



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 2023-2024

| Course | Course Contents/Syllabus | Allotted Teacher | Credit | Class Allotted per Week | Total Class |
|--------------|---|--|--------|-------------------------|-------------|
| SEM-1 | | | | | |
| MJ-1 | Understanding Political Theory 1. Politics: Meaning and Concepts. 2. The Relevance of Political Theory. 3. Democracy, Liberty and Equality. 4. Citizenship: Rights and Duties. 5. State and Political Theory: Core Issues. 6. Civil Society and the State: Censorship and Surveillance, Privacy and Family. 7. Development and Economic Growth: Major Themes. 8. Issues of Justice: Gender, Fairness and Protective Discrimination/Affirmative Action. | 4 (Arpan Roy, Jyoti Mitra, Chandan Naru, Souvik Barua) | 4 | L+T 03+02+1=6 | 6×15=90 |
| MI-1 | Nationalism and Anti-colonial Movement in India Group- A 1. Approaches to the Study of Nationalism in India: Nationalist and Imperialist. 2. Marxist and Postcolonial interpretations of Indian Nationalism. 3. Major Social and Religious Reform Movements in colonial India. 4. Phases of Nationalist Politics in India: Liberal, Extremist, Swadeshi and Revolutionary. 5. Gandhi and phases of Mass Politics: Non-Cooperation, Civil Disobedience and Quit India Movements. 6. Peasants, Tribals and Working Class movements in India. 7. The Caste Question and Anti-Brahminical politics; Women and Nationalist Movements in India. | 3 (Jyoti Mitra, Chandan naru, Arpan Roy, Souvik Barua) | 4 | 4+2=6 | 6×15=90 |

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| | 8. The Communal Question: Two-nation Theory and the Partition of India. | | | | |
| SEC-1 | <p>Panchayati Raj Management System</p> <p>Course Outline</p> <p>Planning, development and maintenance of local self-government at the village level is the aim of the Panchayati Raj system. The Panchayati Raj system helps to build the basis of Indian democracy. It gives women and members of Scheduled Tribes, Scheduled Castes, Other Backward Classes, and other marginalised groups in society representation. Even though the Panchayati Raj System runs on its own, the State Governments are the ones who create the norms and guidelines for how the local self-government should operate. Acquiring knowledge about Panchayati Raj Institutions (PRIs) also necessitates an understanding of the decentralisation and devolution of powers.</p> <p>□ The course will enable the student to map the activities of the PRIs- development agencies and planning committees, workings of the Panchayati Raj Bureaucracy, gain insights into the implementation of various programmes and political linkages.</p> | 5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal) | 3 | 2+1+1+1+1=6 | 6×15=90 |
| MDC-01 | <p>MDC-01T: Indian Constitution</p> <p>Unit-I Historical Background- Constituent Assembly of India- Philosophical Foundation of the Indian Constitution- Preamble- Fundamental Rights- Directive Principles of State Policy- Fundamental Duties- Citizenship- Constitutional Remedies for Citizen.</p> <p>Unit-II Union Government- Structures of the Union Government and Functions- President- Vice President- Prime Minister-Cabinet- Parliament- Lok Sabha- Composition of Powers- Rajya Sabha- Supreme Court of India- Judicial Review.</p> <p>Unit-III State Government- Structures and Functions- Governor- Chief Minister- Cabinet- State Legislature- Judicial System in States- High Court and Subordinate Courts.</p> | (Jyoti Mitra, Chandan Naru, Arpan Roy) | 3 | 1+1+1=3 | 3×15=45 |
| SEM-2 | | | | | |

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| MJ-2 | <p>MJ-2: CONSTITUTIONAL GOVERNMENT IN INDIA</p> <ol style="list-style-type: none"> 1. Evolution of the Indian Constitution: The Role of Constituent Assembly. 2. Development of Indian Constitution through Amendments and Reviews. 3. The Philosophy of Indian Constitution: Significance of the Preamble. 4. Basic features of the Indian Constitution. Fundamental Rights and Duties; The Directive Principles of State Policy. | <p>5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)</p> | <p>4</p> | <p>2+1+1+1+1=6</p> | <p>6×15=90</p> |
| MI-2 | <p>Gender Studies</p> <p>Group-A</p> <ol style="list-style-type: none"> 1. The concept of Gender and the evolution of Gender Studies. 2. Gender as a Political Construct: Sex and Gender; Power and Culture. 3. Women as Political Actors: Representation and Participation. 4. Emergence of Feminist Political Theories: Different types and Waves. 5. The Structures and Functions of Patriarchy. 6. Women and Human Rights. 7. Women and Economic Opportunities. 8. Women and Political Participation in India- With special reference to 73rd and 74th Constitutional Amendments. | <p>5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)</p> | <p>4</p> | <p>1+1+2+1+1=6</p> | <p>6×15=90</p> |
| SEC2: | <p>Media and Politics</p> <p>Course Outline</p> <p>The media landscape of today goes beyond conventional print and television journalism. Professional bloggers and bloggers, independent writers and editors, podcasters, those employed in the entertainment industry and television, radio, and film, those who make video games and interactive apps, and many others are included.</p> <p>□ The course will explore the interdependent and symbiotic relationship between media and politics. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion.</p> | <p>5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)</p> | <p>3</p> | <p>2+1+1+1+1=6</p> | <p>6×15=90</p> |

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| MDC-2 | <p>MDC-02: Gender Studies</p> <p>Gender as a Social Construct:</p> <p>i) Gender Sex and Sexuality ii) Masculinity and Femininity</p> <p>Gender Discrimination and Stereotype:</p> <p>i) Family and Workspace</p> <p>Power and Resistance:</p> <p>i) Womens' Movement in India</p> <p>Gender and Intersectionality:</p> <p>i) Caste, Class, Race, Sexuality ii) Religion iii) Ability and Disability</p> <p>Gender Based Violence:</p> <p>i) Sexual Harassments ii) Domestic Violence iii) Rape iv) Cyber Crime.</p> | (Jonaki Biswas, Jyoti Mitra, Chandan Naru, Arpan Roy, Souvik Barua, Snehasis Mondal) | 3 | 6 | 6×15=90 |
| SEM-3 | | | | | |
| C5T | <p>Introduction to Comparative Government and Politics</p> <p>Unit-I</p> <p>Understanding Comparative Politics</p> <p>a. Nature and scope b. Going beyond Eurocentrism</p> <p>Unit-II</p> <p>Historical context of modern government</p> <p>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</p> <p>Unit-III</p> <p>Themes for comparative analysis</p> <p>A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.</p> | 2 (Arpan Roy, Jonaki Biswas) | 6 | 3+3=6 | 6×15=90 |
| C6T | <p>Perspectives on Public Administration</p> <p>Unit-I</p> <p>Public administration as a discipline</p> <p>□ Meaning, Dimensions and Significance of the Discipline □ Public and Private Administration</p> | 2 (Jyoti Mitra, Snehasis Mondal) | 6 | 4+2=6 | 6×15=90 |

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| | <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 Drucker) Unit-III Public policy <input type="checkbox"/> Concept, relevance and approaches <input type="checkbox"/> Formulation, implementation and evaluation Unit-IV Major approaches in public administration <input type="checkbox"/> New Public Administration <input type="checkbox"/> New Public Management <input type="checkbox"/> New Public Service Approach <input type="checkbox"/> Good Governance <input type="checkbox"/> Feminist Perspectives | | | | |
| C7T | Perspectives on International Relations and World History Unit-I Studying International Relations i. How do you understand International Relations: Levels of Analysis ii. History and IR: Emergence of the International State System iii. Pre-Westphalia and Westphalia iv. Post-Westphalia Unit-II Theoretical Perspectives i Classical Realism & Neo-Realism ii. Liberalism & Neoliberalism iii. Marxist Approaches iv. Feminist Perspectives v. Eurocentricism and Perspectives from the Global South Unit-III | 5 (Chandan Naru, Jyoti Mitra, Arpan Roy, Jonaki Biswas, Snehasis Mondal) | 6 | 2+1+1+1+1=6 | 6×15=90 |

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| | <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> | | | | |
| SEC1T | <p>Public Opinion and Survey Research</p> <p>Unit-I</p> <p>Introduction to the course</p> <p>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</p> <p>Measuring Public Opinion with Surveys: Representation and sampling</p> <p>a. What is sampling? Why do we need to sample? Sample design.</p> <p>b. Sampling error and non-response</p> <p>c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified</p> <p>Unit-III</p> <p>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</p> <p>Quantitative Data Analysis</p> <p>a. Introduction to quantitative data analysis</p> <p>a. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics</p> <p>Unit-V</p> <p>Interpreting polls</p> <p>Prediction in polling research: possibilities and pitfalls</p> <p>Politics of interpreting polling</p> | 2 (Chandan Naru, Jyoti Mitra) | 2 | 1+1=2 | 2×15=30 |
| GE3T | <p>Gandhi and the Contemporary World</p> | 4 (Jonaki | 6 | 2+2+1+1=6 | 6×15=90 |

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| | <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 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> | <p>Biswas, Jyoti Mitra, Snehasis Mondal, Chandan Naru)</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> | <p>2 (Chandan Naru, Arpan Roy)</p> | 6 | 3+3=6 | 6×15=90 |

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| SEC1T | <p>Legislative Support</p> <p>Course Content:</p> <p>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.</p> <p>2. Supporting the legislative process: How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, 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> | 2 (Jyoti Mitra, Snehasis Mondal) | 2 | 1+1=2 | 2×15=30 |
| 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</p> | 3 (Arpan Roy, Jonaki Biswas, Snehasis Mondal) | 6 | 2+2+2=6 | 6×15=90 |

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| | <p>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> | | | | |
| C9T | <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> | 2 (Jyoti Mitra, Snehasis Mondal) | 6 | 4+2=6 | 6×15=90 |
| C10T | <p>Global Politics</p> <p>Unit-I Globalization: Conceptions and Perspectives a. Understanding Globalization and its Alternative Perspectives</p> | 3 (Chandan Naru, Jonaki Biswas, Jyoti Mitra) | 6 | 2+2+2=6 | 6×15=90 |

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| | <p>b. Political: Debates on Sovereignty and Territoriality</p> <p>c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF,</p> <p>d. World Bank, WTO, TNCs</p> <p>e. Cultural and Technological Dimension</p> <p>f. Global Resistances (Global Social Movements and NGOs)</p> <p>Unit-II</p> <p>Contemporary Global Issues</p> <p>a. Ecological Issues: Historical Overview of 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> | 4 (Chandan Naru, Jyoti Mitra, Snehasis Mondal, Arpan Roy) | 6 | 2+2+1+1=6 | 6×15=90 |

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| | <p>(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> | | | | |
| DSC1DT | <p>Introduction to International Relations</p> <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> | 2 (Chandan Naru, Arpan Roy) | 6 | 3+3=6 | 6×15=90 |
| 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</p> | 4 (Arpan Roy, Jyoti Mitra, Chandan Naru, | 2 | 1+1=2 | 6×15=90 |

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| | <p>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 b. Basic concepts: co relational 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> | Snehasis Mondal) | | | |
| SEM-5 | | | | | |
| C11T | <p>Classical Political Philosophy</p> <p>Unit-I Text and Interpretation</p> <p>Unit-II Antiquity Plato Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy; Women and Guardianship, Censorship</p> <p>Aristotle Forms, Virtue, Citizenship, Justice, State and Household Presentation themes: Classification of governments; man as zoon politikon</p> <p>Unit-III</p> | 5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal) | 6 | 2+1+1+1+1=6 | 6×15=90 |

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| | <p>Interlude: Machiavelli Virtu, Religion, Republicanism Presentation themes: morality and statecraft; vice and virtue</p> <p>Unit-IV Possessive Individualism Hobbes Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.</p> <p>Locke Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property</p> | | | | |
| C12T | <p>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</p> | 5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal) | 6 | 1+1+2+1+1=6 | 6×15=90 |
| DSE1T | <p>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</p> | 5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal) | 6 | 2+1+1+1+1=6 | 6×15=90 |

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| | <p>b. Maoist challenge</p> <p>c. Civil rights movements</p> | | | | |
| DSE2T | <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, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)</p> | 6 | 1+2+1+1+1=6 | 6×15=90 |
| GE1T | <p>Nationalism in India</p> <p>Unit- I</p> <p>Approaches to the Study of Nationalism in India</p> <p>Nationalist, Imperialist, Marxist, and Subaltern Interpretations</p> <p>Unit-II</p> <p>Reformism and Anti-Reformism in the Nineteenth Century</p> <p>Major Social and Religious Movements in 19th century</p> <p>Unit-III</p> <p>Nationalist Politics and Expansion of its Social Base</p> | <p>3 (Chandan Naru, Jonaki Biswas, Snehasis Mondal, Arpan Roy)</p> | 6 | 2+2+2=6 | 6×15=90 |

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| | <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> <p>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</p> <p>b. The Caste Question: Anti-Brahminical Politics</p> <p>c. Peasant, Tribals and Workers Movements</p> <p>Unit-V 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> | 2 (Jonaki Biswas, Chandan Naru) | 6 | 3+3=6 | 6×15=90 |

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| 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 set up by the Legal Services Authority or an NGO</p> | 2 (Jyoti Mitra, Snehasis Mondal) | 2 | 1+1=2 | 2×15=30 |
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| | <p>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 |

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| | <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 |

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| | <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> | <p>5 (Chandan Naru, Jonaki Biswas, Jyoti Mitra, Arpan Roy, Snehasis Mondal)</p> | 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 Enforcement,</p> | <p>4 (Jyoti Mitra, Chandan Naru, Arpan Roy, Snehasis Mondal)</p> | 6 | 2+1+1+1=6 | 6×15=15 |

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| | <p>Peace Building and Responsibility to Protect (e) Millennium Development Goals</p> <p>Unit-II Major Global Conflicts since the Second World War (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> <ol style="list-style-type: none"> 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. 2. Administrative theories: the classical theory, scientific management, the human - relation theory, and rational decision-making. 3. Understanding public policy: concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation. 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. | 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> <ol style="list-style-type: none"> a. Understanding Conflict b. Conflict Management, Conflict Resolution and Conflict Transformation c. Peace Building | 3 (Chandan Naru, Arpan Roy, Jonaki Biswas) | 2 | 1+1=2 | 2×15=30 |

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| <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] 31.12.2024

Signature of Principal

Principal
Mugberia Gangadhar Mahavidyalaya

