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<td>15 A. Electoral Politics &amp; Voting Behaviour</td>
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<td>8.5. Elections and Political Process in India</td>
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Fundamentals of Social Sciences

Learning objectives: The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT.

Learning Outcomes: On successful completion of the course the student will be able to:

1. Learn about the nature and importance of social science.
2. Understand the Emergence of Culture and History
3. Know the psychological aspects of social behaviour
4. Comprehend the nature of Polity and Economy
5. Knowledge on application of computer technology

Unit – I – What is Social Science?
1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

Unit -II: Understanding History and Society
1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and Chronology of Indian History

Unit – III – Society and Social Behaviour
1. Definition , Nature and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society
4. Thought process and Social Behavior

Unit – IV – Political Economy
1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts
4. Economic Growth and Development - Various aspects of development

Unit - V – Essentials of Computer
1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals

Reference Books
1. The social sciences: An Integrated Approach by James M. Henslin and Danniel F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
7. ML Seth – Macro Economics - Lakshminarayana Agarwal, 2015
8. Fundamentals of Computers by V. Raja Raman

Activities:
1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.
Paper – II
Perspectives on Indian Society

Learning objectives: The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

Learning Outcomes: On successful completion of the course the student will be able to:
1. Learn about the significance of human behavior and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy

Unit – 1 – Man in Society
1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns

Unit-II: Indian Heritage and Freedom Struggle in India
1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music and Yoga
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

Unit – 3 – Indian Constitution
1. Philosophical Foundations of Indian Constitution
2. Elements of Indian Constitution
3. Study of Rights in Indian Constitution
4. Directive principles to State

Unit – 4. Indian Economy
1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

Unit – 5 - Impact on Society & Analytics
1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences

References
1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

Activities:
1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.
Semester II

3. Fundamentals of Political Science

Learning Objective: The student will be able to understand the nature, various approaches, knowledge of the state and its origin and evolution of the modern state in Political Science.

Learning Outcomes: On successful completion of the course the students will be able to:

- Learn nature, importance, and relationship with other social sciences.
- Understand the traditional and modern approaches.
- Know the origin and evolution of the state.
- Comprehend the development of social contract theory.
- Understand the birth of modern state.

Unit – I: Introduction:
1. Definition Nature of Political Science
2. Scope and Importance of Political Science
3. Relations with allied disciplines: History and Economics
4. Relations with allied disciplines: Philosophy and Sociology

Unit – II: Approaches:
1. Approaches to the study of Political Science:
2. Traditional Approaches: Philosophical, Historical.
3. Modern Approaches: Behavioral and Post-Behaviouralism
4. Modern Approaches: System Approach and Structural - Functional

Unit – III: State
1. Definition of the State, Nature
2. Elements of the State
3. Theories of Origin of the State: Divine Origin
4. Theories of Origin of the State: Force and Evolutionary

Unit – IV: Theory of Social Contract
3. Social Contract Theory: John Locke
4. Social Contract Theory: Jean Jacques Rousseau

Unit – V: Modern State
1. Concepts of Modern State: Meaning, Origin
2. Nature of Modern State
3. Welfare State: Origin
4. Nature of Welfare State

Unit-wise proposed activities & evaluation:
1. Assignments: A two-minute presentation on the topic.
2. Discussion: Team evaluation by the faculty.
3. Quiz Program: Based on the scores.
4. Classroom Seminar: Faculty evaluation.
5. Open forum: A PPT presentation

References:
1. Political Ideologies-An Introduction: Andrew Heywood
2. Principles of Political Science: A.C. Kapoor
3. Contemporary Political Theory: J.C.Johari
4. An Introduction to Political Theory: O.P.Gauba
5. Political Theory: Eddy Ashirvadam & K.K.Misra
4. Concepts & Ideologies of Political Science

**Learning Objectives:** The student will be able to learn the concepts like law, liberty, equality, rights, and power, Ideologies like liberalism, individualism, anarchism, and fascism and various Isms like Socialism, Marxism, multiculturalism, and nationalism.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Learn the significance of concepts.
- Understand the law and liberty.
- Know equality and power and its constituents.
- Experience the rights and its theories.
- Understanding of political ideologies.

**Unit – I: Law & Liberty:**
1. Law: Meaning, Definition, Nature
2. Law: Types of Law - Sources of Law
3. Liberty: Meaning, Definition, Nature
4. Liberty: Types of Liberty

**Unit – II: Equality & Power:**
1. Equality: Meaning, Definition, Nature
2. Equality: Types of Equality
3. Power: Meaning, Definition, Nature
4. Authority and Legitimacy: Meaning, Definition, Nature

**Unit – III: Rights:**
1. Rights: Meaning, Nature
2. Rights: Classification of Rights
3. Theories of Rights: Natural, Legal, Historical
4. Theories of Rights: Idealistic, Social & Welfare

**Unit – IV: Ideologies:**
1. Liberalism
2. Individualism
3. Anarchism
4. Fascism

**Unit – IV: Isms**
1. Socialism
2. Marxism
3. Multiculturalism
4. Nationalism

**Unit-wise proposed activities & evaluation:**

**Celebrations on International Human Rights Day**
1. **Group Discussion:** Team evaluation by the faculty.
2. **Debate:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Faculty evaluation.
5. **Peer Teaching:** A PPT presentation.

**References:**
1. Modern Political Theory: S.P.Varma
2. Principles of Political Science: A.C. Kapoor
3. Contemporary Political Theory: J.C.Johari
4. An Introduction to Political Theory: O.P.Gauba
5. Political Theory: Ideas & Concepts: Sudheela Ramaswamy
5. Political Institutions

Learning Objectives: The student will have a vivid picture of various political institutions like legislature, executive, judiciary, forms of government, democratic system, and pressure groups.

Learning Outcomes: On successful completion of the course the students will be able to:
- Understand the organs of the government.
- Learn the theory of separation of powers.
- Comprehend the forms of government.
- Know the rights and its theories.
- Acquaint with political ideologies.

Unit – I: Organs of Government:
1. Legislature: Unicameral and Bicameral
2. Legislature: Power and Functions
3. Executive: Types, Powers, and Functions
4. Judiciary: Powers and Functions

Unit – II: Separation of Powers:
2. Montesquieu’s doctrine of separation of powers
3. Advantages & Disadvantages
4. Case study of USA & UK

Unit – III: Forms of Government:
1. Unitary form of Governments: Merits and Demerits
2. Federal form of Government: Merits and Demerits
3. Parliamentary form of Government: Merits and Demerits
4. Presidential form of Government: Merits and Demerits

Unit – IV: Democracy:
1. Democracy: Meaning, Definition, Significance
2. Theories and Principles of Democracy
3. Types of Democracy
4. Condition for the success of democracy

Unit – V: Political Parties, Pressure Groups and Public Opinion:
1. Political Parties: Meaning, Definition, Classification of Political Parties: National
2. Classification of Political Parties: Regional, Functions of Political Parties
3. Pressure Groups: Meaning, Definition, and Types
4. Public Opinion: Meaning, Definition, and Significance

Unit-wise proposed activities & evaluation:
Celebrations on International Day of Democracy
1. Quiz Program: Marks scored by teams.
2. Debate: Faculty evaluation.
3. Essay writing: Based on understanding and scores.
5. Study Project: Faculty evaluation.

References:
1. Modern Political Theory: S.P.Varma
2. Principles of Political Science: A.C. Kapoor
3. Contemporary Political Theory: J.C.Johari
4. An Introduction to Political Theory: O.P.Gauba
5. Political Theory: R.C.Agarwal
6. Indian Constitution

Learning Objectives: The student will understand the intricacies of the Constitution, its evolution, development, and insights of feature of Indian Constitution with due stress on fundamental rights, duties, and directive principles of state policy.

Learning Outcomes: On successful completion of the course the students will be able to:

- Know the origin and evolution of the Constitution.
- Understand of Constitutional Development of India.
- Comprehend the feature of Indian Constitution.
- Identify the rights and duties.
- Understanding the notion of theory of basic structure.

Unit – I: Constitution:
1. Constitution: Meaning, Definition, & Origin
2. Evolution of Constitution
3. Classification of the Constitutions: Written and Unwritten
4. Classification of the Constitutions: Rigid and Flexible

Unit – II: Ideological Base of the Indian Constitution:
1. Constitutional Development in India during British Rule
2. Minto-Morley Reforms, 1909
3. Montague-Chelmsford Reforms, 1919

Unit – III: Features of Indian Constitution:
1. Constituent Assembly: Nature, Composition,
2. Constituent Assembly: Socio-Economic, Philosophical Dimensions
3. Indian Constitution: Preamble
4. Indian Constitution: Salient Features

Unit – IV: Rights & Duties:
1. Fundamental Rights
2. Directive Principles of State Policy
3. Differences between Fundamental Rights and Directive Principles of State Policy
4. Fundamental Duties

Unit – V: Theory of Basic Structure:
1. Doctrine of Basic Structure of the Constitution: Origin & Growth
2. Judicial Interpretations: Golaknath Case, 1967

Unit-wise proposed activities & evaluation:
- Celebrations on Indian Constitutional Day.
- Assignment: Marks obtained.
- Discussion: Faculty evaluation.
- Essay writing: Based on understanding and scores.
- Classroom Seminar: Peer evaluation.
- Debate: Evaluation by faculty.

References:
1. An Introduction to the Constitution of India: D. D. Basu
2. Constitutional Government in India: M. V. Pylee
3. Politics in India: Rajani Kothari
4. Indian Government and Politics: B.L. Fadia
5. Concise Encyclopedia of Indian Constitution: Subhash Kashyap
7. Indian Government

**Learning Objectives:** The student gets a glimpse of the nominal and real executive, legislatures of the Union and the States, and the judiciary system.

**Learning Outcomes:** On successful completion of the course the students will be able to:
- Know the President and Parliament of India.
- Understand the Prime Minister & Council of Ministers.
- Assess the Governor and his role.
- Reflect the role of Chief Minister and Council of Ministers.
- Judge the role of Judiciary.

**Unit – I: President & Parliament:**
1. President of India: Mode of Election & Impeachment
2. President of India: Powers and Functions
3. Parliament: Composition – Lok Sabha & Rajya Sabha
4. Parliament: Powers and Functions

**Unit – II: Prime Minister & Council of Ministers:**
1. Prime Minister: Powers and Functions
2. Prime Minister: Role in Coalition Politics
3. Council of Ministers: Powers and Functions
4. Legislative Committees: PAC, Estimates Committee, CPE

**Unit – III: State Executive:**
1. Governor: Powers and Functions
2. Governor: Role
3. Legislature: Composition – Legislative Council & Legislative Assembly
4. Legislature: Powers and Functions

**Unit – IV: State Executive:**
1. Chief Minister: Powers and Functions
2. Council of Ministers: Powers and Functions
3. Business Advisory Committee
4. Standing committees

**Unit – V: Judiciary:**
1. Supreme Court-Composition and
2. Appointments, Powers, and Functions
3. Judicial Review, Judicial Activism
4. National Judicial Appointments Commission and Judicial Reforms

**Unit-wise proposed activities & evaluation:**
- **Role Play on Mock Parliament**
  1. **Assignments:** A two-minute presentation on the topic.
  2. **Discussion:** Team evaluation by the faculty.
  3. **Open forum:** A PPT presentation
  4. **Quiz Program:** Based on the scores.
  5. **Classroom Seminar:** Faculty evaluation.

**References:**
1. An Introduction to the Constitution of India: D. D. Basu
2. Government and Politics of India: Morris Jones
3. Indian Polity: Laxmikanth
4. Indian Government and Politics: B.L. Fadia
5. Concise Encyclopedia of Indian Constitution: Subhash Kashyap
8. Indian Federal System

**Learning Objectives:** The student will get awareness on Union – State relations, federal process, electoral system, constitutional development in the local governments with 73rd and 74th Constitutional Amendment Acts.

**Learning Outcomes:** On successful completion of the course the students will be able to:
- Know the importance of Centre – State Relations.
- Learn the Indian federal process.
- Assess the electoral process in India.
- Estimate the Panchayat Raj System.
- Understand 73rd & 74th Constitutional Amendment Acts.

**Unit – I: Centre - State Relations:**
1. Features of Indian Federal System
2. Centre-State Relations: Legislative
3. Centre-State Relations: Administrative
4. Centre-State Relations: Financial

**Unit – II: Federal Processes:**
1. Emerging Trends in Centre-State Relations
2. Recommendations of Sarkaria Commission
3. Recommendations of M.M. Punchi Commission
4. Role of Governor

**Unit – III: Electoral Processes:**
1. Election Commission of India: Powers and Functions
2. Issues of Electoral Reforms
3. Determinants of Voting Behaviour
4. Problems of Defections: Anti-Defection Law

**Unit – IV: Panchayati Raj System:**
1. Evolution of Panchayati Raj System
2. Recommendations: Balwanta Rai Committee, Ashok Mehta Committee
3. Rural Governments: Structure, Powers, and Functions

**Unit – V: Constitutional Amendment Act: 73rd & 74th:**
1. Democratic Decentralization
2. 73rd Constitutional Amendment Act
3. 74th Constitutional Amendment Acts
4. Challenges and Prospects

**Unit-wise proposed activities & evaluation:**
- Celebrations on Panchyat Raj Day.
- Collection of Election statistics.
1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

**References:**
1. An Introduction to the Constitution of India: D. D. Basu
2. Democratic Political Process: M.R. Biju
3. Indian Polity: Laxmikanth
4. Democratic Decentralisation and Grossroot Leadership in India: Subharata Dutta
5. Panchayatraj System and Development Planning: Hari Prasad Chhetri
9. Dynamics of Indian Political System

Learning Objectives: The student gets an outline of the social and political dynamics, various regulatory institutions, governing mechanisms, and significance of civil services.

Learning Outcomes: On successful completion of the course the students will be able to:
- Know the social dynamics of India.
- Understand the political dynamics.
- Measure the regulatory institutions in India.
- Acquaint with the governing mechanisms.
- Learn the role of Civil Services.

Unit – I: Social Dynamics:
1. Role of Caste
2. Role of Religion
3. Role of Language
4. Social Media & Politics

Unit – II: Political Dynamics:
1. Politics of Reservation
2. Criminalization of Politics
3. Regionalism in India
4. Internal threats to Security

Unit – III: Regulatory Institutions:
1. NITI Ayog
2. Finance Commission
3. Comptroller and Auditor General of India
4. Central Vigilance Commission

Unit – IV: Governing Mechanisms:
1. Central Information Commission
2. Lokpal
3. Lok Ayukta
4. Right to Information Act, 2005

Unit – V: Civil Services:
1. UPSC: Powers & Functions
2. Neutrality and integrity of Civil Services: All India Services

Unit-wise proposed activities & evaluation:
- Celebrations on Civil Services Day.
- Webinar on Social – Political dynamics
1. Assignment: Marks obtained.
2. Discussion: Faculty evaluation.
3. Essay writing: Based on understanding and scores.

References:
2. Caste and Reservation in India: V.K.Garg
3. Indian Polity: Laxmikanth
4. Indian Administration: Vishnoo Bhagwan &Vidya Bhushan
5. Government and Politics in India: S.H.Patil
10. Western Political Thought: Ancient & Medieval

**Learning Objectives:** The student gets a holistic understanding of the ancient and medieval times prevailed in Europe and, influence of religion on the State.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Understand the fundamental contours classical, western political philosophy,
- Understand the concepts of Plato and Aristotle
- Understand the basic features of medieval political thought and shift from medieval to modern era.
- Understand the influence of religion and its impact on the State.
- Critically analyse the evolution of western political thought.

**Unit: I:**
1. History of Western Political Thought
2. Plato: Rule of Philosopher Kings
3. Theory of Justice
4. Ideal State and Education

**Unit: II:**
1. Aristotle: Theory of State
2. Classification of Governments
3. Citizenship and Slavery
4. Theory of Revolutions

**Unit: III:**
1. Cicero: On Law and Justice
2. Cicero: Influence on Western Political Thought
3. St. Augustine of Hippo: Religious and Political conditions in Europe & Africa
4. St. Augustine of Hippo: Theory of Two Cities

**Unit: IV:**
1. St. Thomas Aquinas: Political Philosophy
2. St. Thomas Aquinas: Four Cardinal Principles
3. William of Ockham: Political Philosophy
4. William of Ockham: Influence and legacy

**Unit: V**
1. Niccolo Machiavelli: Conditions of Europe and Italy
3. Niccolo Machiavelli: Suggestions to Prince
4. Niccolo Machiavelli: State and Statecraft

**Unit-wise proposed activities & evaluation:**
1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

**References:**
1. A History of Political Theory: George H. Sabine
2. A History of Political Thought-Plato to Marx: S. Mukherjee & Sushila Ramaswamy
3. Ancient and Medieval Political Thinkers-From Plato to Padua: P.B.Rathod
4. Political Thought: C.L.Wayper
5. Western Political Thought: B.N.Ray
11. Indian Political Thought

Learning Outcomes:
1. Enriches about variety of ancient Indian political thoughts.
2. Understands the contributions of Kautilya.
3. Creates awareness on political ideologies of 19th century social reformers.
4. Familiarizes the political philosophy of religious reformers.
5. Imparts knowledge on nationalist political thinkers.

Unit I: Sources of Ancient Indian Political Thought
1. Sources of Ancient Indian Political Thought (Vedas, Upanishads, Ramayana & Mahabharata)
2. Manu - Elements of State - Duties of King – Manu Dharma – Varna System

Unit II: Kautilya and his Artha shastra
1. Kautilya – King & Kingship
2. Saptanga theory – Mandal Theory

Unit III: Social Reformers
1. Raja Rammohan Roy – Brahma Samaj – Social and Religious reforms
2. Jyotiba Phule – Satya Shodak Samaj - Champion of Equal Rights
3. Ishwarchandra Vidyasagar – Bethune Society – Women Education
4. Sarojini Devi – Women’s Indian Association – Women empowerment

Unit IV: Religious Reformers
1. Vivekananda – Ramakrishna Mission – Speech at World Parliament of Religions
2. Swami Dayananda Saraswathi – Arya Samaj – Back to Vedas
3. Bala Gangadhar Tilak - Father of the Indian Revolution – National Education

Unit V: Modern Nationalist Thinkers
2. Dr. B.R. Ambedkar – Views on Indian Society – Social Movements
3. Jawaharlal Nehru – Panchasheela – Non-Alignment Movement
4. Sardar Patel – Unification of India
5. Pandit Deen Dayal Upadhyaya – Integral Humanism

References:
3. Indian Political Thinkers, Dr. Vishnoo Bhagwan, Atma Ram & Sons, Delhi, 1996.
4. Modern Indian Political Thought, V.P Verma, Lakshmi Narain Agarwal, Agra
5. Ancient Indian Political Thought & Institutions by H.R Mukhi, SBD Publishers, Delhi, 2008.
8. Dr. Baba sahib Ambedkar, writings and speeches vol: I, II, III and VIII

Activities: Assignments – Quiz – Group Discussion – Classroom Debates – Documentaries from You tube – Preparation of Albums
12. E GOVERNANCE

Learning Outcomes:
Students at the successful completion of the course will be able to:

1. Acquaint student with the introduction to good governance and how it can be achieved by information and communication technology.
2. Understand the growing needs of E-Governance, improving transparency in the system of governance
3. Have understanding of various government schemes and E-Governance projects and initiatives.
4. Provide the practical knowledge about the effective delivery of citizen services through online mode.
5. Realize the issues and challenges of E-Governance.

Unit: 1


Unit: 2

E-Governance in India- - National E-Governance Plan (NeGP)-National Informatics Centre-Strategies for E-Governance-E-Governance Implementations: Required infrastructure of Network, Computing, Cloud Governance, Data system, Human resources, Legal and Technological infrastructure- Major E-Governance Projects and Initiatives:Gyandoot, E-choupal, E-Bhoomi, E-Seva, CARD, E-Panchayat, Real Time Governance (RTG) etc.

Unit: 3

Role of Information and Communication Technology in Administration, Effective delivery of services for public utilities through E-Governance-Online filing of complaints, application registration, issuance of certificates, issuance of land records, online payments of fees, dues etc, etendering, easy access to information and E-Governance in Social security and welfare schemes: Direct transfer of benefits, Biometric authentication through Aadhar, etc.

Unit: 4

E-Governance under Information Technology Act-Legal status for digital transactions-Public Private Partnership and expansion of E-Governance.

Unit: 5


References:
6. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

Co-Curricular Activities (Training of students by the teacher: Total 10 hours):

a) Mandatory:
7. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on techniques of application of ICT for getting services from the government departments, filing of grievances through online mode, making digital transactions for issuance of certificates or payment of fees, identifying components in e-governance and techniques to handle cyber security etc.,

8. **FOR STUDENT:** Students have to visit urban or local administration offices and have practical study and assess the implementation of E-Governance initiatives, models, citizen centric services, citizen charter and interact with the beneficiaries about the fulfillment of their needs in time or not and if any lapses they noticed or visit to nearby government institution covering the various citizen centric services delivering through online mode and observe the citizen charter, mode of operation, time limitation, fees prescribed for services and observe the operation of Real Time Governance (RTG) in administration and record their experiences and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

9. **Suggested Fieldwork/Project work Format:**
   - Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

10. Max marks for Fieldwork/Project work Report: 05

11. Unit Tests / Internal Examinations

**Suggested Co-Curricular Activities**
1. Training of students by a related field expert.
2. Reading Daily newspaper either print or online about the misuse of technology which leads to cybercrimes.
3. Reading articles, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent technological advancements.
6. Discuss the case laws and judgments reported on E-Governance initiatives.
7. Seminars, Group discussions, Quiz, Debates etc.
8. Invited lectures and presentations on related topics by experts in Cyber Security especially the Police personnel associated with the cases of IT Act.
13. Local Administration

Learning Outcomes:
Students at the successful completion of the course will be able to;
1. Understand the existing context of Local Government Institutions in India.
2. Have knowledge on the need of empowerment and autonomy of LGIs.
3. Provide an overview on financial resources and constitutional provisions.
4. Analyse the issues, problems and conflicts in Local Administration.
5. Develop communication skills to interact with the elected members and officials.
6. Enhance skills for observation, organizing, networking, documentation.

Unit: 1

Unit: 2
Decentralization of powers (Political, Administrative and Economic) from the States to Local Institutions- 73rd and 74th Constitutional Amendment Acts-Empowering Local Governments Decision making powers during crisis and disasters-Relationship between local government authorities and Central and State Government service providers-Role of District Collector in strengthening LGIs.

Unit: 3
Revenue raising avenues for Local Governments-Grants, Aid and support from Centre and State Governments-Public Private Partnerships-Concept of Local Development-Village as a unit, SWOC analysis of a village, existing conditions, expected developmental opportunities, the gap, natural, government and private resources, year-wise planning, finances required - Role of Local Governments in implementation of welfare and developmental programmes i.e., (MGNREGS), (SGSY), (IAY) and (PURA).

Unit: 4
Challenges for Local Administration, Financial, administrative and Political Constraints-Public relations in Local Administration-Need for training for elected representatives and other stakeholders-Audit training and Participatory training.

Unit: 5
Preparation of Reports-Minutes and Documentation-Types of Reports, Content of Minutes Methods of Documentation-Best practices of Reporting on functioning of Local Administration Use of ICT in documentation.

References:
1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018
7. Rajesh Tondon and Mohini Kak (Eds), Citizen Participation and Democratic Governance, New Delhi, 2016.
10. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

IV. Co-Curricular Activities

a) Mandatory:

1. **FOR TEACHER**: Training of students by teacher in the classroom fora total of not less than 10 hours on techniques of identifying financial resources to local bodies, skilling on various components involved in auditing of accounts, analyzing the data of beneficiaries of welfare schemes by using statistical tools, preparation of minutes and reports, imparting technical skills with regard to communication and procedures and practices in documentation.

2. **FOR STUDENT**: Students have to visit to a Rural Local Government Institution, understand its profile, sources of revenue and expenditure, identify major issues and challenges, analyse its development and welfare initiatives, record the experiences, collecting data on implementation of poverty alleviation, employment generation schemes sponsored by governments and interpretation of data and indicate suggestions for better functioning (or) Participate in regular Gram Sabha meeting observe and record the proceedings and outcome of the meeting, indicate suggestions for better functioning of Gram Sabha (or) students may take a village as a unit, make SWOC analysis and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. **Suggested Fieldwork/Project work Format:**
   - Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

   **Max marks for Fieldwork/Project work Report: 05**

4. Unit Tests /Internal Examinations

b) **Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
6. Carry out a resource mapping of a selected area.
7. Plan and organize a capacity building session for the stakeholders
8. Seminars, Group discussions, Quiz, Debates etc.
9. Invited lectures and presentations on related topics by experts in Local Administration.
10. Make visit to a Self-Help Group or NGO, interact with its members and record their experiences.
11. Conduct an interview with an important person at the District Level using a structured schedule (District Panchayat Officer / CEO of Zilla Parishad / District Collector) and document their interventions in local administration and record their experiences.
14. POLITICAL REPORTING

Learning Outcomes:
Students at the successful completion of the course will be able to:
1. Understand the need, scope and concepts in Political Reporting.
2. Identify various sources for Political Reporting.
3. Provide an overview of interpreting the political phenomena from the gross roots level to the Parliament.
4. Develop insights and enhance skills in a professional manner in the age of mass media.
5. Learn skills related to reporting, enlarge job opportunities, and make it a career.

Unit: 1

Unit: 2

Unit: 3

Unit: 4
Writing Reports-Background Information-Framing and crafting Political Stories-Watchdog of enforcement of States’ Laws, Rules and Regulations-Political Reporting in deadline situations, Reporting on Political Campaigns.

Unit: 5
Political Reporting Skills-Interviewing-Types and Forms of Interviewing and Techniques Questionnaire – Opinion Polls-Writing Blogs-Role in citizen’s civic engagement, political communication and political participation-Analyzing politician’s media strategy.

References:
4. J.C. Johari, Comparative Politics, New Delhi, Sterling Publishers, 2002
8. Alok Mehta, Power, Press and Politics, 2021
   1. Claes H. de Vreese, Frank Esser & David Nicolas Hopmann (editors), Comparing Political Journalism (Communication and Society)
2. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

**Co-Curricular Activities (Training of students by the teacher: Total 10 hours):**

a) **Mandatory:**
1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on techniques on understanding political establishment, observing procedures and practices, identifying sources of political reporting, framing and crafting of political stories, application of ICT in political writings, discuss about the components involved in political writings such as real world consequences, disturbances or peace, high taxes, jobs or unemployment, health care, use of social media and its impact on citizens political participation in political process i.e. political campaigns and democracy.

2. **FOR STUDENT:** Students have to go to the field, observe activities related to political reporting such as news reporting, report on political meeting or incident and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Suggested Fieldwork/Project work Format:
   - Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.
   - Max marks for Fieldwork/Project work Report: 05

4. **Unit Tests /Internal Examinations**

**Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online and visit political websites.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments (including technical assignments like identifying sources of political reporting).
5. A few minutes of each class period shall be devoted to the past week’s major political stories and their coverage.
6. Seminars, Group discussions, Quiz, Debates etc.
7. Preparation of videos on Political popular personalities.
8. Collection of material/figures/photos related to political writings by experts covered in Dailies and magazines and organizing them in a systematic way in a file.
9. Visits to press, media houses, governmental offices etc.
10. Invited lectures and presentations on related topics by field experts such as political reporters, editors and professionals in political communication.
14. LEGAL LITERACY - RIGHTS AWARENESS

Learning Outcomes:
Students at the successful completion of the course will be able to;
1. Acquaint student with the structure and manner of functioning of the legal system in India.
2. Understand of the laws related to rights applicable in India.
3. Provide an overview of access to courts and enforcement of rights.
4. Develop an understanding of the formal and Alternate Dispute Redressal (ADR) mechanism that exist in India.

Unit: 1
Brief understanding of Legal Literacy-Rights and Duties of citizens-Indian Constitution Fundamental Rights and other constitutional rights and enforcement of certain rights under Article 21 with emphasis on Public Interest Litigation.

Unit: 2
Laws relating to criminal jurisdiction-Provisions relates to FIR, Arrest, Bail, Search and SeizureImportant offences under Indian Penal Code-Offences against Women-Dowry, Sexual harassment and violence, Juvenile justice.

Unit: 3

Unit: 4
System of Courts and Tribunals and their jurisdiction in India-Civil and Criminal courts, Writ jurisdiction, specialized courts such as Juvenile courts, Mahila courts etc.

Unit: 5
Legal Services Authority Act, 1987 and Right to Free Legal Aid-Alternate Dispute Resolution Mechanism (ADR), Lok Adalats and Conduct of Legal Literacy camps-Role of NGOs in promoting legal awareness.

References:
7. Indian Social Institute, New Delhi, Legal Literacy Booklets.

Co-Curricular Activities (Training of students by the teacher: Total 10 hours):
A). Mandatory:
1. FOR TEACHER: Training of students by teacher in the classroom for a total of not less than 10 hours on understanding various rights enshrined in the Constitution, preparation of FIR, conduct of moot court, identifying techniques of ADR mechanism (Negotiation, Arbitration and Conciliation), drafting of a Public Interest Litigation etc.,
2. FOR STUDENT: Visit to either a court or a legal services authority set up by the LSA Act, observe the proceedings, interact with persons who are seeking legal remedy and interact/interview the advocates if possible and record their experiences and individually submit his/her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Suggested Fieldwork/Project work Format:
   Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.
4. Max marks for Fieldwork/Project work Report: 05
5. Unit Tests /Internal Examinations
b). Suggested Co-Curricular Activities
1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments
5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
6. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
7. Seminars, Group discussions, Quiz, Debates etc.
8. Witness any incident occurred in surroundings that would be considered offensive under the penal code and make a class-room presentation on it. Example: Offenses relates to IPC, Consumer Protection Act, 1986, Filing a petition under RTI Act, 2005 etc.,
9. Invited lectures and presentations on related topics by experts in jurisprudence and ADR Mechanism.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Child abuse, domestic violence, sexual harassment at work place.
15. ELECTORAL POLITICS AND VOTING BEHAVIOUR

I. Learning Outcomes:
   Students at the successful completion of the course will be able to;
   
   1. Acquaint student with the structure and manner of functioning of Election Commission of India.
   2. Understand the political issues in Electoral Politics.
   3. Provide an overview on voter turnout, voting behavior in India.
   4. Aware of the role of new media and technology in election campaign.
   5. Develop an understanding of the required skills for data collection, research in election management.

Unit: 1

Unit: 2
Election Commission of India: Composition, Powers and Functions-Merits and Demerits of Electoral system in India-Political Participation-General Elections in India since 1952-Elections to Local Bodies-State Election Commission.

Unit: 3
Issues in Electoral Politics: Corruption, Money power, rigging, booth capturing, undemocratic party system, politics of Political Defections and Reservations-Need of Reforms in present Electoral System-Reports of Tarkunde, Goswamy, Indrajeet Gupta Committees.

Unit: 4

Unit: 5

References:

IV. Co-Curricular Activities (Training of students by the teacher: Total 10 hours):

A). Mandatory:

1. FOR TEACHER: Training of students by teacher in the classroom for a total of not less than 10 hours on collection of data relating to General Elections to Lok Sabha/Assembly or elections to Local bodies for a particular period, analysis of data by using statistical tools, preparation of questionnaire on voting behavior, identifying techniques for interpretation of election data and imparting skills involved in political campaigning by using new media.

2. FOR STUDENT: Students have to visit to nearby residential colony or street or a village, collect data regarding their voting behavior, voter turnout by interviewing the voters using formal and informal questionnaire, interaction with the voters and individually submit his/her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

Suggested Fieldwork/Project work Format:
Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

3. Max marks for Fieldwork/Project work Report: 05

4. Unit Tests/Internal Examinations

b). Suggested Co-Curricular Activities

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
6. Discuss any contemporary practice or event that violates the true spirit of democracy and political equality.
7. Seminars, Group discussions, Quiz, Debates etc.
8. Witness any incident occurred in your surroundings that would be considered for obstacle for reforms in politics.
9. Invited lectures and presentations on related topics by experts in Electoral Politics.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Political Defections, Anti-democracy acts of political parties.
11. Arrange Guest Lectures inviting election authorities such as District Returning Officer /Observers / Experts in Election Management.
15. Legislative Procedures and Practices

I. Learning Outcomes:

Students at the successful completion of the course will be able to;

1. Make familiar with legislative procedures and practices.
2. Equip the students with the adequate skills of participation in deliberative processes and democratic decision making.
3. Understand complex policy issues, draft new legislation, analyze ongoing bills, make speeches and floor statements.
4. Provide skills to be part of a legislative support team and expose them to real life legislative work.
5. Enhance understanding of procedures, practices, different committees and motions in the House.

Unit: 1

Unit: 2

Unit: 3
Drafting of the Bill- First Reading and Departmental Standing Committee- Second and Third Reading- Framing rules and regulations, Passage of the Bill, Consent by the President of India and Gazette Notifications.

Unit: 4
Legislative Committees in India: Role in reviewing government policies, finances, programmes and legislation, Types of Committees: Department Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee, Estimates Committee, Business Advisory Committee, Ethics Committee etc.

Unit: 5
Budget process: Reviewing the Union Budget, Examination of Demands for Grants of Ministries, Working of Ministries- Motions and Hours in the House: Question Hour : Rules of putting questions, Types of Questions- Rules relating to Calling Attention Motion, Adjournment Motion, Privilege Motion, Censure Motion, No-Confidence Motion, Cut Motion including Resolutions, Discussion and Short Discussion

References:

14. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

IV. Co-Curricular Activities (Training of students by the teacher: Total 10 hours):

A). Mandatory:
1. FOR TEACHER: Training of students by teacher in the classroom for a total of not less than 10 hours on conducting of a Mock Parliament, Conduct of Sessions, preparation of budget, formulation of policy, Collection and analysis of data for legislation, Imparting skills on asking questions and identifying communication skills.
2. FOR STUDENT: Students have to visit to a legislative/ local body unit nearby, observe legislative/ local body meetings, interact with stakeholders, monitor media and press releases, understanding political process and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

Suggested Fieldwork/Project work Format:
Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.
3. Max marks for Fieldwork/Project work Report: 05
4. Unit Tests /Internal Examinations

b). Suggested Co-Curricular Activities

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Watching live stream of sessions of Parliament or State Legislature.
4. Reading Editorial pages, blogs and websites for various ideological perspectives.
5. Assignments.
6. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
7. Discuss any contemporary practice or event that violates the true spirit of democracy and political equality.
8. Seminars, Group discussions, Quiz, Debates etc.
9. Invited lectures and presentations on related topics by experts in Legislative Procedures.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Political Defections, Anti-democracy acts of political parties.
7.1. Western Political Thought: Modern

Fourth Year - Semester- VII

**Learning Objectives:** The student gets a complete understanding of the modern period prevailed in Europe and, separation of religion from the State and other developments.

**Learning Outcomes:** On successful completion of the course the students will be able to:
1. Understand the modern western political thought and conditions of Europe.
2. Grasp Hobbesian thought.
3. Understand ideas of John Locke on human, state of nature and on property.
4. Comprehend the view of Rousseau on General Will and popular sovereignty.
5. Know the Utilitarian philosophy of Bentham and J.S. Mill on liberty.
6. Learn Marxian thought of philosophy and Gramsci’s civil society.

**Unit: I:**
1. Thomas Hobbes: Prevailing conditions in Europe and England
4. Thomas Hobbes: Absolute Sovereignty

**Unit: II:**
2. John Locke: Natural Rights & Social Contract
3. John Locke: Limited Government
4. John Locke: On Property

**Unit: III:**
1. Jean Jacques Rousseau: Human Nature
3. Jean Jacques Rousseau: General Will
4. Jean Jacques Rousseau: Popular Sovereignty

**Unit: IV:**
2. Jeremy Bentham: Law and Reforms
3. J.S.Mill: Theory of Liberty
4. J.S.Mill: Representative Government

**Unit: V:**
1. Karl Marx: Dialectical Materialism
2. Karl Marx: Theory of Surplus Value, Class Struggle
3. Antonio Gramsci: Hegemony
4. Antonio Gramsci: Civil Society

**Unit-wise proposed activities & evaluation:**
1. **Assignments:** A two-minute presentation on the topic.
2. **Discussion:** Team evaluation by the faculty.
3. **Open forum:** A PPT presentation
4. **Quiz Program:** Based on the scores.
5. **Classroom Seminar:** Faculty evaluation.

**References:**
1. A History of Political Theory: George H. Sabine
2. A History of Political Thought-Plato to Marx: S. Mukherjee & Sushila Ramaswamy
3. Western Political Thought -From Plato to Marx: Shefali Jha
4. Political Thought: C.L.Wayper
5. Western Political Thought: B.N.Ray
7.1. India’s Foreign Policy

SEMESTER- VII

Learning Outcomes:
1. Understands the theoretical framework of foreign policy.
2. Enables the student to know the role of foreign policy and national interest.
3. Learns about the origin, principles and basics of Indian foreign policy.
4. Assess importance of Panchsheel agreement between India and China.
5. Understands the geo-political, geo-strategic determinants and cross-border terrorism in India.

Unit I: Origin, Basic Principles of India’s Foreign Policy
2. Philosophical, Historical basis
3. Social and Cultural Basis, Panchasheela, Non-alignment

Unit II: Institutional Framework
1. Ministry of External Affairs - Background and Structure
2. Role of Ministry of External Affairs
3. Personality Factor in India’s Foreign Policy

Unit III: Relations of India to other Countries
1. India and the USA
2. India and the Russia
3. India and the Israel

Unit IV: India and her Neighbours
1. India and China, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan
2. India and SAARC
3. India and SAFTA

Unit V: India and Europe
1. India and U.K.
2. India and France
3. India and Germany

Books Recommended:
3. Dutt V.P, ‘India’s Foreign Policy – Since Independence’, National Book Trust India, New Delhi
4. Sumit Ganguly, ‘India’s Foreign Policy: Retrospect and Prospect’, Oxford University Press, India

References:
5. Kanna V.N, ‘Foreign Policy of India’ Oxford University Press, India
6. Subhachandran, ‘India’s Foreign Policy: Old problems New Challenges’

Activities:
Assignments – Quiz – Group Discussion – Collection of News Paper Clippings – Classroom Debates – Documentaries from You tube – Database of Current Issues
7.2. Modern Political Analysis

SEMESTER- VII

Learning Outcomes:
1. Understands modern approaches to the study of politics.
2. Assess ongoing debates regarding the study of political systems.
3. Assimilates the importance of theoretical and methodological choices.
4. Grasps recent works and debates in the discipline.
5. Absorbs the holistic view of the present role of Political analysis.

Unit I: Introduction
1. Meaning, Nature, Scope, and Significance of Political Analysis
2. Earlier Approaches and Modern Approaches Normative and Empiricism
3. Fact-value Dichotomy - Elements of Scientific Method

Unit II: Classification
1. Political Systems: Types – Similarities and Differences
2. Classification of Political Systems

Unit III: Post – World War II
1. Behaviorism – Meaning, Characteristics
2. Limitations of Behaviouralism
3. Post- Behaviouralism – later developments

Unit IV: Power & Authority
1. Power – Authority: Meaning, Significance
2. Differences between Power and Authority
3. Types of Authority

Unit V: Approaches
1. Different Approaches to the study of Politics – Structural – Functional Approach
2. Systems Theory – Communication Theory
3. Decision – Making Theory

Suggested Books:

References

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & MOOCS
Lessons – Database of Current Issues - Power point Presentations
7.2 Local Governments in India

SEMESTER- VII

Learning Outcomes:
1. Knows the structure and operation of state and local governmental institutions.
2. Familiarizes with various Committees on Local Governments
3. Understands the rural Governance in India
5. Estimates the challenges faced by the Local Self Governments.

Unit I: Introduction and Evolution
1. Local Government: Concept, Meaning, Nature, Scope
3. Importance of Local Governments

Unit II: Committees and recommendations on Local Self Governments
Post Independent:
1. Balwant Roy Mehta
2. Ashok Mehta
3. G.V.K Rao
4. L.M. Sanghvi
5. P.K. Thungan

Unit II: Rural Local Government Institutions
1. Rural Local Government: Grama Panchayat Structure and Powers
2. Zilla Parishad: Powers & Functions
3. Concept of Smart Village - 73rd Constitutional Amendment Act.

Unit III: Urban Local Government Institutions
1. Urban Local Governments: Nagar Panchayat
3. Concept of Smart City - 74th Constitutional Amendment Act

Unit IV: Developmental Programs
1. Local Government and Development - Rural Development Programs - Rural Problems
2. Urban Development Programs and Urban Problems
3. Women Empowerment in Local Government

Unit V: Challenges to Local Government Institutions
1. Challenges to Indian Local Governments
2. Local Leadership –Party politics
3. Village/ Ward Secretariat: Structure and functions

Recommended Books
2. Hoshiar Singh, ‘Local Government; India, Britain France and America’; Kitab Mahal, Cuttack, Orissa
3. 73rd and 74th Constitutional Amendment Acts.

References

Activities:
7.3 Comparative Politics

SEMESTER- VII

Learning Outcomes:
1. Able to understand meaning, nature scope of comparative politics.
2. Familiarize with political institutions
3. Understand importance of Political Parties, Pressure Groups and Political Participation.
4. Aware of Political Development and approaches.
5. Knowledge on Contemporary Issues

Unit I Introduction:
1. Meaning, Nature, Scope of Comparative Politics
2. Origin and growth of Comparative Politics
3. Approaches to the Study of Comparative Politics (Traditional and Modern)

Unit II Political Institutions:
1. Constitutionalism and Classification of Governments
2. Liberal Democracy & Marxist Democracy
3. Parliamentary and Presidential forms of Government

Unit III Political Parties, Pressure Groups and Political Participation:
1. Party-system Nature, Determinants and Functions
2. Pressure Groups: Functions
3. Political Participation: Importance

Unit IV Political Development:
1. Approaches of Gabriel Almond and G.S.Powell
2. Development Syndrome of Lucian Pye
3. Huntington’s concept of ‘Political Decay’
4. Marxian Model

Unit V Political Process:
1. Political Socialization
2. Political Modernization
3. Political Culture
4. Political Secularization

Books Recommended
4. Rod Hague, Martin Harrop, ‘Comparative Government and Politics; An Introduction,

References

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & Moocs Lessons –Current Developments - Power point Presentations
7.3 State Government and Politics in A.P

SEMESTER- VII

Learning Outcomes:
1. Understand meaning, nature scope of State Reorganization Acts.
2. Acquaint with the subject matter of formation of new states.
4. Aware of Regional Political Parties.
5. Analyse on Socio-Political Movements in the State.

Unit I: Introduction
2. States Reorganization in India
3. Issues and Challenges to Federalism

Unit II: States Reorganization
1. Emergence of Andhra State; Formation of Andhra Pradesh.
2. Telangana and Andhra Bifurcation - Sri Krishna Committee

Unit III: Organs of the Government
1. Executive: Governor, C.M, and Council of Ministers
2. Legislature: Assembly and Council – Speaker and Chairman
3. Judiciary – High Court – Powers and functions

Unit IV: Political Parties
1. Political Parties: Regional and Sub-Regional Parties
2. Trends and Patterns in Electoral Politics – Voting Behaviour

Unit V: Socio-Political Movements
1. Role of Caste in AP Politics.
2. Socio-Political Movements-Women Movements-Anti Arrack Movement-Dalit Movement
3. Naxalite Movement and Tribal Movements, Sub-Regional (Rayalaseema, Uttar Andhra)

Recommended Books
1. Iqbal Nariyan, ‘State Politics in India’, Meenakshi Prakasan, Meerut

References
5. K.R.Acharya, ‘Perspectives of Indian government and Politics’

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & Moocs Lessons – Current Developments - Power point Presentations - Mock Assembly – Model Interviews – Discussion on Previous Question papers
7.4 Research Methodology

SEMESTER- VII

Learning Outcomes:
1. Understand basics of research methodology.
2. Aware of research designs
3. Analyse collection of data
4. Interpret the data.
5. Testing tools and techniques.

Unit I: Introduction:
1. Meaning, Definition, Nature, and Significance of Social Science Research
2. Methods of Research - Hypothesis

Unit II: Design:
1. Research Design
2. Sample Design

Unit III: Collection of data:
1. Preparation of Questionnaire – Schedule, Observation
2. Interviews and Survey

Unit IV: Analysis:
1. Data Analysis and Interpretation
2. Report Writing

Unit V: Tools & Techniques:
1. Reference Management Software like Zotero/Mendeley
2. Software for paper formatting like LaTeX/MS Office, Software for detection of Plagiarism

Books Recommended
4. Alan C. Issak. ‘Scope and Methods of Political Science’ Cambridge University Press, UK

References
5. Peter Burnham. ‘Research Methods in Politics’ Mac Million Press New Delhi

Activities:
7.4 Environment/Green Politics

SEMESTER- VII

Learning Outcomes:
1. Understand the concept of Environment and its literature.
2. Aware of development and environment.
3. Assess different environmental managements.
4. Articulate the dynamics of people’s movements and environment.
5. Fastens with techno support for environment.

Unit I: The Concept of Environment
1. Man and Environment
2. Population and Environment
3. Health and Environment
4. Need to conserve and Protect Environment

Unit II: Development and Environment
1. Industrialization and Pollution
2. Infrastructure Project, Environment
3. Agriculture and Sustainable Development
4. Degradation and Development

Unit III: Environmental Management
1. Article 51 A (h) – Environmental Protection
2. Laws on Environment 1966 Law
3. Coastal Zone Rules
4. Wildlife Protection

Unit IV: Peoples’ Movement and Environment
1. Chipko Movement
2. Narmada Bachaavo Movement
3. Green Peace International Movements
4. Role of Political Parties and NGOs in Environmental Movements and environmental courts

Unit V: Technology and Environment
1. Bio-Technology – Problems and Prospects
2. Bio-Technology – Ethics
3. International Conference on Environment – Kyoto Protocol
4. Sustainable Development Goals and Environment - Climate Action

Recommended Books


Activities: Assignments – Quiz – Field visits to nearby industries - Group Discussion – Classroom Debates – Current Policies - Discussion on Previous Question papers
7.5 International Law

Learning Outcomes:
1. Evaluate the substance and scope of international law.
2. Aware of development and environment.
3. Understand different environmental managements.
4. Assimilate the dynamics of people’s movements and environment.
5. Familiarize with techno support for environment.

Unit – 1: Introduction
1. International Law: Nature, Scope, and Evolution
2. Sources of International Law: Treaties, Customs, Conventions
3. Differences between International Law and Municipal Law.

Unit –II: International Organizations & Treaties
1. Recognition of State
2. International Organizations and Sovereignty
3. International Treaties

Unit – III: Basic Concepts of International Law
1. Extradition and Asylum
2. Jurisdiction of States: Basic Principles and Issues
3. Problems of Jurisdiction over Waters, Land, Air Space and Outer Space

Unit – IV: Privileges and Immunities
1. Diplomatic Personnel: Classification, Privileges, and Immunities.
2. Individual as a Subject of International Law: Nationality, Citizenship, Aliens,
3. Individual as a Subject of International Law 2: Extradition, Exile, Asylum,
   Statelessness

Unit – V: Displaced Persons
1. Refugees and issues
2. Immigrants and issues
3. War and Prisoners of War

References
1. R.P. Anand, New States and International Law (Vikas,).
3. Charles De Visscher, Theory and Reality in Public International Law, trans. Percy E.
   Corbett (Princeton, )
4. David P. Forsythe, The Politics of International Law (Lynn Rienner, )

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies
- Discussion on Previous Question papers – News Paper Clippings
7.5 Ethics and Politics

SEMESTER- VII

Learning Outcomes:
1. Understand the nature of ethical reasoning.
2. Aware of discrimination gender and caste.
3. Assess the nature and impact of poverty and hunger.
4. Sensitize on secularism and minority rights.
5. Familiarize with ethical and legal values of society.

Unit I: The Nature of Ethical Reasoning
1. The Domain of Ethics – Ethical Reasoning in Politics
2. Role of Family, Society and Educational Institutions in inculcating values.
3. Social Ethics: Basis of Human Conduct, Relation of Ethics with other fields

Unit II: Gender, Racial and Caste Discrimination
1. Gender Discrimination
2. Racial Discrimination
3. Caste Discrimination

Unit III: Poverty and Hunger
1. Hunger, Homelessness and Freedom
2. Hunger and Capabilities
3. International obligation to remove poverty

Unit IV: Significant Issues
1. Dirty hands and Democracy
2. Secularism and Minority rights
3. Ethics in politics

Unit IV: Major Concerns
1. Representation and the value of privacy
2. Legal Ethics
3. Ethical relation between people and political leaders

Suggested Books:

References

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies – interaction with local political leaders – Discussion on Previous Question papers – News Paper Clippings
8.1 Public Policy Analysis

SEMESTER- VIII

Learning Outcomes:
1. Understand concepts and models of public policy.
2. Familiarize with approaches and theories of public policy.
3. Study the dynamics of determinants of public policy.
5. Analyse the review of policies.

Unit I: Introduction of Public policy
1. Public Policy: Meaning, Nature, Scope and Importance
2. Concepts: Meta Policy, Mega Policy, and Micro Policy
3. Models of Public Policy Making

Unit II: Approaches and Theories
3. Policy Implementation and Evaluation: Techniques and Problems Policies for Sustainable Development

Unit III: Determinants
1. Determinants of Public Policy: Economy, Political Culture, Leadership and Technology
2. Role of Public Opinion, Media, political Parties
3. Professional Groups/Bodies in policy making.

Unit IV: Policy Making Process
1. Process of Policy Formulation: Policy Making in India
2. Policy making Institutions: Legislature, Executive, and Judiciary
3. Constraints in Policy Formulations

Unit V: Review of Policies
1. Review of Policies in India
2. Welfare Policies, Agricultural and Irrigation
3. Land Reform Policies: Post Independence
4. Education Policies: Post Independence

Suggested Readings:

References

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & Moocs Lessons –Current Developments - Power point Presentations - Discussion on Previous Question papers
8.1 Theory of International Relations

SEMESTER- VIII

Learning Outcomes:
1. Understand nature and scope of theory of International Relations.
2. Familiarize with different theories of International Relations
3. Assess the concepts of power.
4. Debate the significance of Foreign Policy.
5. Speculate on security and disarmament.

Unit I: Introduction
1. Meaning, Nature, and Scope of International Relations
2. Emergence of International Relations
3. Idealism and Realism in International Politics

Unit II: Theories
1. Hans Morgenthau’s Theory of Realism – Kenneth Waltz’s Neo-Realism
2. Systems Theory – Morton Kaplan
3. Game Theory

Unit III: Concepts of Power
1. Power and International Politics – Problem of Definition of Power

Unit IV: Foreign Policy
1. Foreign Policy and Diplomacy - Definition of Foreign Policy
2. Objectives and goals of Foreign Policy

UNIT V: Security & Disarmament
2. U.N.O. and Collective Security
3. Disarmament and Arms Control; Nuclear Disarmament: Principles of NPT & CTBT

Recommended Books

References
6. Timdumme, Milja Kurki, ‘International Relations’, OUP, USA

8.2. Human Rights in India

SEMESTER- VIII

Learning Outcomes:
1. Understand analytical perception on human Rights.
2. Classify Human Rights
3. Highlight Human Rights abuses.
5. Aware of Grievance and Redressal Mechanism

Unit I: Introduction
1. Introduction to Human Rights Human Rights: Meaning, Definitions
2. Origin and Growth of Human Rights in World – Need and types

Unit II: Classification of Human Rights
1. Right to Liberty – Right to life – Right to Equality – Rights to Dignity
2. Right against Exploitation – Right to work – Right to Clean Environment

Unit III: Rights of Women and Children
1. Rights of Women – Gender Equity – Female Feticide and Infanticide and Sex Selective Abortion - Physical Assault and Sexual Harassment – Domestic Violence – Violence at Workplace – Right for Equal Pay – Remedial Measures
3. Role of UN Convention on Rights of Children.

Unit IV: Constitutional Remedies
1. Fundamental Rights & Directives Principles of State Policy
2. Protection of Human Rights Act 1993

Unit V: Grievances and Redressal Mechanism
1. Redressal Mechanisms at National and International Levels
2. National and State level Human Rights Commission: Structure and Functions
3. Human Rights Act, 1993

References

**Activities:**
8.2. Women and Political Process in India

SEMESTER- VIII

Learning Outcomes:
1. Study women and gender as social categories.
2. Evaluate theoretical perspective of women studies.
3. Understand status of women and their role in society.
4. Assess relevance of women in political process
5. Aware of women moments across the globe

Unit-I: Introduction:
1. Women’s Studies: Evolution, Nature
2. Scope and significance
3. Women’s Studies and Political Science: Interrelationship.

Unit- II: Theoretical Perspectives.
Three waves of Feminism:
1. Voting Rights for Women
2. The Personal is Political
3. Transversal Politics

Unit- III: Status of Women and Determinants
1. Political Determinants: Constitution and Laws; Plans and Policies; Programs and Administrative institutions
2. Women’s Role in Social Reform and Nationalist Movements
3. Episodes and Issues in Women’s Movement in Independent India.

Unit- IV: Women and Political Process
1. Politics of Caste and Gender
2. Women in electoral process: Voting behavior, problems in representation, Women Reservation
3. Beijing Declaration and Platform of Action

Unit V: Women’s Movements
1. Women role in Social Reform in Nationalist Movement
2. International Women’s Movements – ILO and UNO on Women Issues
3. Beijing Declaration and Platform of action

Recommended Books

References
Activities:
Assignments – Quiz – Field visits to Women Clubs - Group Discussion – Classroom Debates – Swayam & MOOCS Lessons –Current Developments - Power point Presentations - Discussion on Previous Question papers – News Paper Clippings – Visit to Library
8.3. Select Constitutions (USA –UK- Switzerland –China)

SEMESTER- VIII

Learning Outcomes:
1. Understand the nature, scope and significance of Academic study of Constitutions.
2. Outline the Constitution of U.K.
3. Summarize Legislature, Executive and Judiciary powers of USA.
4. Review salient features and direct democracy in Switzerland.
5. Overview Legislative, Executive and Judiciary powers in China Government

Unit -I: Introduction
1. Constitution: Evolution, Growth
2. Nature, scope, and significance
3. Typology of constitutions.

Unit -II: Constitution of U.K
1. Salient Features; customs and conventions
2. Legislature, Executive and Judiciary
3. Party System; Local Government

Unit- III: Constitution of USA
1. Salient Features; Federalism
2. Legislature, Executive and Judiciary
3. Party System; Local Government

USA Unit -IV: Constitution of Switzerland
1. Salient Features; Direct Democracy
2. Legislature, Executive and Judiciary
3. Party System; Local Government

Unit -V: Constitution of China
1. Salient Features; The two Chinas: One country two systems
2. Legislature, Executive and Judiciary
3. Party System; Local Government

References
2. Select World Constitutions J.C. Johari
4. Select World Constitutions ( Vols.1 and 2 ) U. N. Gupta
5. World Constitutions A Comparative Study VishnooBhagwan, VidyaBhushan
6. Comparative Politics Jeffrey Kopetein and Mark Lichbach

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates -- Power point Presentations - Discussion on Previous Question papers – News Paper Clippings – Visit to Library
8.3. Socio - Political Movements in India

SEMESTER- VIII

Learning Outcomes:
1. Study political and social movements.
2. Aware peasant movements in India.
3. Understand social movements in India.
4. Analyse the dynamics of women movements in India.
5. Familiarize with political movements in India.

Unit I : Introduction
1. Theories of Social Movements
2. Characteristics of Socio-Political Movements

Unit II: Peasant Movements
1. Agrarian Movements
2. Workers’ Movements

Unit III: Social Movements
1. Tribal Movements in India
2. Dalit Movements in India

Unit IV: Women Movements
1. Women Movements
2. Women reservations

Unit V: Political Movements
1. Regional and Sub-Regional Movements
2. Environmental Protection Movements

Suggested Books

5. Mohanthi Mukharjee, Peoples’s Rights and Social Movements in third World.
6. G. Shah, Social Movements in India
8. MSA Rao Social Movements in India Vol. 1& 2

References


Activities:
Assignments – Quiz – Group Discussion – Classroom Debates — Power point Presentations - Discussion on Previous Question papers – News Paper Clippings
8.4. International Organizations and Global Issues

SEMESTER- VIII

Learning Outcomes:
1. Understand the International Organization and global issues.
3. Assess collective security and disarmament.
5. Review the growth of supranational organizations.

Unit I: International Organizations
3. Causes for the failure of the League of Nations

Unit II: UNO and its Organs
1. Background of the formation of UNO
2. The General Assembly - Security Council - Economic and Social Council -The Trusteeship Council -The International Court of Justice - Secretariat: Role of the Secretary – General
3. Specialized Agencies of the U.N. and their Contribution

Unit III: Global Issues
1. International Organization and Global Issues
2. U.N: Collective security
3. Disarmament and Arms Race

Unit IV: Human Rights - Terrorism
1. U.N and Human Rights and Gender Issues
2. U.N and Environment
3. UN and Terrorism

Unit V: Multinational Organizations
2. APEC – ASEAN – SAARC
3. WTO – BRICS – Shanghai Cooperation Organization

Suggested Books:
Benjamin V. Cohen, ‘United Nations’ Harword University Press, USA

References:

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies
- Discussion on Previous Question papers – News Paper Clippings
8.4. Media and Politics
SEMESTER- VIII

Learning Outcomes:
1. Focus on News media.
2. Aware of press and politics in India.
3. Understand print and electronic media and politics in India.
5. Grasp the role of social media.

Unit I: Introduction
1. Concept and Functions of Media
2. Types of Media – Print Media, Electronic Media- Radio-Social Media (On live Media) and Journalism

Unit II: Press and Politics
1. Press and politics in India, role and impact of election campaigns,
2. Opinion polls, exit polls, relevance and reliability, agenda setting

Unit III: Print and Electronic Media
1. Print and Electronic Media and politics in India
2. Role and impact on freedom of media; recent developments and Right to Information Act 2005 (RTI)

Unit IV: Mass Media and the Government
1. Mass Media and the Government; Issues and Problems
2. Corporate Media, Executive Censorship, Judicial Interpretation and Legislation on Mass Media

Unit V: Social Media
1. Role of social media on Indian Electoral Politics
2. Globalization and Media

Suggested Books:
2. B.D. Dhawan, ‘Development of Television in India’, Institute of Economic Growth, New Delhi

References

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies - Discussion on Previous Question papers – News Paper Clippings
8.5. Political Leadership with Reference to India

SEMMESTER VIII

Learning Outcomes:
1. Understand the study of political leadership.
2. Combine types, roles, styles.
3. Categorise classic and contemporary political elites.
4. Sensitize comprehensive importance of political leadership.
5. Familiarize with personalities of Indian political leaders.

Unit I: Introduction
1. Study of Political Leadership – A Comparative Perspective
2. Classical and Elite Views: Psychological, Sociological and Political Approaches

Unit II: Types & Traits
1. Emergence of Political Leadership – Types, Roles, Styles
2. Personality Traits, Functions, Performance

Unit III: Levels of Political Leadership
1. Political Leadership - Local, Regional and National Levels
2. Political Leadership and Communication

Unit IV: Authority & Decision-Making
1. Political Leadership in Decision-Making
2. Political Executive Authority and Nation Building in India

Unit V: Eminent Personalities
1. Study of Personalities: Mahatma Gandhi, B.R. Ambedkar, Jawaharlal Nehru
2. Indira Gandhi, Jaya Prakash Narayan, A.B. Vajpayee, P.V. Narasimha Rao
3. E.M.S. Namboodiripad, M.G. Ramchandran, N.T. Rama Rao

Recommended Books

References

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies - Discussion on Previous Question papers – News Paper Clippings
8.5. Elections & Political Process in India
SEMESTER- VIII

Learning Outcomes:
1. Understand the elections and system.
2. Examine electoral process
3. Evaluate determinants of Voting Behavior
4. Recognise electoral reforms.
5. Summarise Election process and trends in India.

Unit I: Elections in India
1. Origin: Pre-Independence
2. Evolution in Post-Independent India

Unit II: Electoral Process in India
1. Election Commission – Structure – Powers & Functions
2. Role of Election Commission

Unit III: Determinants of Voting Behavior
1. Caste, Community, Class, Gender
2. Region, Money & Muscle Power, Violence

Unit IV: Electoral Reforms
1. Funding of Elections – Campaign, funding reforms
2. Compulsory voting – Anti-Defection Law

Unit V: Elections in India
1. Political Parties and Representation of People’s Interests: An Evaluation

Suggested Readings:

References

Activities:
Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies - Discussion on Previous Question papers – News Paper Clippings