



MUGBERIA GANGADHAR MAHAVIDYALAYA

P.O.—BHUPATINAGAR, Dist.—PURBA MEDINIPUR, PIN.—721423, WEST BENGAL, INDIA

NAAC Re-Accredited B+Level Govt. aided College

CPE (Under UGC XII Plan) & NCTE Approved Institutions

DBT Star College Scheme Award Recipient

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DEPARTMENT OF POLITICAL SCIENCE

DISTRIBUTION OF SYLLABUS & TEACHING PLAN, W.E.F 2019-2020 to 2022-2023

Course	Course Contents/Syllabus	Allotted Teacher	Credit	Class Allotted per Week	Total Class
SEM-1					
C1T	Understanding Political Theory Unit-I Introducing Political Theory 1. What is Politics: Theorizing the 'Political' 2. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative 3. Approaches to Political Theory: Normative, Historical and Empirical 4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern Unit-II Political Theory and Practice The Grammar of Democracy 1. Democracy: The history of an idea 2. Procedural Democracy and its critique 3. Deliberative Democracy 4. Participation and Representation	4 (Jonaki Biswas, Chandan Naru, Snehasis Mondal, Souvik Barua)	6	L+T 03+02+1=6	6×15=90
C2T	Constitutional Government and Democracy in India Unit- I The Constituent Assembly and the Constitution a. Philosophy of the Constitution, the Preamble, and Features of the Constitution b. Fundamental Rights and Directive Principles	3 (Jyoti Mitra, Arpan Roy, Souvik Barua)	6	4+1+1=6	6×15=90

	<p>Unit-II Organs of Government</p> <p>a. The Legislature: Parliament (1.5 weeks or 6 lectures) b. The Executive: President and Prime Minister c. The Judiciary: Supreme Court</p> <p>Unit-III Federalism and Decentralization</p> <p>a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules b. Panchayati Raj and Municipalities</p>				
GE1T	<p>Nationalism in India</p> <p>Unit- I Approaches to the Study of Nationalism in India Nationalist, Imperialist, Marxist, and Subaltern Interpretations</p> <p>Unit-II Reformism and Anti-Reformism in the Nineteenth Century Major Social and Religious Movements in 19th century</p> <p>Unit-III Nationalist Politics and Expansion of its Social Base</p> <p>a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement c. Socialist Alternatives: Congress Socialists, Communists</p> <p>Unit-IV Social Movements</p> <p>a. The Women's Question: Participation in the National Movement and its Impact b. The Caste Question: Anti-Brahminical Politics c. Peasant, Tribals and Workers Movements</p>	6 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal, Souvik Barua)	6	2+1+1+1+1=6	6×15=90

	<p>Unit-V Partition and Independence a. Communalism in Indian Politics b. The Two-Nation Theory, Negotiations over Partition</p>				
DSC1AT	<p>Introduction to Political Theory</p> <p>Unit-I Course Content: a. What is Politics? b. What is Political Theory and what is its relevance?</p> <p>Unit-II Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State</p> <p>Unit-III Debates in Political Theory: a. Is democracy compatible with economic growth? b. On what grounds is censorship justified and what are its limits? c. Does protective discrimination violate principles of fairness? d. Should the State intervene in the institution of the family?</p>	<p>4 (Jonaki Biswas, Chandan Naru, Jyoti Mitra, Souvik Barua)</p>	6	2+2+(2+1)=6	6×15=90
SEM-2					
C3T	<p>Political Theory-Concepts and Debates</p> <p>Section A: Core Concepts</p> <p>Unit-I Importance of Freedom a. Negative Freedom: Liberty b. Positive Freedom: Freedom as Emancipation and Development <i>Important Issue:</i> Freedom of belief, expression and dissent</p> <p>Unit-II Significance of Equality a. Formal Equality: Equality of opportunity b. Political equality c. Egalitarianism: Background inequalities and</p>	<p>6 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal, Souvik Barua)</p>	6	2+1+1+1+1=6	6×15=90

	<p>differential treatment</p> <p><i>Important Issue:</i> Affirmative action</p> <p>Unit-III</p> <p>Indispensability of Justice</p> <p>a. Procedural Justice</p> <p>b. Distributive Justice</p> <p>c. Global Justice</p> <p><i>Important Issue:</i> Capital punishment</p> <p>Unit-IV</p> <p>The Universality of Rights</p> <p>a. Natural Rights</p> <p>b. Moral and Legal Rights</p> <p>c. Three Generations of Rights</p> <p>d. Rights and Obligations</p> <p><i>Important Issue:</i> Rights of the girl child</p> <p>Section B: Major Debates</p> <p>a. Why should we obey the state? Issues of political obligation and civil disobedience.</p> <p>b. Are human rights universal? Issue of cultural relativism.</p> <p>c. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.</p>				
C4T	<p>Political Process in India</p> <p>Unit-I</p> <p>Political Parties and the Party System</p> <p>Trends in the Party System; From the Congress System to Multi-Party Coalitions</p> <p>Unit-II</p> <p>Determinants of Voting Behaviour</p> <p>Caste, Class, Gender and Religion</p> <p>Unit-III</p> <p>Regional Aspirations</p> <p>The Politics of Secession and Accommodation</p> <p>Unit-IV</p> <p>Religion and Politics</p> <p>Debates on Secularism; Minority and Majority Communalism</p> <p>Unit-V</p> <p>Caste and Politics</p> <p>Caste in Politics and the Politicization of Caste</p> <p>Unit-VI</p> <p>Affirmative Action Policies</p>	5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)	6	1+1+2+1+1=6	6×15=90

	<p>Women, Caste and Class</p> <p>Unit-VII</p> <p>The Changing Nature of the Indian State</p> <p>Developmental, Welfare and Coercive Dimensions</p>				
GE2T	<p>Contemporary Political Economy</p> <p>Unit-I</p> <p>Approaches to Political Economy</p> <p>Classical Liberalism, Marxism, Welfarism, Neo-liberalism and Gandhian approach</p> <p>Unit-II</p> <p>Capitalist Transformation</p> <p>a. European Feudalism and Transition to Capitalism</p> <p>b. Globalization: Transnational Corporations, World Trade Organization, Non-governmental Organizations (their role in development)</p> <p>Unit-III</p> <p>Issues in Development</p> <p>I. Culture: Media and Television</p> <p>II. Big Dams and Environmental Concerns</p> <p>III. Military: Global Arms Industry and Arms Trade</p> <p>IV. Knowledge Systems</p> <p>Unit-IV</p> <p>Globalization and Development Dilemmas</p> <p>I. IT revolution and Debates on Sovereignty</p> <p>II. Gender</p> <p>III. Racial and Ethnic Problems</p> <p>IV. Migration</p>	<p>6 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal, Souvik Barua)</p>	6	2+1+1+1+1=6	6×15=90
DSC1BT	<p>Indian Government and Politics</p> <p>Course Content</p> <p>I. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian</p> <p>II. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles</p> <p>III. Institutional Functioning: Prime Minister, Parliament and Judiciary</p> <p>IV. Power Structure in India: Caste, class and patriarchy</p> <p>V. Religion and Politics: debates on secularism and communalism</p> <p>VI. Parties and Party systems in India</p> <p>VII. Social Movements : Workers, Peasants,</p>	<p>3 (Jonaki Biswas, Jyoti Mitra, Snehasis Mondal)</p>	6	2+2+2=6	6×15=90

	Environmental and Women's Movement VIII. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism				
SEM-3					
C5T	Introduction to Comparative Government and Politics Unit-I Understanding Comparative Politics a. Nature and scope b. Going beyond Eurocentrism Unit-II 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 Unit-III Themes for comparative analysis A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.	3 (Arpan Roy, Jonaki Biswas, Souvik Barua)	6	3+3=6	6×15=90
C6T	Perspectives on Public Administration Unit-I Public administration as a discipline <input type="checkbox"/> Meaning, Dimensions and Significance of the Discipline <input type="checkbox"/> Public and Private Administration <input type="checkbox"/> Evolution of Public Administration Unit-II Theoretical perspectives : Classical theories <input type="checkbox"/> Scientific management (F.W.Taylor) <input type="checkbox"/> Administrative Management (Gullick, Urwick and Fayol) <input type="checkbox"/> Ideal-type bureaucracy (Max Weber) Neo-classical theories <input type="checkbox"/> Human relations theory (Elton Mayo) <input type="checkbox"/> Rational decision-making (Herbert Simon) Contemporary theories <input type="checkbox"/> Ecological approach (Fred Riggs) <input type="checkbox"/> Innovation and Entrepreneurship (Peter	2 (Jyoti Mitra, Snehasis Mondal)	6	4+2=6	6×15=90

	<p>Drucker)</p> <p>Unit-III</p> <p>Public policy</p> <p><input type="checkbox"/> Concept, relevance and approaches</p> <p><input type="checkbox"/> Formulation, implementation and evaluation</p> <p>Unit-IV</p> <p>Major approaches in public administration</p> <p><input type="checkbox"/> New Public Administration</p> <p><input type="checkbox"/> New Public Management</p> <p><input type="checkbox"/> New Public Service Approach</p> <p><input type="checkbox"/> Good Governance</p> <p><input type="checkbox"/> Feminist Perspectives</p>				
C7T	<p>Perspectives on International Relations and World History</p> <p>Unit-I</p> <p>Studying International Relations</p> <p>i. How do you understand International Relations: Levels of Analysis</p> <p>ii. History and IR: Emergence of the International State System</p> <p>iii. Pre-Westphalia and Westphalia</p> <p>iv. Post-Westphalia</p> <p>Unit-II</p> <p>Theoretical Perspectives</p> <p>i Classical Realism & Neo-Realism</p> <p>ii. Liberalism & Neoliberalism</p> <p>iii. Marxist Approaches</p> <p>iv. Feminist Perspectives</p> <p>v. Eurocentricism and Perspectives from the Global South</p> <p>Unit-III</p> <p>An Overview of Twentieth Century IR History</p> <p>i. World War I: Causes and Consequences</p> <p>ii. Significance of the Bolshevik Revolution</p> <p>iii. Rise of Fascism / Nazism</p> <p>iv. World War II: Causes and Consequences</p> <p>v. Cold War: Different Phases</p> <p>vi. Emergence of the Third World</p> <p>vii. Collapse of the USSR and the End of the Cold War</p> <p>viii. Post Cold War Developments and Emergence of Other Power Centers of Power</p>	6 (Chandan Naru, Jyoti Mitra, Arpan Roy, Jonaki Biswas, Snehasis Mondal, Souvik Barua)	6	2+1+1+1+1=6	6×15=90
SEC1T	Public Opinion and Survey Research	3 (Chandan	2	1+1=2	2×15=30

	<p>Unit-I 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</p> <p>Unit-II Measuring Public Opinion with Surveys: Representation and sampling a. What is sampling? Why do we need to sample? Sample design. b. Sampling error and non-response c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified</p> <p>Unit-III Survey Research a. Interviewing: Interview techniques pitfalls, different types of and forms of interview b. Questionnaire: Question wording; fairness and clarity.</p> <p>Unit-IV Quantitative Data Analysis a. Introduction to quantitative data analysis a. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics</p> <p>Unit-V Interpreting polls Prediction in polling research: possibilities and pitfalls Politics of interpreting polling</p>	<p>Naru, Jyoti Mitra, Souvik Barua)</p>			
GE3T	<p>Gandhi and the Contemporary World</p> <p>Unit-I Gandhi on Modern Civilization and Ethics of Development a. Conception of Modern Civilisation and Alternative Modernity b. Critique of Development: Narmada Bachao Andolan</p> <p>Unit-II Gandhian Thought: Theory and Action a. Theory of Satyagraha</p>	<p>4 (Jonaki Biswas, Jyoti Mitra, Snehasis Mondal, Chandan Naru)</p>	6	2+2+1+1=6	6×15=90

	<p>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</p> <p>Unit-III 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</p> <p>IV. Gandhi and the Idea of Political a) Swaraj b) Swadeshi</p>				
DSC1CT	<p>Comparative Government and Politics Course Content: 1. The nature, scope and methods of comparative political analysis 2. Comparing Regimes: Authoritarian and Democratic 3. Classifications of political systems: a) Parliamentary and Presidential: UK and USA b) Federal and Unitary: Canada and China 4. Electoral Systems: First past the post, proportional representation, mixed systems 5. Party Systems: one-party, two-party and multi-party systems 6. Contemporary debates on the nature of state: From state centric security to human centric security and the changing nature of nation-state in the context of globalization.</p>	2 (Chandan Naru, Arpan Roy)	6	3+3=6	6×15=90
SEC1T	<p>Legislative Support Course Content: 1. Powers and functions of people's representatives at different tiers of governance Members of Parliament, State Legislative Assemblies, functionaries of rural and urban local self government from Zila Parishads/Municipal Corporation to Panchayat/Ward. 2. Supporting the legislative process: How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations,</p>	2 (Jyoti Mitra, Snehasis Mondal)	2	1+1=2	2×15=30

	<p>amendments to a Bill, the framing of Rules and Regulations.</p> <p>3. Supporting the legislative committees Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation.</p> <p>4. Reading the budget document: Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.</p> <p>5. Support in media monitoring and communication: Types of media and their significance for legislators. Basics of communication in print and electronic media.</p>				
SEM-4					
C8T	<p>Political Processes and Institutions in Comparative Perspective</p> <p>Unit-I Approaches to Studying Comparative Politics a. Political Culture b. New Institutionalism</p> <p>Unit-II Electoral System Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)</p> <p>Unit-III Party System Historical contexts of emergence of the party system and types of parties</p> <p>Unit-IV Nation-state What is nation-state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates</p> <p>Unit-V Democratization Process of democratization in postcolonial, post-authoritarian and post-communist countries</p> <p>Unit-VI Federalism Historical context Federation and Confederation: debates around territorial division of power.</p>	3 (Arpan Roy, Jonaki Biswas, Snehasis Mondal)	6	2+2+2=6	6×15=90

<p>C9T</p>	<p>Public Policy and Administration in India</p> <p>Unit-I Public Policy a. Definition, characteristics and models b. Public Policy Process in India</p> <p>Unit-II Decentralization a. Meaning, significance and approaches and types b. Local Self Governance: Rural and Urban</p> <p>Unit-III Budget a. Concept and Significance of Budget b. Budget Cycle in India c. Various Approaches and Types Of Budgeting</p> <p>Unit-IV Citizen and Administration Interface a. Public Service Delivery b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance</p> <p>Unit-V Social Welfare Administration a. Concept and Approaches of Social Welfare b. Social Welfare Policies: <input type="checkbox"/> Education: Right To Education, <input type="checkbox"/> Health: National Health Mission, <input type="checkbox"/> Food: Right To Food Security <input type="checkbox"/> Employment: MNREGA</p>	<p>2 (Jyoti Mitra, Snehasis Mondal)</p>	<p>6</p>	<p>4+2=6</p>	<p>6×15=90</p>
<p>C10T</p>	<p>Global Politics</p> <p>Unit-I 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, d. World Bank, WTO, TNCs e. Cultural and Technological Dimension f. Global Resistances (Global Social Movements and NGOs)</p> <p>Unit-II Contemporary Global Issues a. Ecological Issues: Historical Overview of</p>	<p>4 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Souvik Barua)</p>	<p>6</p>	<p>2+2+2=6</p>	<p>6×15=90</p>

	<p>International Environmental Agreements, Climate Change, Global Commons Debate</p> <p>b. Proliferation of Nuclear Weapons</p> <p>c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments</p> <p>d. Migration</p> <p>e. Human Security</p> <p>Unit-III</p> <p>Global Shifts: Power and Governance</p>				
GE4T	<p>United Nations and Global Conflicts</p> <p>Unit-I</p> <p>The United Nations</p> <p>(a) An Historical Overview of the United Nations</p> <p>(b) Principles and Objectives</p> <p>(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children’s Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])</p> <p>(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect</p> <p>(e) Millennium Development Goals</p> <p>Unit-II</p> <p>Major Global Conflicts since the Second World War</p> <p>(a) Korean War</p> <p>(b) Vietnam War</p> <p>(c) Afghanistan Wars</p> <p>(d) Balkans: Serbia and Bosnia</p> <p>Unit-III</p> <p>Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms</p>	<p>5 (Chandan Naru, Jyoti Mitra, Snehasis Mondal, Arpan Roy, Souvik Barua)</p>	6	2+2+1+1=6	6×15=90
DSC1DT	<p>Introduction to International Relations</p>	<p>2 (Chandan</p>	6	3+3=6	6×15=90

	<p>Course Content:</p> <p>Unit-I Approaches to International Relations a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz) b) Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye) c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank) d) Feminist Perspective (J. Ann Tickner)</p> <p>Unit-II Cold War & Post-Cold War Era a) Second World War & Origins of Cold War b) Phases of Cold War: i. First Cold War ii. Rise and Fall of Detente iii. Second Cold War iv. End of Cold War and Collapse of the Soviet Union (c) Post Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan)</p> <p>Unit-III 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</p>	Naru, Arpan Roy)			
SEC2T	<p>Public Opinion and Survey Research</p> <p>Course Content:</p> <p>Unit-I 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.</p> <p>Unit-II Measuring Public Opinion with Surveys: Representation and sampling a. What is sampling? Why do we need to sample? Sample design. b. Sampling error and non-response c. Types of sampling: Non random sampling (quota, purposive and snowball</p>	4 (Arpan Roy, Jyoti Mitra, Chandan Naru, Snehasis Mondal)	2	1+1=2	6×15=90

	<p>Sampling); random sampling: simple and stratified</p> <p>Unit-III Survey Research</p> <p>a. Interviewing: Interview techniques pitfalls, different types of and forms of Interview</p> <p>b. Questionnaire: Question wording; fairness and clarity.</p> <p>Unit-IV Quantitative Data Analysis</p> <p>a. Introduction to quantitative data analysis</p> <p>b. Basic concepts: co relational research, causation and prediction, descriptive and Inferential Statistics</p> <p>Unit-V Interpreting polls</p> <p>Prediction in polling research: possibilities and pitfalls Politics of interpreting polling</p>				
SEM-5					
C11T	<p>Classical Political Philosophy</p> <p>Unit-I Text and Interpretation</p> <p>Unit-II Antiquity Plato</p> <p>Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism</p> <p>Presentation theme: Critique of Democracy; Women and Guardianship, Censorship</p> <p>Aristotle</p> <p>Forms, Virtue, Citizenship, Justice, State and Household</p> <p>Presentation themes: Classification of governments; man as zoon politikon</p> <p>Unit-III Interlude: Machiavelli</p> <p>Virtu, Religion, Republicanism</p> <p>Presentation themes: morality and statecraft; vice and virtue</p> <p>Unit-IV Possessive Individualism Hobbes</p> <p>Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social</p>	<p>6 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal, Souvik Barua)</p>	6	2+1+1+1+1=6	6×15=90

	contract; Leviathan; atomistic individuals. Locke Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property				
C12T	Indian Political Thought-I I. Traditions of Pre-colonial Indian Political Thought a. Brahmanic and Shramanic b. Islamic and Syncretic. II. Ved Vyasa (Shantiparva): Rajadharma III. Manu: Social Laws IV. Kautilya: Theory of State V. Aggannasutta (Digha Nikaya): Theory of kingship VI. Barani: Ideal Polity VII. Abul Fazal: Monarchy VIII. Kabir: Syncretism	6 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal, Souvik Barua)	6	1+1+2+1+1=6	6×15=90
DSE1T	Development Process and Social Movements in Contemporary India I. Development Process since Independence a. State and planning b. Liberalization and reforms II. Industrial Development Strategy and its Impact on the Social Structure a. Mixed economy, privatization, the impact on organized and unorganized labour b. Emergence of the new middle class III. Agrarian Development Strategy and its Impact on the Social Structure a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers IV. Social Movements a. Tribal, Peasant, Dalit and Women's movements b. Maoist challenge c. Civil rights movements	6 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal, Souvik Barua)	6	2+1+1+1+1=6	6×15=90
DSE2T	United Nations and Global Conflicts .Unit-I The United Nations (a) An Historical Overview of the United Nations (b) Principles and Objectives (c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council;	6 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal,	6	1+2+1+1+1=6	6×15=90

	<p>the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])</p> <p>(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect</p> <p>(e) Millennium Development Goals</p> <p>Unit-II Major Global Conflicts since the Second World War</p> <p>(a) Korean War (b) Vietnam War (c) Afghanistan Wars (d) Balkans: Serbia and Bosnia</p> <p>Unit-III Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms</p>	Souvik Barua)			
GE1T	<p>Nationalism in India</p> <p>Unit- I Approaches to the Study of Nationalism in India Nationalist, Imperialist, Marxist, and Subaltern Interpretations</p> <p>Unit-II Reformism and Anti-Reformism in the Nineteenth Century Major Social and Religious Movements in 19th century</p> <p>Unit-III Nationalist Politics and Expansion of its Social Base</p> <p>a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India</p> <p>b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement</p>	3 (Chandan Naru, Jonaki Biswas, Snehasis Mondal, Arpan Roy)	6	2+2+2=6	6×15=90

	<p>c. Socialist Alternatives: Congress Socialists, Communists</p> <p>Unit-IV</p> <p>Social Movements</p> <p>a. The Women's Question: Participation in the National Movement and its Impact</p> <p>b. The Caste Question: Anti-Brahminical Politics</p> <p>c. Peasant, Tribals and Workers Movements</p> <p>Unit-V</p> <p>Partition and Independence</p> <p>a. Communalism in Indian Politics</p> <p>b. The Two-Nation Theory, Negotiations over Partition</p>				
DSE1AT	<p>Themes in Comparative Political Theory</p> <p>Course Content:</p> <p>1. Distinctive features of Indian and Western political thought</p> <p>2. Western Thought: Thinkers and Themes</p> <p>a. Aristotle on Citizenship</p> <p>b. Locke on Rights</p> <p>c. Rousseau on inequality</p> <p>d. J. S. Mill on liberty and democracy</p> <p>e. Marx and Bakunin on State</p> <p>3. Indian Thought: Thinkers and Themes</p> <p>a. Kautilya on State</p> <p>b. Tilak and Gandhi on Swaraj</p> <p>c. Ambedkar and Lohia on Social Justice</p> <p>d. Nehru and Jayaprakash Narayan on Democracy</p> <p>e. Pandita Ramabai on Patriarchy</p>	<p>3 (Jonaki Biswas, Chandan Naru, Souvik Barua)</p>	6	2+1+3=6	6×15=90

SEC3T	<p>Democratic Awareness with Legal Literacy</p> <p>Course Content:</p> <p>Unit I</p> <ul style="list-style-type: none"> □ Outline of the Legal system in India □ System of courts/tribunals and their jurisdiction in India - criminal and civil courts, □ writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals. □ Role of the police and executive in criminal law administration. □ Alternate dispute mechanisms such as lok adalats, non - formal mechanisms. <p>Unit II</p> <ul style="list-style-type: none"> □ Brief understanding of the laws applicable in India □ Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution. □ Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes. □ Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws. □ Personal laws in India : Pluralism and Democracy □ Laws relating to contract, property and tenancy laws. □ Laws relating to dowry, sexual harassment and violence against women □ Laws relating to consumer rights □ Laws relating to cyber crimes □ Anti-terrorist laws: implications for security and human rights <p>Practical application:</p> <p>Visit to either a (I) court or (ii) a legal aid centre</p>	3 (Jyoti Mitra, Snehasis Mondal, Chandan Naru)	2	1+1=2	2×15=30
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	<p>set up by the Legal Services Authority or an NGO or (iii) a Lok Adalat, and to interview a litigant or person being counseled. Preparation of a case history.</p> <p>Unit III</p> <p>Access to courts and enforcement of rights</p> <p>□ Critical Understanding of the Functioning of the Legal System</p> <p>□ Legal Services Authorities Act and right to legal aid, ADR systems</p> <p>Practical application:</p> <p>What to do if you are arrested; if you are a consumer with a grievance; if you are a Victim of sexual harassment; domestic violence, child abuse, caste, ethnic and Religious discrimination; filing a public interest litigation. How can you challenge Administrative orders that violate rights, judicial and administrative remedies Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.</p>				
SEM-6					
C13T	<p>Modern Political Philosophy</p> <p>Unit-I</p> <p>Modernity and its discourses This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.</p> <p>Unit-II</p> <p>Romantics</p> <p>a) Jean Jacques Rousseau Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.</p>	5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)	6	2+1+1+1+1=6	6×15=90

	<p>b) Mary Wollstonecraft Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights</p> <p>Unit-III Liberal socialist</p> <p>John Stuart Mill Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.</p> <p>Unit-IV Radicals</p> <p>a) Karl Marx Presentation themes: Alienation; difference with other kinds of materialism; class struggle</p> <p>b) Alexandra Kollontai Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin</p>				
C14T	<p>Indian Political Thought-II</p> <p>I. Introduction to Modern Indian Political Thought</p> <p>II. Rammohan Roy: Rights</p> <p>III. Pandita Ramabai: Gender</p> <p>IV. Vivekananda: Ideal Society</p> <p>V. Gandhi: Swaraj</p> <p>VI. Ambedkar: Social Justice</p> <p>VII. Tagore: Critique of Nationalism</p> <p>VIII. Iqbal: Community</p> <p>IX. Savarkar: Hindutva</p> <p>X. Nehru: Secularism</p> <p>XI. Lohia: Socialism</p>	5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)	6	2+1+1+1+1=6	6×15=90
DSE3T	<p>Women, Power and Politics</p> <p>Unit-I Groundings</p> <p>1. Patriarchy</p> <p>a. Sex-Gender Debates</p> <p>b. Public and Private</p> <p>c. Power</p> <p>2. Feminism</p> <p>3. Family, Community, State</p> <p>a. Family</p> <p>b. Community</p> <p>c. State</p> <p>Unit-II Movements and Issues</p> <p>1. History of the Women's Movement in India</p>	5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)	6	1+1+2+1+1=6	6×15=90

	<p>2. Violence against women</p> <p>3. Work and Labour</p> <p>a. Visible and Invisible work</p> <p>b. Reproductive and care work</p>				
DSE4T	<p>Human Rights in a Comparative Perspective</p> <p>Unit-I</p> <p>Human Rights: Theory and Institutionalization</p> <p>a. Understanding Human Rights: Three Generations of Rights</p> <p>b. Institutionalization: Universal Declaration of Human Rights</p> <p>c. Rights in National Constitutions: South Africa and India</p> <p>Unit-II</p> <p>Issues</p> <p>a. Torture: USA and India</p> <p>b. Surveillance and Censorship: China and India</p> <p>c. Terrorism and Insecurity of Minorities: USA and India</p> <p>Unit-III</p> <p>Structural Violence</p> <p>a. Caste and Race: South Africa and India</p> <p>b. Gender and Violence: India and Pakistan</p> <p>c. Adivasis/Aboriginals and the Land Question: Australia and India.</p>	5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)	6	2+1+1+1+1=6	6×15=90
GE2T	<p>United Nations and Global Conflicts</p> <p>Unit-I</p> <p>The United Nations</p> <p>(a) An Historical Overview of the United Nations</p> <p>(b) Principles and Objectives</p> <p>(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])</p> <p>(d) Peace Keeping, Peace Making and</p>	4 (Jyoti Mitra, Chandan Naru, Arpan Roy, Snehasis Mondal)	6	2+1+1+1=6	6×15=15

	<p>Enforcement, Peace Building and Responsibility to Protect (e) Millennium Development Goals</p> <p>Unit-II Major Global Conflicts since the Second World War</p> <p>(a) Korean War (b) Vietnam War (c) Afghanistan Wars (d) Balkans: Serbia and Bosnia</p> <p>Unit-III Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms</p>				
DSE1BT	<p>Administration and Public Policy: Concepts and Theories</p> <p>Course Content:</p> <p>1. Public administration as a discipline: Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration.</p> <p>2. Administrative theories: the classical theory, scientific management, the human - relation theory, and rational decision-making.</p> <p>3. Understanding public policy: concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation.</p> <p>4. From Development Administration to New Public Management. Elements and politics of development administration, the New Public Management paradigm - a critical perspective in the post globalized era.</p>	2 (Jyoti Mitra, Snehasis Mondal)	6	4+2=6	6×15=90
SEC4T	<p>Conflict and Peace Building</p> <p>Course Content:</p> <p>Unit I Concepts</p> <p>a. Understanding Conflict b. Conflict Management, Conflict Resolution and</p>	3 (Chandan Naru, Arpan Roy, Jonaki Biswas)	2	1+1=2	2×15=30

<p>Conflict Transformation</p> <p>c. Peace Building</p> <p>Unit II</p> <p>Dimensions of Conflict</p> <p>a. Ideology</p> <p>b. Economic/Resource Sharing Conflicts</p> <p>c. Socio- Cultural Conflicts (Ethnic, Religious, Gender- based)</p> <p>Unit III</p> <p>Sites of Conflict</p> <p>a. Local</p> <p>b. Sub-National</p> <p>c. International</p> <p>Unit IV</p> <p>Conflict Responses: Skills and Techniques</p> <p>a. Negotiations: Trust Building</p> <p>b. Mediation: Skill Building; Active Listening</p> <p>c. Track I, Track II & Multi Track Diplomacy</p> <p>d. Gandhian Methods.</p>				
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[Handwritten Signature] 31-07-2024

Signature of Principal

Principal
Mugberia Gangadhar Mahavidyalaya