Britain and United States of America• Feminism in the Socialist Countries: China, Cuba and erstwhile USSR• Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India	20	05	22

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Unit-3:	<p>The Indian Experience</p> <p>Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India</p> <p>Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights</p>	08	02	16
Unit-4:	<p>Understanding Woman's Work and Labour –</p> <p>Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care),</p> <p>Underpaid and Paid work,- Methods of computing women's work , Female headed Households</p>	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Beauvoir, Simone de. *The Second Sex*. London: Vintage Books, 2009.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.

Tong, Rosemarie. *Feminist Thought: A More Comprehensive Introduction*. Boulder, CO: Westview Press, 2009.

Walby, Sylvia. *Theorizing Patriarchy*. Oxford: Blackwell, 1990.

Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press, 2003.

John, Mary E. *Discrepant Dislocations: Feminism, Theory and Postcolonial Histories*. New Delhi: Oxford University Press, 1996.

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Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990.* New Delhi: Zubaan, 1993.

Desai, Neera and Maithreyi Krishnaraj. *Women and Society in India.* New Delhi: Ajanta Publications, 1987.

Agarwal, Bina. *A Field of One's Own: Gender and Land Rights in South Asia.* Cambridge: Cambridge University Press, 1994.

Rege, Sharmila (Ed.). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge.* New Delhi: Sage, 2003.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: VIII

Course Title: Digital Social Sciences

Course Code: Core Major 8.2

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objectives: The aspect of digital technology and its capacity for social transformation is the mainstay of the emerging field of Digital Social Sciences. The course aims to introduce students to this field of Digital Social Sciences by primarily focussing on two intertwined aspects of the field- first, impact of digital technologies on the society and two, the role of digital technologies in the study of Social Sciences or the study of society. The intertwined aspect of the twin focus can be alternately formulated as the attempt of the course to understand social change taking place under the impact of digital technology while digital technology providing with the tools to map out these changes.

Course outcomes: On successful completion of the course, the students would demonstrate:

- An understanding of digital technology and the ways in which it shapes the society.
- An understanding into how digital tools are used as research and pedagogic devices to map out social changes
- Clarity on concepts of the digital world such as Big Data, Artificial Intelligence, Algorithm, etc.
- Familiarity with digital techniques such as the biometrics and digital spaces such as the Social Media in the sphere of communication or the Gig Economy in the market sphere.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Introduction to Digital Social Sciences a. Digital Literacy in Social Sciences b. Digital Information and Science of Society c. Access to Internet and Artificial Intelligence	20	05	25
Unit-2:	Digital Identification a. Biometric and Identification b. Biometric verification and New Security Measures	20	05	25
Unit-3:	Social Media and Public Sphere a. Role of Social Media in Society and Politics b. Impact of Social Media and Social Change	08	02	10
Unit-4:	Digital Economy a. Labour and Digital Economy b. UPI and New Era of Digital Transaction	16	04	20

Modes of Internal Assessment: 40 Marks

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Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Essential/recommended readings

Polizzi, Gianfranco, 'Information literacy in the digital age: why critical digital literacy matters for democracy.' In: Goldstein, Stéphane (ed.) *Informed societies: why information literacy matters for citizenship, participation and democracy*. Facet Publishing, London, UK (2020), 1-23.

Robert Todd Perdue & Joshua Sbicca (2013) "Public Access: For Socially Relevant. Knowledge Production and a Democratic Cybersphere", *Fast Capitalism*, Volume 10, Issue 1, 2013

Buckland, Michael. *Information and Society*. United Kingdom: MIT Press, 2017.

Sandeep Mertia (edited), *Lives of Data: Essays on Computational Cultures from India*. Netherlands: Institute of Network Cultures, 2020. (Introduction), pp. 9-25.

Holmes, Dawn E.. *Big Data: A Very Short Introduction*. United Kingdom: Oxford University Press, 2017.

Sinha, Amber (2019). "The Politics of India's Data Protection Ecosystem," *Economic and Political Weekly*. Vol. 54, Issue No. 49, 14 Dec, 2019.

Fairhurst, Michael. *Biometrics: A Very Short Introduction*. United Kingdom: OUP Oxford, 2018.

Nayar, Pramod K., 'I Sing the Body Biometric': Surveillance and Biological Citizenship,' *Economic and Political Weekly*, Vol. 47, No. 32 (August 11, 2012)

Singh, P. 'Aadhaar: Platform over Troubled Waters.' In: Athique, A., Parthasarathi, V. (eds) *Platform Capitalism in India. Global Transformations in Media and Communication Research*, Palgrave Macmillan, 2020.

Agrawal, Ravi. 2018. *India Connected: How the Smartphone is Transforming the World's Largest Democracy*. New Delhi: Oxford University Press.

Jeffrey, Robin and AssaDoron. 2013. *Cell Phone Nation: How Mobile Phones Have Revolutionized Business, Politics and Ordinary Life in India*. Hachette India.

Narayanan Shalini and SunetraSen Narayan, *India Connected: Mapping the Impact of New Media*. India: SAGE Publications, 2016.

Venkatraman, Shriram. *Social Media in South India*. United Kingdom: UCL Press, 2017.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Sunstein, Cass R. *#Republic: Divided Democracy in the Age of Social Media*. United Kingdom: Princeton University Press, 2018.

Castells, Manuel. *Networks of Outrage and Hope: Social Movements in the Internet Age*. Germany: Polity Press, 2015.

Sinha, Amber. *The Networked Public: How Social Media Changed Democracy*. New Delhi: Rupa, 2019.

Philipose, Pamela. *Media's Shifting Terrain: Five Years that Transformed the Way India Communicates*. India: Orient BlackSwan, 2019.

Biju. P. R., *Political Internet: State and Politics in the Age of Social Media*. Taylor & Francis, 2016.

Rodrigues, U. (2020). Political Communication on Social Media Platforms. In: Athique, A., Parthasarathi, V. (eds) *Platform Capitalism in India. Global Transformations in Media and Communication Research*, Palgrave Macmillan, 2020.

Chander, Anupam. *The Electronic Silk Road: How the Web Binds the World Together in Commerce*. United Kingdom: Yale University Press, 2013.

Dolber, Brian, ChenjeraiKumanyika, Michelle Rodino-Colocino, Todd Wolfson (edited), *The Gig*

Economy: Workers and Media in the Age of Convergence. United Kingdom: Taylor & Francis, 2021. (Chapter 1 and 3)

Verma, Ravinder Kumar, P. Vigneswarallavarasan, and Arpan Kumar Kar, 'Inequalities in Ride- Hailing Platforms.' In: Athique, A., Parthasarathi, V. (eds) *Platform Capitalism in India. Global Transformations in Media and Communication Research*, Palgrave Macmillan, 2020.

Boden, Margaret A. *Artificial Intelligence: A Very Short Introduction*. London: Oxford University Press, 2018.

Frey, Carl Benedikt. *The Technology Trap: Capital, Labor, and Power in the Age of Automation*. United Kingdom: Princeton University Press, 2020. (Chapter 12: Artificial Intelligence)

Eubanks, Virginia. *Automating Inequality: How High-Tech Tools Profile, Police and Punish the Poor*. St Martin's Press. (2018) (Introduction: Red Flags)

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: VIII

Course Title: India's National Security: Major Challenges and Strategic Thinking

Course Code: Core 8.3

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objective: The course aims to provide a comprehensive understanding of India's national security landscape by analyzing internal and external challenges through the lens of strategic thinking. It explores the historical, textual, and intellectual foundations of Indian strategic culture, assesses major security threats, and evaluates India's evolving policy responses in a dynamic global context.

Course Outcome: Upon completion, students will be able to critically assess the conceptual and practical dimensions of India's national security. They will develop insights into traditional and contemporary security threats, internal insurgencies, and external tensions. Students will also understand India's strategic doctrines, decision-making frameworks, and multilateral approaches to security in the 21st century.

Paper: India's National Security: Major Challenges and Strategic Thinking

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Understanding India's National Security a. India's Security Policy: A Historical Perspective b. Contemporary Dimensions of India's National Security Framework c. Conceptualizing India's National Security	10	03	13
Unit-2:	Intellectual Foundations of India's Strategic Thinking a. Textual Traditions: Ramayana & Mahabharata b. Kautilya c. Non-Textual Conceptualizations: Swaraj, Martial Culture	20	05	25
Unit-3:	India's strategic culture a. Evolution and conceptualization b. Contemporary Trends	10	02	12
Unit-4:	India's National Security Challenges a. External Challenges i. India's Neighbourhood (Cross-border terrorism, securitized borders, water sharing conflicts and nuclearization) ii. Maritime Security b. Internal Challenges i. Maoism/Naxalist Challenge ii. Separatist Movements (J&K and the	08	02	10

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

	Northeast) iii. Cyber Warfare			
Unit-5:	India's Strategic Responses a. Non-Alignment b. Strategic Partnerships c. Military Responses d. Multilateral Alliances	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Essential/recommended readings

Raju G C Thomas, "The Strategic Environment and Defence Policies" in *Indian Security Policy* (Princeton: Princeton University Press, 1986) pp. 10-49

Sanjay Chaturvedi, "Indian Geopolitics: 'Nation-State' and the Colonial Legacy" in Kanti Bajpai and Siddharth Mallavarapu (eds.) *International Relations in India: Theorising the Region and Nation* (Orient Longman, 2005) pp. 238-281

Shyam Saran, "Sources of India's World View" in *How India Sees the World: Kautilya to the 21st Century* (Juggernaut, 2018) pp. 9-24

Shivshankar Menon, "The Stage and Inheritance" in *India and Asian Geopolitics: The Past, Present* (The Brookings Institutions, 2021) pp. 11-36

Sumit Ganguly, "India's National Security" in David M. Malone, C. Raja Mohan, and Srinath Raghavan (eds.) *The Oxford Handbook of Indian Foreign Policy* (Oxford University Press, 2015) pp. 145-159

Kanti Bajpai "India: Modified Structuralism" in Muthaiah Alagappa (eds.) *Asian Security Practice* (Stanford University Press, 1998) pp. 157-197

Arvind Gupta, "National Security Environment" and "Non-traditional Security Issues in National Security" in *How India Manages its National Security* (Penguin Random House, 2018).

Rohan Mukherjee & David M. Malone, "Indian Foreign policy and Contemporary Security Challenges", *International Affairs*, Volume 87 (1), pp. 87-104 (2011)

Anshuman Behera and Areeba Ahsanat Moazzam, "India's National Security Discourse: A Conceptual Introduction", in Anshuman Behera & Sitakanta Mishra (eds.), *Varying Dimensions of India's National Security* (Springer 2022) pp. 3-18

P. S. Raghavan, "National Security Determinants of Foreign Policy", in Arvind Gupta and Anil Wadhwa (Ed.), *India's Foreign Policy: Surviving in a Turbulent World*, New Delhi: (Sage Publications, 2020) pp. 34-44

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Swarna Rajagopalan, “Grand Strategic Thought in the Ramayana and Mahabharata” in Kanti Bajpai, Saira Basit and V. Krishnappa (eds) *India’s Grand Strategy: History, Theory, Cases* (New Delhi: Rutledge, 2014) pp. 31-62

Amrita Narlikar and Aruna Narlikar, “India’s Negotiation Strategy: The Heroism of Haed Bargaining?” in *Bargaining with a Rising India: Lessons from the Mahabharata* (Oxford: Oxford University Press, 2014) pp. 24-71.

Sharad Patil, “Myth and Reality of Ramayana and Mahabharata”, *Social Scientist*, Vol.4, No. 8 (1976): 68-72.

Subrata K. Mitra, “Kautilya and the Strategic Culture of India” in Subrata K. Mitra and Michael Liebig (eds.) *Kautilya’s Arthashastra: An Intellectual Portrait* (Nomos, 2016) pp. 288-316

Rashed Uz Zaman, “Kautilya: The Indian Strategic Thinker and Indian Strategic Culture”, *Comparative Strategy*, Volume 25, No. 3 (2006) 231-247

George Modelski, “Kautilya: Foreign Policy and International System in the Ancient Hindu World”, *The American Political Science Review*, Vol-58, No-3 (Sept., 1964). pp. 549-560.

Arpita Anand, ‘A ‘Regional’ Intervention in the Debate on India’s Strategic Culture: Maratha Statecraft in Agyapatra,’ *Journal of Defence Studies*, 15:3, July-September 2021. Available at: <https://idsa.in/jds/a-regional-intervention-in-the-debate-on-indias-strategic-culture-aanant>

Jayashree Vivekanandan, “Strategy, Legitimacy and the Imperium: Framing the Mughal Strategic Discourse,” in Kanti Bajpai, Saira Basit and V. Krishnappa (eds.) *India’s Grand Strategy: History, Theory, Cases* (New Delhi: Rutledge, 2014) pp. 63-85.

Kanti Bajpai and Amitabh Mattoo “Introduction” in *Kanti Bajpai, Amitabh Mattoo and George Tanham (eds.) Securing India: Strategic Thought and Practice* (New Delhi: Manohar, 1996) pp. 15-27

Jaswant Singh, “Strategic Culture” in *Defending India* (New Delhi: Palgrave Macmillan, 1999) pp. 1-60

George K. Tanham, “Indian Strategic Thought: An Interpretive Essay” in *Kanti Bajpai, Amitabh Mattoo and George Tanham (eds.) Securing India: Strategic Thought and Practice* (New Delhi: Manohar, 1996) pp. 28-111

George K. Tanham, “Indian Strategy in Flux?” in *Kanti Bajpai, Amitabh Mattoo and George Tanham (eds.) Securing India: Strategic Thought and Practice* (New Delhi: Manohar, 1996) pp. 112-139

S. Muni, ‘Problem Areas in India’s Neighbourhood Policy’, *South Asian Survey*, Vol. 10 (2) (2003): 185-196.

Sanjeev Kumar HM, Chp 3 in *The India-Pakistan Sub-conventional War: Democracy and Peace in South Asia* (New Delhi: Sage, 2022), pp. 162-192.

K. Santhanam, “Sources of Terror: India” in *South Asia Post-9/11: Searching for stability* (Observer Research Foundation, 2003), pp. 31-35

S.D. Muni “Introduction” in *Responding to Terrorism in South Asia* (Manohar, 2006) pp. 11 29

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Shyam Saran, "The Pakistan Puzzle" in *How India Sees the World: Kautilya to the 21st Century* (Juggernaut, 2018) pp. 77-106

Alka Acharya, "China" in Kanti Bajpai and Harsh Pant (eds.) *India's Foreign Policy* (Oxford University Press, 2013) pp. 356-369

Shyam Saran, "The India-China Border Dispute and After" in *How India Sees the World: Kautilya to the 21st Century* (Juggernaut, 2018) pp. 123-149

Shiv Shankar Menon, "India and China" in *India and Asian Geopolitics: The Past, Present* (The Brookings Institution, 2021) pp. 317-339

Tanvi Madan, "China in Three Avatars" in Kanti Bajpai, Saira Basit and V. Krishnappa (eds.) *India's Grand Strategy: History, Theory, Cases* (New Delhi: Rutledge, 2014) pp. 308-359

Bharat Karnad, "An Elephant with a Small Footprint: The Realist Roots of India's Strategic Thought and Policies" in Kanti Bajpai, Saira Basit and V. Krishnappa (eds.) *India's Grand Strategy: History, Theory, Cases* (New Delhi: Rutledge, 2014) pp. 200-233

Brahma Chellaney, "Water: The latest India-Pak Battle Line" in *Water: Asia's New Battleground* (Georgetown University Press, 2011) pp. 286-296.

Medha Bisht, "From the edges of borders: reflections on water diplomacy in South Asia" *Water Policy* 21 (2019): 1123-1138

Jonathan Holslag, "Assessing the Sino-Indian Water Dispute," *Journal of International Affairs*, 64:2, Spring/Summer 2011, pp. 19-35.

K. Warikoo, "Perspectives of Indus Waters treaty" in Ranabir Samaddar and Helmut Reifeld (eds.) *Peace as Process: Reconciliation and conflict Resolution in South Asia* (Konrad Adenauer Foundation, 2001) pp. 281-298

Brahma Chellaney, "Nepal and Bhutan as Subregional Energy Hub" in *Water: Asia's New Battleground* (Georgetown University Press, 2011) pp. 281-286

Brahma Chellaney, "Exploiting the Riparian Advantage: A key test case" in *Water: Asia's New Battleground* (Georgetown University Press, 2011) pp. 141-197 (Includes Bangladesh)

Ashley J. Tellis, *India's Emerging Nuclear Doctrine: Exemplifying the Lessons of Nuclear revolution*, *NBR Analysis*, 12:2, May 2001, pp. 1-16; 103-110.

Sundaram, K. and MV Ramana. "India and the policy of no first use of nuclear weapons." *Journal of Peace and Nuclear Disarmament* 1, no. 1 (2018). Taylor & Francis: 152-68.

Bharat Karnad, "New Attractions of the Bomb: The Nuclearized Twenty-First Century World" in *India's Nuclear Policy* (Praeger Security International, 2008) pp. 5-34

Rajesh Basrur, "India and China: A managed nuclear rivalry?" *Washington Quarterly*, 42, no. 3 (2019). Taylor & Francis: 151-70.

Harsh V. Pant and Yogesh Joshi, *Indian Nuclear Policy*, New Delhi, Oxford University Press, 2018.

Vipin Narang, "Introduction" in *Seeking the Bomb: Strategies of Nuclear Proliferation* (Princeton University Press, 2022) pp. 1-14

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

S. Jaishankar, Chapter 8, "The Pacific Indian: A Re-Emerging Maritime Outlook," in *The India Way: Strategies for an Uncertain World* (New Delhi: Harper Collins, 2020), pp. 179-200.

Rajeswari Pillai Rajagopalan, "India's maritime strategy", in Anit Mukherjee and C. Raja Mohan (eds.) *India's Naval Strategy and Asian Security* (London: Routledge, 2016) pp. 13-

Rahul Roy Chaudhary "India's Maritime Security" *India International Centre Quarterly*, Vol. 26, no. 1 (1999): 129-139

Vijay Sakhuja, "Maritime security order in Asia: a perspective from India" in Joachim Krause and Sebastian Bruns (eds.) *Routledge Handbook of Naval Strategy and Security* (London: Routledge, 2016) pp. 315-327

P.V Ramana, "State Response to the Maoist Challenge: An Overview," in V.R. Raghavan (ed.), *The Naxal Threat: Causes, State Responses and Consequences* (New Delhi: Vij Books, 2011), pp. 71-94.

E. N. Rammohan, "Rise of Naxalism, its implications for National Security and the way Forward," in V.R. Raghavan (ed.), *The Naxal Threat: Causes, State Responses and Consequences* (New Delhi: Vij Books, 2011), pp. 95-112.

Ramachandra Guha, "Adivasis, Naxalites and Indian Democracy" *Economic and Political Weekly* 42(32) (2007): 3305-3312

Navnita C. Behera, "India's Political Gambit" in *Demystifying Kashmir* (Brookings, 2006) pp. 30-72

Rekha Chowdhry, "India's responses to the Kashmir Insurgency: A Holistic Perspective", in Moeed Yusuf (eds.) *Insurgency and counter-Insurgency in India: Through a Peacebuilding Lens* (United States Institutes of Peace, 2014) pp. 45-76.

V.G. Patankar, "Insurgency, Proxy War and Insurgency in Kashmir," in Sumit Ganguly and David P. Fidler (eds.), *India and Counterinsurgency: Lessons Learned* (New Delhi: Routledge, 2009), pp. 65-78.

Sanjib Baruah, "Regionalism and secessionism" in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds.) *The Oxford Companion to Politics in India* (Oxford University Press, 2011) pp. 181-191

Walter Ledweig, "Insights from the Northeast: Counterinsurgency in Nagaland and Mizoram", in Sumit Ganguly and David P. Fidler (eds.) *India and Counterinsurgency: Lessons Learned* (USA, Canada: Routledge, 2009) pp. 45-62

Whagre Prateek & Shibani Mehta, "India's National Cybersecurity Policy Must Acknowledge Modern Realities" (Diplomat, 2019). <https://thediplomat.com/2019/12/indias-nationalcybersecurity-policy-must-acknowledge-modern-realities/>

Martin C. Libicki, "The Convergence of Information Warfare". *Strategic Studies Quarterly*. 11(1), 49-65. https://www.airuniversity.af.edu/Portals/10/SSQ/documents/Volume-11_Issue-1/Libicki.pdf

S, Datta, Cybersecurity, Internet governance and India's foreign policy: Historical antecedents (Internet Democracy Project 2016)
<https://internetdemocracy.in/reports/cybersecurity-ig-ifp-saikat-datta>.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Mukerji, Amb (Retd) A. International Cooperation on Cyber Space: India's role. (Ministry of External Affairs, 2018). <https://www.mea.gov.in/distinguished-lectures-detail.htm?743>

Rajen Harshe, "India's Non-Alignment: An Attempt at Conceptual Reconstruction," *Economic and Political Weekly*, 25:7-8, February 17-24, 1990, pp. 399-405.

Khilnani, S., Rajiv Kumar and Pratap Bhanu Mehta (eds.) (2013). *Nonalignment 2.0: A Foreign & Strategic Policy for India in the 21st Century*. Penguin.

P. Srivastava, "From Non-Alignment to Strategic Partnerships" *Non-Alignment Movement: Extending Frontiers* (New Delhi: Kanishka Publishers, 2001) pp. 177-182.

C Rajamohan, "Beyond Non-Alignment" in *Crossing the Rubicon: The Shaping of India's new Foreign Policy* (Viking, 2003) pp. 29-56

Pant, H.V., & Super, J.M. (2015). India's 'non-alignment' conundrum: a twentieth- century policy in a changing world. *International Affairs*, 91(4), 747-764.

Rajiv Sikri, "India's Strategic Choices" in *Challenge & Strategy in Rethinking India's Foreign Policy* (Sage Publications, 2009) pp. 277-290

Ashley J. Tellis, "US-India Relations: The Struggle for an Enduring Partnership" in David M. Malone, C. Raja Mohan, and Srinath Raghavan (eds.) *The Oxford Handbook of Indian Foreign Policy* (Oxford University Press, 2015) pp. 481-494

Dasgupta, Sunil and Stephen P. Cohen. "Is India ending its strategic restraint doctrine?", *Washington Quarterly* 34, no. 2 (2011). Taylor & Francis: 163-77.

Tarapore, Arzan. *The Army in Indian Military Strategy: Rethink Doctrine or Risk Irrelevance*. New Delhi: Carnegie India Working Paper, 2020: 1-22.

David Malone "The evolution of Indian Multilateralism" in *Does the Elephant Dance: Contemporary Indian Foreign Policy* (Oxford University Press, 2011) pp. 249-273

Saran, Shyam (2013), India and Multilateralism: A Practitioner's Perspective in Waheguru Pal Singh Sidhu, Pratap Bhanu Mehta, Bruce D. Jones (eds.), *Shaping the Emerging World: India and the Multilateral Order*, Washington DC: Brookings Institution Press, pp. 43-56

Teresita C. Schaffer & Howard B. Schaffer, "Multilateral Negotiations," *India at the Global High Table: The Quest for Regional Primacy & Strategic Autonomy* (Harper Collins India, 2016) pp. 213-247.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: VIII

(Additional paper only for Non Research)

Course Title: Governance Issues and Challenges

Course Code: Major 8.4

Nature of Course: Major

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objectives: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Learning outcomes: On successful completion of the course, the students will be acquainted with the changing nature of governance in the era of globalization. The Course introduced to the most contemporary ideas of sustainable development and green governance and familiarised with a rigorous introduction to the best practices in India on good governance.

Paper: Governance Issues and Challenges

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Government and Governance: Concepts a) Role of State in The Era of Globalisation b) State, Market and Civil Society	12	03	15
Unit-2:	Governance and Development Changing Dimensions of Development Strengthening Democracy through Good Governance	10	05	15
Unit-3:	Environmental Governance a) Human-Environment Interaction b) Green Governance: Sustainable Human Development	15	02	17
Unit-4:	Local Governance and Good Governance initiatives in India a) Democratic Decentralisation b) People's Participation in Governance c. E-Governance d. Corporate Social Responsibility	16	04	20

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Essential Readings:

Bajpai, Kanti, Saira Basit, and V. Krishnappa (Eds.) *India's Grand Strategy: History, Theory, Cases*. Routledge, 2014.

Pant, Harsh V. (Ed.) *Handbook of Indian Defence Policy: Themes, Structures and Doctrines*. Routledge, 2015.

Mukherjee, Anit. *The Absent Dialogue: Politicians, Bureaucrats, and the Military in India*. Oxford University Press, 2020.

Menon, Shivshankar. *Choices: Inside the Making of India's Foreign Policy*. Penguin, 2016.

Raja Mohan, C. *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. Palgrave Macmillan, 2003.

Cohen, Stephen P. *India: Emerging Power*. Brookings Institution Press, 2001.

Tellis, Ashley J. *India's Emerging Nuclear Posture: Between Recessed Deterrent and Ready Arsenal*. RAND Corporation, 2001.

Saran, Shyam. *How India Sees the World: Kautilya to the 21st Century*. Juggernaut, 2017.

Subrahmanyam, K. and K. P. Misra (Eds.) *India's Security in the 1980s*. Lancers Books, 1979.

Chari, P. R., Pervaiz Iqbal Cheema, and Stephen P. Cohen. *Perception, Politics and Security in South Asia: The Compound Crisis of 1990*. Routledge, 2003.

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Or

Semester: VIII

(Additional paper only for Research)

Course Title: Dissertation/Project

Course Code: Major 8.4

Nature of Course: Major

Total Credits: 4

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Semester: VIII

Course Title: Reading Gandhi

Course Code: Minor 8.1

Nature of Course: Minor

Total Credits: 4

Full Marks: 100

Distribution of Marks: 60 (End Sem) and 20 + 20 = 40 (Internal Assessment)

Course Objective: This course aims to locate Mahatma Gandhi within a global intellectual and political framework by examining the evolution and application of his ideas. It introduces students to Gandhian thought in theory and practice, exploring his critiques of modern civilization, his role in mass mobilization and social reform, and the ethical foundations of his political philosophy. Through a study of contemporary movements and popular representations, the course also encourages students to critically evaluate Gandhi's enduring legacy in the 21st century.

Course Outcome: By the end of the course, students will have a nuanced understanding of Gandhian philosophy, including his critiques of modernity, his methods of non-violent resistance, and his vision of ethical politics. They will be able to assess Gandhi's influence on global movements for civil rights, peace, and social justice, and reflect on the relevance and challenges of applying his principles in contemporary political and cultural contexts.

Unit	Contents	Lecture	Tutorials	Total
Unit-1:	Gandhi on Modern Civilization and Ethics of Development a. Conception of Modern Civilisation and Alternative Modernity b. Critique of Development: Narmada Bachao Andolan	5	03	08
Unit-2:	Gandhian Thought: Theory and Action a. Theory of Satyagraha b. Satyagraha in Action i. Peasant Satyagraha: Kheda and the Idea of Trusteeship ii. Temple Entry and Critique of Caste iii. Social Harmony: 1947 and Communal Unity	20	05	25
Unit-3:	Gandhi's Legacy a. Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King) b. The Pacifist Movement c. Women's Movements d. <i>Gandhigiri</i> : Perceptions in Popular Culture	16	04	20
Unit-4:	IV. Gandhi and the Idea of Political a. Swaraj b. Swadeshi c. Relevance of Gandhism in 21 st Century.	10	02	12

B.A Political Science NEP Course Content
Rabindranath Tagore University, Hojai, Assam

Modes of Internal Assessment: 40 Marks

Out of the total 40 marks, 20 marks will be allocated through a Sessional Examination. The remaining 20 marks can be awarded using any one method chosen by the concerned department from the options given below.

(a) Group Discussion (b) Home Assignment (c) Fieldwork/ Project and (d) Viva-Voce (f) Seminar Presentation (e) As decided by the department which deemed to be best suited.

Essential Readings:

Gandhi, M. K. *Hind Swaraj or Indian Home Rule*. Navajivan Publishing House, 1938.

Parekh, Bhikhu. *Gandhi: A Very Short Introduction*. Oxford University Press, 2001.

Parel, Anthony (Ed.). *Hind Swaraj and Other Writings*. Cambridge University Press, 1997.

Iyer, Raghavan. *The Moral and Political Thought of Mahatma Gandhi*. Oxford University Press, 1973.

Brown, Judith M. *Gandhi: Prisoner of Hope*. Yale University Press, 1989.

Hardiman, David. *Gandhi in His Time and Ours: The Global Legacy of His Ideas*. Columbia University Press, 2003.

Dalton, Dennis. *Mahatma Gandhi: Nonviolent Power in Action*. Columbia University Press, 1993.

Chakrabarty, Bidyut and Rajendra Kumar Pandey. *Modern Indian Political Thought: Text and Context*. Sage Publications, 2009.

Kumar, Raj. *Gandhian Thought: New World, New Dimensions*. Sarup & Sons, 2008.

Chadha, Yogesh. *Gandhi: A Life*. John Wiley & Sons, 1997.



(Dr. P. S. Prasad)
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Department of Political Science