

Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Nishant Kumar <nishant.kumar@cug.ac.in>

Wed 9/22/2021 2:27 PM

To: Swami Kundan Kishor <swamiyadav@cug.ac.in>; Dr.Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj <aditijha.aj@gmail.com>; Mr.Prabhat Kumar <prabhat@cug.ac.in>; Prashant Kaushik <prashant.kaushik@cug.ac.in>; Dr.Vinai Kumar <vinaikumar@cug.ac.in>; Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

Cc: Centre for Chinese Studies <chinese@cug.ac.in>

Dear Sir,

I hereby approve the minutes of Center Board of Studies.

Thanks and regards,
Nishant

Get Outlook for Android

From: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Sent: Thursday, September 16, 2021 8:46:56 PM

To: Dr.Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj@gmail.com <aditijha.aj@gmail.com>; Mr.Prabhat Kumar <prabhat@cug.ac.in>; Nishant Kumar <nishant.kumar@cug.ac.in>; Prashant Kaushik <prashant.kaushik@cug.ac.in>; Dr.Vinai Kumar <vinaikumar@cug.ac.in>; Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

Cc: Centre for Chinese Studies <chinese@cug.ac.in>

Subject: Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Respected all,

Thank you very much for your kind presence in the Board of Studies meeting held on 10th Sep 2021. Kindly approve and recommend the Minutes of the Meeting, 2021 Proposed MA Syllabus (Annexure-1) and 2021 Proposed BA (H) Syllabus (Annexure-1).

With kind regards

Swami Kundan Kishor

Coordinator, CCS, SLL&CS

From: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Sent: Friday, September 10, 2021 2:07 PM

To: Dr.Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj@gmail.com <aditijha.aj@gmail.com>; Mr.Prabhat Kumar <prabhat@cug.ac.in>; Nishant Kumar <nishant.kumar@cug.ac.in>; Prashant Kaushik <prashant.kaushik@cug.ac.in>; Dr.Vinai Kumar <vinaikumar@cug.ac.in>; Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

Cc: Centre for Chinese Studies <chinese@cug.ac.in>

Subject: Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Dear all,

Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Mr.Prabhat Kumar <prabhat@cug.ac.in>

Wed 9/22/2021 2:31 PM

To: Swami Kundan Kishor <swamiyadav@cug.ac.in>; Dr.Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj <aditijha.aj@gmail.com>; Nishant Kumar <nishant.kumar@cug.ac.in>; Prashant Kaushik <prashant.kaushik@cug.ac.in>; Dr.Vinai Kumar <vinaikumar@cug.ac.in>; Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

Cc: Centre for Chinese Studies <chinese@cug.ac.in>

Dear Sir,

I hereby approve the Minutes of the meeting of centre BoS held on 10/09/2021.

Regards,
Prabhat Kumar

From: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Sent: 16 September 2021 20:46

To: Dr.Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj@gmail.com <aditijha.aj@gmail.com>; Mr.Prabhat Kumar <prabhat@cug.ac.in>; Nishant Kumar <nishant.kumar@cug.ac.in>; Prashant Kaushik <prashant.kaushik@cug.ac.in>; Dr.Vinai Kumar <vinaikumar@cug.ac.in>; Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

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Coordinator, CCS, SLL&CS

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Subject: Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Dear all,

Please note that the highlighted portions in Annexures in yellow are the proposed changes and for your kind consideration.

Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Dr.Vinai Kumar <vinaikumar@cug.ac.in>

Fri 9/17/2021 3:20 AM

To: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Dear Sir,

I convey my approval for the minutes of the meeting.

Regards

Dr. Vinai Kumar Donthula

Get Outlook for iOS

From: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Sent: Thursday, September 16, 2021 8:46:56 PM

To: Dr.Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj@gmail.com <aditijha.aj@gmail.com>; Mr.Prabhat Kumar <prabhat@cug.ac.in>; Nishant Kumar <nishant.kumar@cug.ac.in>; Prashant Kaushik <prashant.kaushik@cug.ac.in>; Dr.Vinai Kumar <vinaikumar@cug.ac.in>; Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

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Coordinator, CCS, SLL&CS

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Dear all,

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Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

Wed 9/22/2021 1:30 PM

To: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Respected sir,

I approve the minutes of the meeting of BOS.

Dr. Deepak Bhanushankar Bhatt

From: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Sent: Thursday, September 16, 2021 8:46 PM

To: Dr. Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj@gmail.com <aditijha.aj@gmail.com>; Mr. Prabhat Kumar <prabhat@cug.ac.in>; Nishant Kumar <nishant.kumar@cug.ac.in>; Prashant Kaushik <prashant.kaushik@cug.ac.in>; Dr. Vinai Kumar <vinaikumar@cug.ac.in>; Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

Cc: Centre for Chinese Studies <chinese@cug.ac.in>

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With kind regards

Swami Kundan Kishor

Coordinator, CCS, SLL&CS

From: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Sent: Friday, September 10, 2021 2:07 PM

To: Dr. Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj@gmail.com <aditijha.aj@gmail.com>; Mr. Prabhat Kumar <prabhat@cug.ac.in>; Nishant Kumar <nishant.kumar@cug.ac.in>; Prashant Kaushik <prashant.kaushik@cug.ac.in>; Dr. Vinai Kumar <vinaikumar@cug.ac.in>; Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

Cc: Centre for Chinese Studies <chinese@cug.ac.in>

Subject: Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Dear all,

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Kind regards

Swami Kundan Kishor

Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Aditi Jha <aditijha.aj@gmail.com>

Sat 9/18/2021 1:37 PM

To: Swami Kundan Kishor <swamiyadav@cug.ac.in>

I approve and recommend the minutes of online BoS meeting held on 10.09.2021.

Prof. Aditi Jha.
Dept. of Foreign Lang.
BHU

On Thu 16 Sep, 2021, 8:47 PM Swami Kundan Kishor, <swamiyadav@cug.ac.in> wrote:

Respected all,

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With kind regards
Swami Kundan Kishor
Coordinator, CCS, SLL&CS

From: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Sent: Friday, September 10, 2021 2:07 PM

To: Dr.Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj@gmail.com <aditijha.aj@gmail.com>; Mr.Prabhat Kumar <prabhat@cug.ac.in>; Nishant Kumar <nishant.kumar@cug.ac.in>; Prashant Kaushik <prashant.kaushik@cug.ac.in>; Dr.Vinai Kumar <vinaikumar@cug.ac.in>; Dr. Deepak Bhatt <deepak.bhatt@cug.ac.in>

Cc: Centre for Chinese Studies <chinese@cug.ac.in>

Subject: Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

Dear all,

Please note that the highlighted portions in Annexures in yellow are the proposed changes and for your kind consideration.

Kind regards
Swami Kundan Kishor

From: Swami Kundan Kishor <swamiyadav@cug.ac.in>

Sent: Friday, September 10, 2021 1:57 PM

To: Dr.Sanjeev Kumar Dubey <sanjeev.dubey@cug.ac.in>; deepak110@yahoo.com <deepak110@yahoo.com>; aditijha.aj@gmail.com <aditijha.aj@gmail.com>; Mr.Prabhat Kumar <prabhat@cug.ac.in>; Nishant Kumar

Re: Invitation for Online Board of Studies in the Centre for Chinese Studies

deepak <deepak110@yahoo.com>

Thu 9/23/2021 10:41 AM

To: Swami Kundan Kishor <swamiyadav@cug.ac.in>

To the Dean,
SLL&CS, CUG

Dear sir,

I hereby approve the minutes of the BOS

Regards

Deepak

Sent from Yahoo Mail for iPhone

On Wednesday, September 8, 2021, 3:49 PM, Swami Kundan Kishor <swamiyadav@cug.ac.in> wrote:

Respected all,

Greetings from Central University of Gujarat...

We are pleased to invite you in the Board of Studies of the Centre for Chinese Studies, SLL&CS, CUG to be held on 10/09/2021 at 3.00 pm. The meeting will be conducted in online mode through MS Teams.

Kindly find the enclosure of agenda items for your kind perusal. Detail agenda with annexure and the link to join the meeting will be sent soon.

With warm regards

Swami Kundan Kishor

Coordinator, CCS, SLL&CS, CUG

Print X Cancel

Re: Invitation for Online Board of Studies in the Centre for Chinese

Prashant Kaushik
<prashant.kaushik@cug.ac.in>

Wed 9/22/2021 5:20 PM

To: Swami Kundan Kishor
<swamiyadav@cug.ac.in>; Dr.Sanjeev Kumar Dubey
<sanjeev.dubey@cug.ac.in>;
deepak110@yahoo.com
<deepak110@yahoo.com>; aditijha.aj
<aditijha.aj@gmail.com>; Mr.Prabhat Kumar
<prabhat@cug.ac.in>; Nishant Kumar
<nishant.kumar@cug.ac.in>; Dr.Vinai Kumar
<vinaikumar@cug.ac.in>; Dr. Deepak Bhatt
<deepak.bhatt@cug.ac.in>

Cc: Centre for Chinese Studies
<chinese@cug.ac.in>

Dear Sir,

I hereby approve the Minutes of the meeting of BoS of the Centre for Chinese Studies held on 10/09/2021.

Regards,

Prashant

Get [Outlook for Android](#)

From: Swami Kundan Kishor
<swamiyadav@cug.ac.in>

Sent: Thursday, September 16, 2021 8:46:56 PM

To: Dr.Sanjeev Kumar Dubey
<sanjeev.dubey@cug.ac.in>;
deepak110@yahoo.com
<deepak110@yahoo.com>;
aditijha.aj@gmail.com
<aditijha.aj@gmail.com>; Mr.Prabhat Kumar
<prabhat@cug.ac.in>; Nishant Kumar
<nishant.kumar@cug.ac.in>; Prashant Kaushik
<prashant.kaushik@cug.ac.in>; Dr.Vinai Kumar
<vinaikumar@cug.ac.in>; Dr. Deepak Bhatt
<deepak.bhatt@cug.ac.in>

CENTRAL UNIVERSITY OF GUJARAT
GANDHINAGAR

**AGENDA FOR THE 17TH MEETING OF
THE ACADEMIC COUNCIL**

MAY 30TH, 2018, 10:30 AM

Venue of the Meeting

**VLRC Conference Hall
Central University of Gujarat
Sector-29, Gandhinagar - 382 030**

CENTRAL UNIVERSITY OF GUJARAT GANDHINAGAR

**Minutes of the 17th Meeting of the Academic Council held
on 30th May 2018 at 10:30 AM in the VLRC Conference of the
University at sec - 29 Campus**

The Seventeenth meeting of Academic Council of Central University of Gujarat was convened on the 30th May 2018 at 10:30 AM in the premises of the University to deliberate on the agenda items circulated earlier and to take decisions on the important academic matters.

The Meeting started with Hon'ble Vice-Chancellor, Prof. S. A. Bari welcoming the members who were present. The following members were present in the meeting:

1. Prof. Alok Kumar Gupta
2. Prof. Santosh Panda
3. Prof. Uttam B. Bhoite
4. Prof. Malabika Deo
5. Prof. R G Sonkawade
6. Prof. C N Krishna Naik
7. Prof. P N Gajjar
8. Prof. Man Singh
9. Prof. M H Fulekar
10. Prof. Indira Dutta
11. Prof. T. Bagchi
12. Prof. Sanjay Kumar Jha
13. Prof. K. Muttayya
14. Prof. Atanu Bhattacharya
15. Prof. Sanjeev Kumar Dubey
16. Prof. Balaji Ranganathan
17. Prof. Prakash C. Jha
18. Dr. Atanu Mohapatra
19. Prof. Sarita Agrwal
20. Prof. Manish
21. Prof. H B Patel
22. Dr. Paulami Sahu
23. Dr. K B Agadi
24. Mr. Tarun Kumar Ahirwal
25. Mr. Anurag Chaubey

The following members could not attend the meeting and were granted leave of absence.

1. Prof. M. Muniyamma
2. Prof. Shashi Bala Singh

3. Dr. Chandraprakash Dwivedi
4. Prof. Ali Raza Moosvi
5. Prof. H C Sardar
6. Prof. J P N Mishra
7. Dr. Bhawana Pathak
8. Dr. Dinesh Kumar
9. Dr. Indrani Banerjee
10. Shri Prabhat Kumar
11. Dr. L Raju Chowhan
12. Dr. Kisor Josh
13. Dr. Parvathi K Iyer
14. Dr. Rajesh Vasita

The following officials attended the meeting as Special Invitees to assist: -

1. Dr. Hemang Desai, Deputy Registrar
2. Dr. Jayaprakash Soni, Deputy Registrar
3. Dr. Umesh C. S. Yadav, Deputy CoE

Before the House took the items on the agenda for deliberations, Hon'ble Vice-Chancellor brought to the notice of the House a few major events and developments that took place in the University since the last meeting of the Academic Council.

- (1) A new development in the matter of land allocation to university was that the Collector of Vadodara had written to the university about registration and other charges to be borne by the university at the time of the transfer of land to the university. The university has written to the Govt. of India seeking approval for such payment and allocation of financial assistance in this regard.
- (2) In response to the university's application for approval to start M.Ed program, the NCTE had given approval from A.Y. 2019-20. The university is, however, going to start M.Phil and Ph.D programs in School of Education from A.Y. 2018-19.
- (3) The university has successfully conducted end-term examinations in various programs of study and simultaneously completed all formalities regarding admissions in A.Y. 2018-19.
- (4) The Vice Chancellor acknowledged and appreciated the contributions of Prof. Muttaiya in building the School of Library and Information Sciences. The VC informed the House that after having served the CUG, Prof. Muttaiya is superannuating on 31.05.2018.

The House noted all these updates and then at the direction of the Hon'ble Vice Chancellor, the Registrar took up the items on the agenda for deliberation.

Item No. 01/17/AC/ 30.05.2018

To confirm the Minutes of the 16th meeting of the Academic Council held on 14.03.2018

Upon circulation of the Minutes of the 16th meeting of the Academic Council, no written comments/objection/suggestion were received by the university from any of the members. However, during confirmation of the Minutes, Prof. Man Singh pointed out that only 02 points out of 04-05 points raised by him in the 16th Academic Council Meeting were included in the minutes. To this, Hon'ble Vice Chancellor pointed out that only academic issues are discussed in the meetings of Academic Council and that's how discussion over issues of academic nature has been recorded in the Minutes.

Resolution 1: The House seconded the clarification of the Vice Chancellor and confirmed the minutes.

Item No. 02/17/AC/ 30.05.2018

To take note of and approve the action taken report on the Minutes of the 16th meeting of the Academic Council held on 14.03.2017.

Resolution 2: The action taken report on the resolutions of the 16th Meeting of the Academic Council was noted and approved by the members of the Academic Council.

Item No. 03/17/AC/ 30.05.2018

To note approval of UGC for upgradation of Centre for Security Studies to School of National Security Studies.

Resolution 3: The house noted approval granted by UGC to upgrade Centre for Security Studies to School of National Security Studies and the university's subsequent notification in this regard.

Item No.04/17/AC/ 30.05.2018

To note starting short-term Certificate Programme in Gujarati, Chinese and German language.

Resolution 4: The House noted the commencement of certificate programme in Gujarati Language at the university and the University's proposal for starting similar short-term Certificate programs in Chinese and German languages in AY 2018-19.

Item No.05/17/AC/ 30.05.2018

To note MoU signed with BISAG & IIT, Delhi

Resolution 5: The House noted and appreciated the MoU signed by the university with BISAG and IIT, Delhi.

Item No.06/ 17/AC/ 30.05.2018

To note communication received from NCTE, Regional Office approving M.Ed. Programme from AY 2019-20

Resolution 6: The House noted the NCTE's approval for commencing

M.Ed. Programme in the School of Education in University from AY 2019-20 and the initiation of M.Phil and Ph.D programs from A.Y. 2018-19. It appreciated the initiative taken by the Vice Chancellor to approach NCTE to permit the university to commence the M.Ed program from A.Y. 2018-19.

Item No.07/17/AC/ 30.05.2018

To ratify the adoption of UGC (Credit Framework for online Courses through SWAYAM) Regulations, 2016

Resolution 7: The House ratified the university's adoption of UGC (Credit Framework for online Courses through SWAYAM) Regulations, 2016.

Item No.08/17/AC/ 30.05.2018

To ratify the action taken in respect of granting zero semester to students

Resolution 8: The House noted and approved the zero semester granted by the University to students on recommendation of respective School/Centre Board of Studies

Item No.09/17/AC/ 30.05.2018

To consider and approve MOOCs notified by UGC for July-December 2018 Semester to be offered in University.

Resolution 9: The House considered and approved the list of MOOCs notified by UGC to be offered suitably to university students in semester starting from July, 2018 and resolved that various Schools/Centres of the university shall appoint Nodal Officers for the purpose of smooth implementation of MOOCs in the university.

Item No.10/17/AC/ 30.05.2018

To consider and approve the proposal of the University for financial assistance under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching

Resolution 10: The House considered the proposal of the University for financial assistance under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) and unanimously approved it.

Item No. 11/17/AC/ 30.05.2018

To consider and approve the minutes of the Meeting of Schools/Centre Board of Studies

Resolution 11: The House approved the minutes of the meetings of School/Centre Boards and further authorized the Vice Chancellor to approve all such minutes which may be submitted from Schools/Centres of the university.

Item No.12/ 17/AC/ 30.05.2018

To approve and consider Student Intake & Courses and Admission Prospectus for AY 2018-19

Resolution 12: The House considered matters of Student Intake &

Courses to be offered in A.Y. 2018-19 as well as guidelines framed by Admission Committee in this regard and unanimously approved them.

Item No.13/17/AC/ 30.05.2018

To consider and approve New UGC 2018 regulation for Entrance test and Personal Interview

Resolution 13: The House considered the matter of UGC's probable procedural amendment in regulations for admission of students in research degree programs and authorized the University to undertake admission process as per the UGC amendments in case UGC sends a formal communication/notification for all universities in this regard. In the event, that no such notification/communication is received from UGC, the University shall continue to offer admission as per its existing procedure and policy, it was resolved.

Item No.14/17/AC/ 30.05.2018

To consider and approve revised syllabus for various academic programmes

Resolution 14: The House considered and approved the revised syllabi of different programs that were placed before it and further authorised the Vice Chancellor to approve revised syllabi which may be submitted by Schools/Centres at a later date. Prof. Malavika Deo observed that various Schools/Centres should maintain uniformity in the way the syllabi are organized for instance in terms of units/modules, explication of topics and detailing etc. The House seconded the observation and unanimously approved it for compliance.

Item No.15/17/AC/ 30.05.2018

To consider and approve list of students who have successfully completed the programme and fulfil the requirement of the Award of Degree of Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.).

Resolution 15: The House considered and approved the list of students eligible for award of M.Phil and Ph.D degrees.

Item No. 16/17/AC/ 30.05.2018

To consider and approve Standalone M.Phil & Standalone Ph.D. in School of Chemical Sciences from AY 2018-19

Resolution 16: In view of the rationale given by the Dean, School of Chemical Sciences, the House unanimously approved the proposal to start stand-alone M.Phil and standalone Ph.D. programs in the School of Chemical Sciences from AY 2018-19.

Item No.17/17/AC/ 30.05.2018

To consider and approve the revised dates for commencement and closure for Monsoon and Winter Semesters.

Resolution 17: The House considered the revised dates placed before it and unanimously approved the amended dates for commencement and closure for Monsoon and Winter Semesters in A.Y.

2018-19.

Item No. 18/17/AC/ 30.05.2018

To consider and approve Syllabi for (i) Diploma in Hindi Journalism and (ii) Diploma in Hindi Media Writing

Resolution 18: The House considered and approved the syllabi for (i) Diploma in Hindi Journalism and (ii) Diploma in Hindi Media Writing.

Item No. AA01/17/AC/ 30.05.2018

To consider and approve the University Ordinance on Post Graduate Diploma in Library and Information Management (PGDLIM)

Resolution AA01: The ordinance on Post Graduate Diploma in Library and Information Management (PGDLIM), which was offered to students of the university after the approval of the Academic Council, was considered and approved by the House. The Academic Council directed the university to follow up with further needful in the matter.

Item No. AA02/17/AC/ 30.05.2018

To consider nominating a Member from AC for constitution of Planning and Monitoring Board of the University

Resolution AA02: The House considered the issue of nomination of an AC Member on Planning and Monitoring Board of the University and unanimously resolved to nominate Prof. P. N. Gajjar for the purpose.

Item No. TA01/ 17/AC/ 30.05.2018

To consider setting up of Ambedkar Chair in the University

Once the discussion of the all agenda items was over, Hon'ble Vice Chancellor expressed the university's interest in establishing an institute or Centre for Ambedkar and Buddhist Studies. He also placed before the House students' representation about institution of Ambedkar Chair in the university.

Resolution TA01: The matter was discussed at length and it was resolved that the university shall send a proposal to UGC which provides separate financial assistance for setting up of Chairs. Further, it was also pointed out that Ambedkar International Foundation can also be approached for the purpose.


Discussion with the Permission of Chair

1. With the permission of the Chair, the Convener of Students' Council brought to the table issues like uniformity in question paper, involvement of external experts in paper setting and evaluation, declaration of date of exams by all Centres & Schools simultaneously, issue of Centre-wise topper certificate and Swatch Bharat credit transfer. The House considered all the issues and authorized the Vice Chancellor to take suitable action in these matters in consultation with the Deans and Chairpersons of Schools and Centres, wherever applicable.

2. With the permission of the Chair, Prof. Man Singh raised the issue of pending CAS promotion of eligible faculty members of the university. Hon'ble Vice Chancellor responded that the university has already completed 50% CAS promotion of eligible faculty members and the promotion of other eligible faculty will be done in due course of time following procedures prescribed by UGC. The House seconded the clarification of Hon'ble Vice Chancellor.

Finally, Hon'ble Vice Chancellor asked Prof. Muttayya to address the House as he was superannuating from the university on 31/05/2018. Prof. Muttayya expressed his sense of gratitude to the university for giving him the opportunities to realize his potential and contribute to institution-building. The House thanked Prof. Muttayya for all the services rendered to the university and placed on record its appreciation for his contribution.

The meeting ended with a Vote of thanks to the Chair.


Registrar (I/c)

CENTRAL UNIVERSITY OF GUJARAT

GANDHINAGAR-382030

Minutes of the 24th Meeting of the Academic Council held on 20.06.2020 at 3:00 p.m. on Microsoft Teams

The 24th meeting of Academic Council of Central University of Gujarat was held online on the 20th June 2020 at 03:00 p.m. to deliberate on the agenda items circulated earlier and to take decisions on the important academic matters. The following members were present in the meeting:

1. Prof. Rama Shanker Dubey, Hon'ble Vice Chancellor (Chairman-Ex Officio)
2. Prof. Alok Kumar Gupta, Registrar (Offg.), Secretary
3. Prof. Vishwambhar Nath Mishra
4. Dr. Om Prakash Pandey
5. Prof. K.N.S. Yadava
6. Prof. Surya Pratap Singh
7. Prof. Sanjay Kumar Satyarthi
8. Prof. Sureshbhai C. Padavi
9. Prof. Nisha Jha
10. Shri. Satish Jacob
11. Shri. Anand Mohan Tiwari
12. Prof. Man Singh
13. Prof. J. P. N. Mishra
14. Prof. Atanu Bhattacharya
15. Prof. Sanjay Kumar Jha
16. Prof. Sarita Agrawal
17. Prof. Manish
18. Prof. H. B. Patel
19. Dr. Indrani Banerjee
20. Dr. Bhawana Pathak
21. Dr. Prakash C Jha
22. Prof. Sanjeev Kumar Dubey
23. Prof. Balaji Ranganathan
24. Dr. Atanu Mohapatra
25. Dr. Arun Vishwanathan
26. Dr. R. Hiranmai Yadav
27. Dr. Umesh Chand Singh Yadav
28. Dr. Seema Rawat
29. Dr. Jayendrakumar N. Amin
30. Dr. Gavisiddappa R. Angadi
31. Dr. Anushka Gokhale
32. Dr. Saurabh Sharma
33. Dr. Parvathi K. Iyer
34. Dr. Shiju Sam Varughese
35. Dr. Manasi Singh
36. Dr. Rina Kumari
37. Dr. Sunita Patel
38. Mr. Kartikey Dhar Dwivedi
39. Mr. Divyanshu Yadav

Prof. Akbar Masood could not able to join the online meeting.

Dr. Hemang Desai and Shri Mukesh Parmar were also present to assist the council.

After ascertaining the quorum required for the meeting, the Registrar (I/c) started the meeting by welcoming all members of the Academic Council, especially the newly nominated external members who were attending the Council's meeting for the first time. The Registrar gave brief introduction of these members to the House. He further informed the House that upon joining the university, Hon'ble Vice Chancellor had penned down a beautiful Kulgeet which was later on set to music after the approval of Academic Council and Executive Council, the Kulgeet was adopted as invocation song to be played in all academic events of the University. Members congratulated the Hon'ble Vice Chancellor for this initiative. Then the University Kulgeet was played.

After recitation of the Kulgeet, the Hon'ble Vice Chancellor welcomed all the members and thanked them for joining the meeting online. He then made an informative power point presentation about the Central University of Gujarat, giving details about its establishment, number of Schools and Centres in operations and sanctioned, faculty and non-faculty positions, students and various courses on offer, thrust areas of research and research amenities at CIF, teaching learning processes and resources, outreach and extension activities, financial outlays and the status of work at the permanent campus of university at Kundhela, Vadodara. The members thanked the Chair for the presentation. Then, Hon'ble Vice Chancellor took up the following agenda items for deliberation.

Item No. 01/24/AC/20.06.2020

To confirm the Minutes of the 23rd meeting of the Academic Council held on 21.02.2020

Resolution 01: As no comments/ suggestions were received from members on the minutes, the House resolved to confirm and approve the minutes of 23rd meeting of Academic Council.

Item No. 02/24/AC/20.06.2020

To take note of the action taken report on the Minutes of the 23rd meeting of the Academic Council held on 21.02.2020.

Resolution 02: The action taken report on the resolutions of the 23rd Meeting of the Academic Council was noted by the members of the Academic Council.

Item No. 03/24/AC/20.06.2020

To note the extension of one semester (till December 2020) granted to the research students of Ph.D. and M.Phil. in batches of 2014-15 (integrated M.Phil.-Ph.D.), 2015-16 (direct Ph.D.) and 2018-19 (M.Phil. stand alone or integrated)

Resolution 03: The House noted the extension of one Semester (till December 2020) granted to the research students of Ph.D and M.Phil in batches of 2014-15 (integrated M.Phil-Ph.D.), 2015-16 (direct Ph.D.) and 2018-19 (M.Phil. stand alone or integrated)

Item No. 04/24/AC/20.06.2020

To note the extension of last date for submission of Online Application on CUCET portal for admission in AY 2020-21

Resolution 04: The House noted the extension of last date for online submission of application on CUCET portal for admission AY 2020-21 till 06th June 2020.

Item No. 05/24/AC/20.06.2020

To note the successful completion of 2nd Convocation of Central University of Gujarat held on 22nd February 2020 in Sector 29 Campus of the university

Resolution 05: The House noted the successful completion of 2nd Convocation of Central University of Gujarat held on 22nd February 2020 in Sector 29 Campus of the university

Item No. 06/24/AC/20.06.2020

To note the revision of Guidelines for submission of M.Phil. /Ph.D. dissertation in view of COVID-19 as per recommendations of COVID-19 cell and as decided in the Deans meeting in accordance with the UGC guidelines issued dated 29-04-2020

Resolution 06: The House noted the revised guidelines for online submission and evaluation of dissertation/thesis, evolved by the university in accordance with the UGC guidelines issued dated 29.04.2020.

Item No. 07/24/AC/20.06.2020

To note the revised Academic Calendar for A.Y. 2019-20 & A.Y. 2020-21 and guidelines on safety measures in university as per UGC Guidelines issued on 29-04-2020

Resolution 07: The House noted the revised Academic Calendar for A.Y. 2019-20 & A.Y. 2020-21 and guidelines on safety measures in university. The House further authorized the Vice Chancellor to amend the Academic Calendar in accordance with evolution of pandemic situation in future.

Item No. 08/24/AC/20.06.2020

To note continuous online teaching to students enrolled in various programs during the lockdown period

Resolution 08: The House noted the continuous online teaching to students enrolled in various programs during the lockdown period.

Item No. 09/24/AC/20.06.2020

To note Tripartite MoU of University with UGC and MHRD for the Year 2020-21

Resolution 09: The House noted the submission of Tripartite MoU of the University with UGC and MHRD for the year AY 2020-21 to MHRD.

Item No. 10/24/AC/20.06.2020

To consider and approve non-hiring of additional hostels in current FY

Resolution 10: The University was planning to hire an additional hostel building for university students. However, in view of the pandemic situation, the university proposed to drop the idea for the time being. The House considered the matter and approved the proposal of non-hiring of additional hostels in the current FY.

Item No. 11/24/AC/20.06.2020

**To consider and approve the duration of hostel accommodation for a Ph.D. student as per UGC norms
&**

Item No. 12/24/AC/20.06.2020

To consider and approve revision of hostel accommodation policy

Resolution 11 and 12: Agreeing to the rationale given by Hon'ble Member of AC Shri Anand Mohan Tiwari, the Council considered agenda items 11 and 12 together. The House went through the draft Hostel Accommodation Policy of the university clause by clause and found it in accordance with UGC norms and prevalent policies in other higher educational institutions. After detailed deliberations, the House unanimously approved the Hostel Accommodation Policy for implementation prospectively i.e. from AY 2020-21. It was also resolved that maximum duration of hostel accommodation for M.Phil students for be a period of 2 years. The House also directed the university to amend its existing Ordinance/Guidelines accordingly, if any.

Item No. 13/24/AC/20.06.2020

To consider abiding by the UGC Regulations on finalization of research topic and allocation of research supervisor

Resolution 13: The House was unanimous on the mandatory nature of UGC regulations, 2016 and its subsequent amendments and resolved that provisions of the Regulations governing the allocation of Research Supervisor and finalization of research area should be followed in letter and spirit subject to the condition that allocation of supervisor is done at the time of admission (interview/viva voce) in accordance with the seniority of faculty in School/Centre concerned, available expertise/vacancy and the applicant's research interest. It was resolved that within one month of registration of the Ph.D. research scholar, Ph.D. thesis topic and the supervisor be assigned.

Item No. 14/24/AC/20.06.2020

To consider and approve non-hiring of guest faculty in AY 2020-21 due to insufficient students-teacher ratio

Resolution 14: After perusing the policy circular issued by the UGC governing the appointment of Guest faculty and other relevant documents, the House unanimously approved the proposal not to appoint fresh contractual faculty in

the university. Further house resolved that depending on teaching load requirements Guest faculty be appointed as per UGC norms. The House also directed the university to undertake need-assessment exercise before hiring Guest faculty in AY 2020-21 through a three-member Workload Committee to be constituted by the Vice Chancellor.

Item No. 15/24/AC/20.06.2020

To consider and approve six-days a week pattern as per UGC Guidelines

Resolution 15: In view of the UGC guidelines and the need to cover the academic loss due to pandemic situation, the House approved the proposal to follow a six-days-a-week pattern of functioning from the commencement of theory and practical sessions in the AY 2020-21.

Item No. 16/24/AC/20.06.2020

To consider Remuneration/honorarium and TA of external examiners, School of Education, CUG.

Resolution 16: After due deliberation and discussion, the House accorded in-principle approval to the agenda item of honorarium and TA to the external examiners, subject to the condition that rates in this regard are examined and reasonably fixed by a Committee to be constituted by Vice Chancellor.

Item No. 17/24/AC/20.06.2020

To consider and approve adoption of SWAYAM Courses with Credit Transfer for the UG & PG Programmes run by various Schools/Centres of the University

Resolution 17: The House considered the matter of adoption of SWAYAM Courses with Credit Transfer for the UG & PG Programmes run by various Schools/Centres of the University and unanimously approved it. The House further directed the university to abide by UGC Regulations notified in this regard.

Item No. 18/24/AC/20.06.2020

To consider the issue of attendance of students during the lockdown period

Resolution 18: The House considered the issue of attendance of students during the lockdown period and resolved that since online teaching was conducted and the students attended lectures from home, in view of this 100% attendance should be given to the students in lieu of lectures they attended from home.

Item No. AA01/24/AC/20.06.2020

To consider and approve the syllabus for M.A. in Defence and Strategic Studies proposed to be initiated by School of National Security Studies

Resolution AA001: The House approved and considered the syllabus for M.A. in Defence and Strategic Studies proposed to be initiated by School of National Security Studies, subject to the condition that the Dean, SNSS incorporates the suggestions made by Hon'ble members Prof. Pandey and Shri A.M. Tiwari in the syllabus.

Item No. AA02/24/AC/20.06.2020

To consider and approve Proposal for setting up new School, School of Indic Studies by Hon'ble Member of the Academic Council Prof. Sanjay Kumar Satyarthi

Resolution AA02: In view of the elaborate and strong justification given by Prof. Satyarthi, the House approved the proposal for setting up a new School of Indian Studies (School of Bharat Bodh) or with any other appropriate name in the university with four constituent Centres i.e. (1) Centre for Indian Culture and Heritage Studies (2) Centre for Philosophy (3) Centre for Yoga Sciences (4) Bharat Adhyayan Kendra. The House directed the university to do further needful in this regard.

Item No. AA03/24/AC/20.06.2020

To consider and approve Proposal for setting up new School, School of Media Studies by Hon'ble Member of the Academic Council Dr. Atanu Mohapatra

Resolution AA03: The House critically examined the proposal for setting up a School of Media Studies in the university and listened to the justification and academic implications provided by Dr. Atanu Mohapatra. After due deliberation and in view of the merit of the proposal, the House approved the proposal in principle and directed the university do further needful in this regard.

Item No. TA01/24/AC/20.06.2020

To approve and consider Resolutions related to Examination in the Deans' meeting.

Resolution TA01: The House approved the decision taken in the Deans' Meeting with regard to the evaluation of students enrolled in intermediate semesters along with the formula of calculation of marks. Further, the House approved the proposal to conduct off-line examination of the final year (passing-out) students of university from the second week of August, 2020 and authorised the Vice Chancellor to take suitable decision depending upon the pandemic situation and advisories issued by UGC at that time.

Item No. TA02/24/AC/20.06.2020

To approve and consider the request of 2013-14 batch students for extension of date of thesis submission till December 2020.

Resolution TA02: The House unanimously approved the proposal of Hon'ble Vice Chancellor to grant extension to students of 2013-14 batch beyond 31st July, 2020 on case to case basis depending upon the strength of justification from the student and supervisor/Dean concerned and subject to the condition that such an extension will be granted only upto 31st October, 2020 and not beyond that deadline under any circumstances.

Item No. 03/24/AC/20.06.2020

To consider authorizing Hon'ble Vice Chancellor to nominate members for the constitution of School Board.

Resolution TA03: The House considered the matter of nominating five members by the Council to the School Boards of university as per Section 1(v) of Ordinance No.6 of the university and unanimously authorized the Vice Chancellor to nominate members on School Boards of University.

Item No. TA04/24/AC/20.06.2020

To consider and approve the revised syllabus for M.A. in Politics and International Relations of School of International Studies

Resolution TA04: The House considered and approved the revised syllabus for M.A. in Politics and International Relations offered by the School of International Studies.

The Hon'ble Vice Chancellor thanked all the members for participating the meeting in online mode and for their valuable guidance and directions in academic affairs of the University. He further thanked all those University staff involved in making this meeting successful especially the ICT Team of the University.

The meeting ended with recitation of the Kulgeet.

Sd/-

Registrar (Offg.)

CENTRAL UNIVERSITY OF GUJARAT
GANDHINAGAR

**AGENDA FOR THE 17TH MEETING OF
THE ACADEMIC COUNCIL**

MAY 30TH, 2018, 10:30 AM

Venue of the Meeting

**VLRC Conference Hall
Central University of Gujarat
Sector-29, Gandhinagar - 382 030**

CENTRAL UNIVERSITY OF GUJARAT GANDHINAGAR

**Minutes of the 17th Meeting of the Academic Council held
on 30th May 2018 at 10:30 AM in the VLRC Conference of the
University at sec - 29 Campus**

The Seventeenth meeting of Academic Council of Central University of Gujarat was convened on the 30th May 2018 at 10:30 AM in the premises of the University to deliberate on the agenda items circulated earlier and to take decisions on the important academic matters.

The Meeting started with Hon'ble Vice-Chancellor, Prof. S. A. Bari welcoming the members who were present. The following members were present in the meeting:

1. Prof. Alok Kumar Gupta
2. Prof. Santosh Panda
3. Prof. Uttam B. Bhoite
4. Prof. Malabika Deo
5. Prof. R G Sonkawade
6. Prof. C N Krishna Naik
7. Prof. P N Gajjar
8. Prof. Man Singh
9. Prof. M H Fulekar
10. Prof. Indira Dutta
11. Prof. T. Bagchi
12. Prof. Sanjay Kumar Jha
13. Prof. K. Muttayya
14. Prof. Atanu Bhattacharya
15. Prof. Sanjeev Kumar Dubey
16. Prof. Balaji Ranganathan
17. Prof. Prakash C. Jha
18. Dr. Atanu Mohapatra
19. Prof. Sarita Agrwal
20. Prof. Manish
21. Prof. H B Patel
22. Dr. Paulami Sahu
23. Dr. K B Agadi
24. Mr. Tarun Kumar Ahirwal
25. Mr. Anurag Chaubey

The following members could not attend the meeting and were granted leave of absence.

1. Prof. M. Muniyamma
2. Prof. Shashi Bala Singh

3. Dr. Chandraprakash Dwivedi
4. Prof. Ali Raza Moosvi
5. Prof. H C Sardar
6. Prof. J P N Mishra
7. Dr. Bhawana Pathak
8. Dr. Dinesh Kumar
9. Dr. Indrani Banerjee
10. Shri Prabhat Kumar
11. Dr. L Raju Chowhan
12. Dr. Kisor Josh
13. Dr. Parvathi K Iyer
14. Dr. Rajesh Vasita

The following officials attended the meeting as Special Invitees to assist: -

1. Dr. Hemang Desai, Deputy Registrar
2. Dr. Jayaprakash Soni, Deputy Registrar
3. Dr. Umesh C. S. Yadav, Deputy CoE

Before the House took the items on the agenda for deliberations, Hon'ble Vice-Chancellor brought to the notice of the House a few major events and developments that took place in the University since the last meeting of the Academic Council.

- (1) A new development in the matter of land allocation to university was that the Collector of Vadodara had written to the university about registration and other charges to be borne by the university at the time of the transfer of land to the university. The university has written to the Govt. of India seeking approval for such payment and allocation of financial assistance in this regard.
- (2) In response to the university's application for approval to start M.Ed program, the NCTE had given approval from A.Y. 2019-20. The university is, however, going to start M.Phil and Ph.D programs in School of Education from A.Y. 2018-19.
- (3) The university has successfully conducted end-term examinations in various programs of study and simultaneously completed all formalities regarding admissions in A.Y. 2018-19.
- (4) The Vice Chancellor acknowledged and appreciated the contributions of Prof. Muttaiya in building the School of Library and Information Sciences. The VC informed the House that after having served the CUG, Prof. Muttaiya is superannuating on 31.05.2018.

The House noted all these updates and then at the direction of the Hon'ble Vice Chancellor, the Registrar took up the items on the agenda for deliberation.

Item No. 01/17/AC/ 30.05.2018

To confirm the Minutes of the 16th meeting of the Academic Council held on 14.03.2018

Upon circulation of the Minutes of the 16th meeting of the Academic Council, no written comments/objection/suggestion were received by the university from any of the members. However, during confirmation of the Minutes, Prof. Man Singh pointed out that only 02 points out of 04-05 points raised by him in the 16th Academic Council Meeting were included in the minutes. To this, Hon'ble Vice Chancellor pointed out that only academic issues are discussed in the meetings of Academic Council and that's how discussion over issues of academic nature has been recorded in the Minutes.

Resolution 1: The House seconded the clarification of the Vice Chancellor and confirmed the minutes.

Item No. 02/17/AC/ 30.05.2018

To take note of and approve the action taken report on the Minutes of the 16th meeting of the Academic Council held on 14.03.2017.

Resolution 2: The action taken report on the resolutions of the 16th Meeting of the Academic Council was noted and approved by the members of the Academic Council.

Item No. 03/17/AC/ 30.05.2018

To note approval of UGC for upgradation of Centre for Security Studies to School of National Security Studies.

Resolution 3: The house noted approval granted by UGC to upgrade Centre for Security Studies to School of National Security Studies and the university's subsequent notification in this regard.

Item No.04/17/AC/ 30.05.2018

To note starting short-term Certificate Programme in Gujarati, Chinese and German language.

Resolution 4: The House noted the commencement of certificate programme in Gujarati Language at the university and the University's proposal for starting similar short-term Certificate programs in Chinese and German languages in AY 2018-19.

Item No.05/17/AC/ 30.05.2018

To note MoU signed with BISAG & IIT, Delhi

Resolution 5: The House noted and appreciated the MoU signed by the university with BISAG and IIT, Delhi.

Item No.06/ 17/AC/ 30.05.2018

To note communication received from NCTE, Regional Office approving M.Ed. Programme from AY 2019-20

Resolution 6: The House noted the NCTE's approval for commencing

M.Ed. Programme in the School of Education in University from AY 2019-20 and the initiation of M.Phil and Ph.D programs from A.Y. 2018-19. It appreciated the initiative taken by the Vice Chancellor to approach NCTE to permit the university to commence the M.Ed program from A.Y. 2018-19.

Item No.07/17/AC/ 30.05.2018

To ratify the adoption of UGC (Credit Framework for online Courses through SWAYAM) Regulations, 2016

Resolution 7: The House ratified the university's adoption of UGC (Credit Framework for online Courses through SWAYAM) Regulations, 2016.

Item No.08/17/AC/ 30.05.2018

To ratify the action taken in respect of granting zero semester to students

Resolution 8: The House noted and approved the zero semester granted by the University to students on recommendation of respective School/Centre Board of Studies

Item No.09/17/AC/ 30.05.2018

To consider and approve MOOCs notified by UGC for July-December 2018 Semester to be offered in University.

Resolution 9: The House considered and approved the list of MOOCs notified by UGC to be offered suitably to university students in semester starting from July, 2018 and resolved that various Schools/Centres of the university shall appoint Nodal Officers for the purpose of smooth implementation of MOOCs in the university.

Item No.10/17/AC/ 30.05.2018

To consider and approve the proposal of the University for financial assistance under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching

Resolution 10: The House considered the proposal of the University for financial assistance under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMST) and unanimously approved it.

Item No. 11/17/AC/ 30.05.2018

To consider and approve the minutes of the Meeting of Schools/Centre Board of Studies

Resolution 11: The House approved the minutes of the meetings of School/Centre Boards and further authorized the Vice Chancellor to approve all such minutes which may be submitted from Schools/Centres of the university.

Item No.12/ 17/AC/ 30.05.2018

To approve and consider Student Intake & Courses and Admission Prospectus for AY 2018-19

Resolution 12: The House considered matters of Student Intake &

Courses to be offered in A.Y. 2018-19 as well as guidelines framed by Admission Committee in this regard and unanimously approved them.

Item No.13/17/AC/ 30.05.2018

To consider and approve New UGC 2018 regulation for Entrance test and Personal Interview

Resolution 13: The House considered the matter of UGC's probable procedural amendment in regulations for admission of students in research degree programs and authorized the University to undertake admission process as per the UGC amendments in case UGC sends a formal communication/notification for all universities in this regard. In the event, that no such notification/communication is received from UGC, the University shall continue to offer admission as per its existing procedure and policy, it was resolved.

Item No.14/17/AC/ 30.05.2018

To consider and approve revised syllabus for various academic programmes

Resolution 14: The House considered and approved the revised syllabi of different programs that were placed before it and further authorised the Vice Chancellor to approve revised syllabi which may be submitted by Schools/Centres at a later date. Prof. Malavika Deo observed that various Schools/Centres should maintain uniformity in the way the syllabi are organized for instance in terms of units/modules, explication of topics and detailing etc. The House seconded the observation and unanimously approved it for compliance.

Item No.15/17/AC/ 30.05.2018

To consider and approve list of students who have successfully completed the programme and fulfil the requirement of the Award of Degree of Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.).

Resolution 15: The House considered and approved the list of students eligible for award of M.Phil and Ph.D degrees.

Item No. 16/17/AC/ 30.05.2018

To consider and approve Standalone M.Phil & Standalone Ph.D. in School of Chemical Sciences from AY 2018-19

Resolution 16: In view of the rationale given by the Dean, School of Chemical Sciences, the House unanimously approved the proposal to start stand-alone M.Phil and standalone Ph.D. programs in the School of Chemical Sciences from AY 2018-19.

Item No.17/17/AC/ 30.05.2018

To consider and approve the revised dates for commencement and closure for Monsoon and Winter Semesters.

Resolution 17: The House considered the revised dates placed before it and unanimously approved the amended dates for commencement and closure for Monsoon and Winter Semesters in A.Y.

2018-19.

Item No. 18/17/AC/ 30.05.2018

To consider and approve Syllabi for (i) Diploma in Hindi Journalism and (ii) Diploma in Hindi Media Writing

Resolution 18: The House considered and approved the syllabi for (i) Diploma in Hindi Journalism and (ii) Diploma in Hindi Media Writing.

Item No. AA01/17/AC/ 30.05.2018

To consider and approve the University Ordinance on Post Graduate Diploma in Library and Information Management (PGDLIM)

Resolution AA01: The ordinance on Post Graduate Diploma in Library and Information Management (PGDLIM), which was offered to students of the university after the approval of the Academic Council, was considered and approved by the House. The Academic Council directed the university to follow up with further needful in the matter.

Item No. AA02/17/AC/ 30.05.2018

To consider nominating a Member from AC for constitution of Planning and Monitoring Board of the University

Resolution AA02: The House considered the issue of nomination of an AC Member on Planning and Monitoring Board of the University and unanimously resolved to nominate Prof. P. N. Gajjar for the purpose.

Item No. TA01/ 17/AC/ 30.05.2018

To consider setting up of Ambedkar Chair in the University

Once the discussion of the all agenda items was over, Hon'ble Vice Chancellor expressed the university's interest in establishing an institute or Centre for Ambedkar and Buddhist Studies. He also placed before the House students' representation about institution of Ambedkar Chair in the university.

Resolution TA01: The matter was discussed at length and it was resolved that the university shall send a proposal to UGC which provides separate financial assistance for setting up of Chairs. Further, it was also pointed out that Ambedkar International Foundation can also be approached for the purpose.


Discussion with the Permission of Chair

1. With the permission of the Chair, the Convener of Students' Council brought to the table issues like uniformity in question paper, involvement of external experts in paper setting and evaluation, declaration of date of exams by all Centres & Schools simultaneously, issue of Centre-wise topper certificate and Swatch Bharat credit transfer. The House considered all the issues and authorized the Vice Chancellor to take suitable action in these matters in consultation with the Deans and Chairpersons of Schools and Centres, wherever applicable.

2. With the permission of the Chair, Prof. Man Singh raised the issue of pending CAS promotion of eligible faculty members of the university. Hon'ble Vice Chancellor responded that the university has already completed 50% CAS promotion of eligible faculty members and the promotion of other eligible faculty will be done in due course of time following procedures prescribed by UGC. The House seconded the clarification of Hon'ble Vice Chancellor.

Finally, Hon'ble Vice Chancellor asked Prof. Muttayya to address the House as he was superannuating from the university on 31/05/2018. Prof. Muttayya expressed his sense of gratitude to the university for giving him the opportunities to realize his potential and contribute to institution-building. The House thanked Prof. Muttayya for all the services rendered to the university and placed on record its appreciation for his contribution.

The meeting ended with a Vote of thanks to the Chair.


Registrar (I/c)

CENTRAL UNIVERSITY OF GUJARAT

GANDHINAGAR-382030

Minutes of the 24th Meeting of the Academic Council held on 20.06.2020 at 3:00 p.m. on Microsoft Teams

The 24th meeting of Academic Council of Central University of Gujarat was held online on the 20th June 2020 at 03:00 p.m. to deliberate on the agenda items circulated earlier and to take decisions on the important academic matters. The following members were present in the meeting:

1. Prof. Rama Shanker Dubey, Hon'ble Vice Chancellor (Chairman-Ex Officio)
2. Prof. Alok Kumar Gupta, Registrar (Offg.), Secretary
3. Prof. Vishwambhar Nath Mishra
4. Dr. Om Prakash Pandey
5. Prof. K.N.S. Yadava
6. Prof. Surya Pratap Singh
7. Prof. Sanjay Kumar Satyarthi
8. Prof. Sureshbhai C. Padavi
9. Prof. Nisha Jha
10. Shri. Satish Jacob
11. Shri. Anand Mohan Tiwari
12. Prof. Man Singh
13. Prof. J. P. N. Mishra
14. Prof. Atanu Bhattacharya
15. Prof. Sanjay Kumar Jha
16. Prof. Sarita Agrawal
17. Prof. Manish
18. Prof. H. B. Patel
19. Dr. Indrani Banerjee
20. Dr. Bhawana Pathak
21. Dr. Prakash C Jha
22. Prof. Sanjeev Kumar Dubey
23. Prof. Balaji Ranganathan
24. Dr. Atanu Mohapatra
25. Dr. Arun Vishwanathan
26. Dr. R. Hiranmai Yadav
27. Dr. Umesh Chand Singh Yadav
28. Dr. Seema Rawat
29. Dr. Jayendrakumar N. Amin
30. Dr. Gavisiddappa R. Angadi
31. Dr. Anushka Gokhale
32. Dr. Saurabh Sharma
33. Dr. Parvathi K. Iyer
34. Dr. Shiju Sam Varughese
35. Dr. Manasi Singh
36. Dr. Rina Kumari
37. Dr. Sunita Patel
38. Mr. Kartikey Dhar Dwivedi
39. Mr. Divyanshu Yadav

Prof. Akbar Masood could not able to join the online meeting.

Dr. Hemang Desai and Shri Mukesh Parmar were also present to assist the council.

After ascertaining the quorum required for the meeting, the Registrar (I/c) started the meeting by welcoming all members of the Academic Council, especially the newly nominated external members who were attending the Council's meeting for the first time. The Registrar gave brief introduction of these members to the House. He further informed the House that upon joining the university, Hon'ble Vice Chancellor had penned down a beautiful Kulgeet which was later on set to music after the approval of Academic Council and Executive Council, the Kulgeet was adopted as invocation song to be played in all academic events of the University. Members congratulated the Hon'ble Vice Chancellor for this initiative. Then the University Kulgeet was played.

After recitation of the Kulgeet, the Hon'ble Vice Chancellor welcomed all the members and thanked them for joining the meeting online. He then made an informative power point presentation about the Central University of Gujarat, giving details about its establishment, number of Schools and Centres in operations and sanctioned, faculty and non-faculty positions, students and various courses on offer, thrust areas of research and research amenities at CIF, teaching learning processes and resources, outreach and extension activities, financial outlays and the status of work at the permanent campus of university at Kundhela, Vadodara. The members thanked the Chair for the presentation. Then, Hon'ble Vice Chancellor took up the following agenda items for deliberation.

Item No. 01/24/AC/20.06.2020

To confirm the Minutes of the 23rd meeting of the Academic Council held on 21.02.2020

Resolution 01: As no comments/ suggestions were received from members on the minutes, the House resolved to confirm and approve the minutes of 23rd meeting of Academic Council.

Item No. 02/24/AC/20.06.2020

To take note of the action taken report on the Minutes of the 23rd meeting of the Academic Council held on 21.02.2020.

Resolution 02: The action taken report on the resolutions of the 23rd Meeting of the Academic Council was noted by the members of the Academic Council.

Item No. 03/24/AC/20.06.2020

To note the extension of one semester (till December 2020) granted to the research students of Ph.D. and M.Phil. in batches of 2014-15 (integrated M.Phil.-Ph.D.), 2015-16 (direct Ph.D.) and 2018-19 (M.Phil. stand alone or integrated)

Resolution 03: The House noted the extension of one Semester (till December 2020) granted to the research students of Ph.D and M.Phil in batches of 2014-15 (integrated M.Phil-Ph.D.), 2015-16 (direct Ph.D.) and 2018-19 (M.Phil. stand alone or integrated)

Item No. 04/24/AC/20.06.2020

To note the extension of last date for submission of Online Application on CUCET portal for admission in AY 2020-21

Resolution 04: The House noted the extension of last date for online submission of application on CUCET portal for admission AY 2020-21 till 06th June 2020.

Item No. 05/24/AC/20.06.2020

To note the successful completion of 2nd Convocation of Central University of Gujarat held on 22nd February 2020 in Sector 29 Campus of the university

Resolution 05: The House noted the successful completion of 2nd Convocation of Central University of Gujarat held on 22nd February 2020 in Sector 29 Campus of the university

Item No. 06/24/AC/20.06.2020

To note the revision of Guidelines for submission of M.Phil. /Ph.D. dissertation in view of COVID-19 as per recommendations of COVID-19 cell and as decided in the Deans meeting in accordance with the UGC guidelines issued dated 29-04-2020

Resolution 06: The House noted the revised guidelines for online submission and evaluation of dissertation/thesis, evolved by the university in accordance with the UGC guidelines issued dated 29.04.2020.

Item No. 07/24/AC/20.06.2020

To note the revised Academic Calendar for A.Y. 2019-20 & A.Y. 2020-21 and guidelines on safety measures in university as per UGC Guidelines issued on 29-04-2020

Resolution 07: The House noted the revised Academic Calendar for A.Y. 2019-20 & A.Y. 2020-21 and guidelines on safety measures in university. The House further authorized the Vice Chancellor to amend the Academic Calendar in accordance with evolution of pandemic situation in future.

Item No. 08/24/AC/20.06.2020

To note continuous online teaching to students enrolled in various programs during the lockdown period

Resolution 08: The House noted the continuous online teaching to students enrolled in various programs during the lockdown period.

Item No. 09/24/AC/20.06.2020

To note Tripartite MoU of University with UGC and MHRD for the Year 2020-21

Resolution 09: The House noted the submission of Tripartite MoU of the University with UGC and MHRD for the year AY 2020-21 to MHRD.

Item No. 10/24/AC/20.06.2020

To consider and approve non-hiring of additional hostels in current FY

Resolution 10: The University was planning to hire an additional hostel building for university students. However, in view of the pandemic situation, the university proposed to drop the idea for the time being. The House considered the matter and approved the proposal of non-hiring of additional hostels in the current FY.

Item No. 11/24/AC/20.06.2020

**To consider and approve the duration of hostel accommodation for a Ph.D. student as per UGC norms
&**

Item No. 12/24/AC/20.06.2020

To consider and approve revision of hostel accommodation policy

Resolution 11 and 12: Agreeing to the rationale given by Hon'ble Member of AC Shri Anand Mohan Tiwari, the Council considered agenda items 11 and 12 together. The House went through the draft Hostel Accommodation Policy of the university clause by clause and found it in accordance with UGC norms and prevalent policies in other higher educational institutions. After detailed deliberations, the House unanimously approved the Hostel Accommodation Policy for implementation prospectively i.e. from AY 2020-21. It was also resolved that maximum duration of hostel accommodation for M.Phil students for be a period of 2 years. The House also directed the university to amend its existing Ordinance/Guidelines accordingly, if any.

Item No. 13/24/AC/20.06.2020

To consider abiding by the UGC Regulations on finalization of research topic and allocation of research supervisor

Resolution 13: The House was unanimous on the mandatory nature of UGC regulations, 2016 and its subsequent amendments and resolved that provisions of the Regulations governing the allocation of Research Supervisor and finalization of research area should be followed in letter and spirit subject to the condition that allocation of supervisor is done at the time of admission (interview/viva voce) in accordance with the seniority of faculty in School/Centre concerned, available expertise/vacancy and the applicant's research interest. It was resolved that within one month of registration of the Ph.D. research scholar, Ph.D. thesis topic and the supervisor be assigned.

Item No. 14/24/AC/20.06.2020

To consider and approve non-hiring of guest faculty in AY 2020-21 due to insufficient students-teacher ratio

Resolution 14: After perusing the policy circular issued by the UGC governing the appointment of Guest faculty and other relevant documents, the House unanimously approved the proposal not to appoint fresh contractual faculty in

the university. Further house resolved that depending on teaching load requirements Guest faculty be appointed as per UGC norms. The House also directed the university to undertake need-assessment exercise before hiring Guest faculty in AY 2020-21 through a three-member Workload Committee to be constituted by the Vice Chancellor.

Item No. 15/24/AC/20.06.2020

To consider and approve six-days a week pattern as per UGC Guidelines

Resolution 15: In view of the UGC guidelines and the need to cover the academic loss due to pandemic situation, the House approved the proposal to follow a six-days-a-week pattern of functioning from the commencement of theory and practical sessions in the AY 2020-21.

Item No. 16/24/AC/20.06.2020

To consider Remuneration/honorarium and TA of external examiners, School of Education, CUG.

Resolution 16: After due deliberation and discussion, the House accorded in-principle approval to the agenda item of honorarium and TA to the external examiners, subject to the condition that rates in this regard are examined and reasonably fixed by a Committee to be constituted by Vice Chancellor.

Item No. 17/24/AC/20.06.2020

To consider and approve adoption of SWAYAM Courses with Credit Transfer for the UG & PG Programmes run by various Schools/Centres of the University

Resolution 17: The House considered the matter of adoption of SWAYAM Courses with Credit Transfer for the UG & PG Programmes run by various Schools/Centres of the University and unanimously approved it. The House further directed the university to abide by UGC Regulations notified in this regard.

Item No. 18/24/AC/20.06.2020

To consider the issue of attendance of students during the lockdown period

Resolution 18: The House considered the issue of attendance of students during the lockdown period and resolved that since online teaching was conducted and the students attended lectures from home, in view of this 100% attendance should be given to the students in lieu of lectures they attended from home.

Item No. AA01/24/AC/20.06.2020

To consider and approve the syllabus for M.A. in Defence and Strategic Studies proposed to be initiated by School of National Security Studies

Resolution AA001: The House approved and considered the syllabus for M.A. in Defence and Strategic Studies proposed to be initiated by School of National Security Studies, subject to the condition that the Dean, SNSS incorporates the suggestions made by Hon'ble members Prof. Pandey and Shri A.M. Tiwari in the syllabus.

Item No. AA02/24/AC/20.06.2020

**To consider and approve Proposal for setting up new School, School of Indic Studies
by Hon'ble Member of the Academic Council Prof. Sanjay Kumar Satyarthi**

Resolution AA02: In view of the elaborate and strong justification given by Prof. Satyarthi, the House approved the proposal for setting up a new School of Indian Studies (School of Bharat Bodh) or with any other appropriate name in the university with four constituent Centres i.e. (1) Centre for Indian Culture and Heritage Studies (2) Centre for Philosophy (3) Centre for Yoga Sciences (4) Bharat Adhyayan Kendra. The House directed the university to do further needful in this regard.

Item No. AA03/24/AC/20.06.2020

**To consider and approve Proposal for setting up new School, School of Media Studies
by Hon'ble Member of the Academic Council Dr. Atanu Mohapatra**

Resolution AA03: The House critically examined the proposal for setting up a School of Media Studies in the university and listened to the justification and academic implications provided by Dr. Atanu Mohapatra. After due deliberation and in view of the merit of the proposal, the House approved the proposal in principle and directed the university do further needful in this regard.

Item No. TA01/24/AC/20.06.2020

To approve and consider Resolutions related to Examination in the Deans' meeting.

Resolution TA01: The House approved the decision taken in the Deans' Meeting with regard to the evaluation of students enrolled in intermediate semesters along with the formula of calculation of marks. Further, the House approved the proposal to conduct off-line examination of the final year (passing-out) students of university from the second week of August, 2020 and authorised the Vice Chancellor to take suitable decision depending upon the pandemic situation and advisories issued by UGC at that time.

Item No. TA02/24/AC/20.06.2020

**To approve and consider the request of 2013-14 batch students for extension of date of
thesis submission till December 2020.**

Resolution TA02: The House unanimously approved the proposal of Hon'ble Vice Chancellor to grant extension to students of 2013-14 batch beyond 31st July, 2020 on case to case basis depending upon the strength of justification from the student and supervisor/Dean concerned and subject to the condition that such an extension will be granted only upto 31st October, 2020 and not beyond that deadline under any circumstances.

Item No. 03/24/AC/20.06.2020

**To consider authorizing Hon'ble Vice Chancellor to nominate members for the
constitution of School Board.**

Resolution TA03: The House considered the matter of nominating five members by the Council to the School Boards of university as per Section 1(v) of Ordinance No.6 of the university and unanimously authorized the Vice Chancellor to nominate members on School Boards of University.

Item No. TA04/24/AC/20.06.2020

To consider and approve the revised syllabus for M.A. in Politics and International Relations of School of International Studies

Resolution TA04: The House considered and approved the revised syllabus for M.A. in Politics and International Relations offered by the School of International Studies.

The Hon'ble Vice Chancellor thanked all the members for participating the meeting in online mode and for their valuable guidance and directions in academic affairs of the University. He further thanked all those University staff involved in making this meeting successful especially the ICT Team of the University.

The meeting ended with recitation of the Kulgeet.

Sd/-

Registrar (Offg.)

**Centre for International Politics
School of International Studies
Central University of Gujarat**

Minutes of the meeting of the 5th Board of Studies (BoS) held on 2nd May 2018.

Following members were present and attended the 5th Board of Studies meeting-

1. Prof. Sanjay Kumar Jha, Professor, CSS, SIS, CUG - Member
2. Prof. Manish, Professor, CIP, SIS, CUG - Chairperson
3. Prof. Rahul Tripathi, Head, Department of Political Science, University of Goa - External Member
4. Prof. Lajwanti Chatani, Head, Department of Political Science, M. S. University, Baroda - External Member
5. Dr. Saurabh Sharma, Assistant Professor, CIP, SIS, CUG - Member
6. Ms. Eva Loreng, Assistant Professor, CIP, SIS, CUG - Member
7. Dr. Naresh Kumar, Assistant Professor, CSD (Independent Centre), CUG - Internal Member
8. Mr. Prashant Kaushik, Assistant Professor, CCLC, SLL&CS, CUG - Internal Member
9. Dr. Arun Vishwanathan, Associate Professor, CSS, SIS, CUG - Special Invitee
10. Dr. N. Mohandas Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee
11. Dr. Kishor Jose, Assistant Professor, CSS, SIS, CUG - Special Invitee
12. Dr. Manasi Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee
13. Dr. Vijendra Singh, Assistant Professor, CIP, SIS, CUG - Special Invitee
14. Mr. T. K. Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee

The Centre for International Politics held its 5th Board of Studies (BoS) on 2nd May 2018 at Sector 29, Central University of Gujarat, Gandhinagar, Gujarat. The Board meeting was chaired by Dr Manish, Professor and Chairperson of the Centre for International Politics.

Prof. Manish welcomed and thanked all the members present for the Board meeting. He specially appreciated and thanked the external members of the Board- Prof. Rahul Tripathi and Prof. Lajwanti Chatani for their effort to attend the meeting. He also acknowledged the role of Dean, SIS in organizing the Centre Board meeting. On record, Prof. Manish acknowledged the contribution of previous coordinators of the Centre- Dr Atul Mishra and Dr Saurabh Sharma.

After due deliberation, the Board made following decisions-

- I) The Board confirmed and approved the minutes of 3rd BoS meeting held on 5th February 2016 and of 4th BoS meeting held on 1st March 2017.

- II) The Board noted and approved Action Taken Report on 4th and 3rd BoS by the Centre. The Action Taken Report on 4th and 3rd BoS is as follows-

(Handwritten signatures and notes below the text)

1. S. Sharma
Manish
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S. Sharma

1. Adoption of CoE office suggestion regarding the submission of abstract along with Ph.D. thesis. The submitted abstract should not be more than 2000 words.
2. Adoption of the proposal that the panel of external examiners should be submitted to the examination department at the time of the submission of the M.Phil. dissertation/Ph.D. thesis.
3. Reallocation of supervisors of Dr. Reji Joseph's M.Phil-Ph.D. students as discussed and suggested by 3rd BoS meeting. Reallocation is as follows:

Sr. No.	Name	Enrolment No.	Supervisor	Co-supervisor
1	Jahangir Ahmed Khan	CUG/2012/0354	Dr. Reji K Joseph	Dr. Saurabh Sharma
2	Sagar Narayan	CUG/2012/0357	Dr. Saurabh Sharma	Dr. Reji K Joseph
3	Alok Kumar	CUG/2012/0355	Dr. Atul Mishra	Dr. Reji K Joseph
4	Shobhit Kumar Jain	CUG/2013/0784	Dr. Saurabh Sharma	Dr. Reji K Joseph

4. Renaming of the M.A. optional course PIR-558, as "Contemporary South Asia", earlier known as "South Asia in World Affairs". Renaming was ratified by the 3rd BoS meeting.
5. Modification of the course content of M.A. papers, "Advanced Political Theory" (PIR-453) and "Comparative Politics" (PIR-552) after expert suggestions by the 3rdBoS.
6. Introduction of new optional course at the M.A. level, called "Security and Politics of India's Extended Neighbourhood" (PIR-571) as ratified by 3rd BoS meeting.
7. Introduction of new optional course at the M.Phil.-Ph.D. level, called "Contemporary Challenges in International Politics" as reviewed and ratified by 3rd BoS.
8. Adoption of new course description of the Self Study Project at the M.A. level as reviewed and ratified by 3rd BoS.
9. Adoption of following guidelines on Professional Conduct of Students, in the light of guidelines ratified by the 3rd BoS-

- a. The Centre has evolved elaborate guidelines regarding the leave of research scholars. As the Centre's programmes are full-time, research scholars are expected to remain in Gandhinagar and pursue research. They must take proper permission of their supervisor and the Chairperson/Coordinator on a leave application form to be created by the Centre. For leave lasting more than 15 days, the School Dean's approval is necessary. Students are required to

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apply for leave well in advance. In case of a medical or family emergency or something similar, students are expected to communicate to their supervisor/Centre Chairperson at the earliest. Proper proof of medical treatment in case of medical emergency is mandatory.

- b. Endorsement of fellowship application forms will be conditional on academic progress. A bi-monthly progress report format is adopted by the Centre. In the progress report, students mention their work during the month for which fellowship is claimed and provide work plan for the coming month.
 - c. Provisional Ph.D. students, that is, those who have submitted their M.Phil. dissertation and whose Ph.D. synopsis has not been approved by the CASR, are now required to present the first draft of the synopsis, complete in all respects, before the Centre within two semesters of submission. The time lapsed due to late submission will be counted as part of the two semesters.
 - d. In order to ensure continuous academic connect and training and to build a vibrant academic ecosystem at the Centre, every research scholar who is not doing course work will have to make at least one presentation at the Centre – in front of the Centre's faculty members and students – every semester.
10. Assignment of supervisors for M.Phil.-Ph.D. students as ratified by the 3rd BoS. Also, Centre's adoption of the approved M.Phil. dissertation titles as ratified by the 3rd BoS.
11. Adoption of M.A. and M.Phil.-Ph.D. teaching and consultation time tables for the respective faculty members as ratified by 3rd BoS.

- III) The Board noted and acknowledged number of students pursuing M.Phil.-Ph.D in the Centre for International Politics.
- IV) The Board noted and acknowledged number of students who have submitted their M.Phil dissertation and have been awarded the M.Phil. degree, since the 3rd BoS meeting.
- V) The Board noted and acknowledged number of students who have submitted and awarded the Ph.D. degree since 4th BoS meeting.
- VI) The Board noted and acknowledged number of Students who have submitted their Ph.D. thesis for evaluation since 4th BoS meeting.

- VII) The Board noted and approved the list of external examiners for the evaluation of Ph.D. Thesis of following students:

main

N. Shanmugam

M. Vignesh Singh

Prof. Dr. M. Vignesh Singh

Prof. Dr. M. Vignesh Singh

Prof. Dr. M. Vignesh Singh

Prof. Dr. M. Vignesh Singh

Sr. No.	Name of Student	Enrolment No.	Ph.D. Title
1	Jahangir Ahmed Khan	CUG/2012/0354	Impact of Bilateral Investment Treaties on Policy Space: A Study with Reference to India
2	Zahoor Ahmad Wani	CUG/2012/0352	The Afghanistan-India-Pakistan Triangle: A Study of its Geopolitical Dynamics Since c.2001
3	Rohit Kumar	CUG/2012/0361	Geo-Strategic Significance of Nepal in the Context of India and China

VIII) The Board noted and appreciated the Centre's organization of Guest/Distinguished lectures, since 3rd BoS meeting.

IX) The Board noted and approved the extension of Non-NET Fellowship of following M.Phil.-Ph.D. students:

Sr. No.	Name of Student	Enrolment No.	Extension upto
1	Mohd. Mansoor Beig	CUG/2012/0351	July-2018
2	Zahoor Ahmad Wani	CUG/2012/0352	July-2018
3	Dumaniya Mayur N	CUG/2012/0353	July-2018
4	Jahangir Ahmad Khan	CUG/2012/0354	July-2018
5	Alok Kumar	CUG/2012/0355	July-2018
6	Dolly Mishra	CUG/2012/0356	July-2018
7	Sagar Narayan	CUG/2012/0357	July-2018

X) The Board noted and appreciated Centre's organization of following field trips for M.A. PIR students-

1. Field trip to Delhi from 4th to 8th April, 2016. Dr Kishor Jose and Dr Vijendra Singh accompanied the student for field trip.
2. Field trip to Bhuj and Kutchin coordination with Border Security Forces from 13th to 16th April, 2017. Dr N. Mohandas and Dr Vijendra Singh accompanied the student for field trip.
3. Organised field trip to Goa from 23rd to 28th March, 2018. Mr. T. K. Singh and Dr Vijendra Singh accompanied the student for field trip.

(Handwritten signatures and initials are present below the list of field trips, including names like N. Mohandas, Vijendra Singh, and others.)

The Board members made favourable comments regarding Centre's effort to organize field trips. They commented that field trips are necessary to give students firsthand experience and exposure to realities of social science.

XI) The 5th BoS noted and ratified following M.A. and M.Phil. time table:

1. Monsoon 2016
2. Winter 2017
3. Monsoon 2017
4. Winter 2018

XII) After due deliberation, the 5th BoS approved following Ph.D. synopsis and allocation of supervisors to Ph.D. students:

Sr. No.	Name of Student	Enrollment No.	Ph.D. Title	Name of The Supervisor
1.	Dumaniya Mayur N	CUG/2012/0353	Post-Conflict Reconstruction in Sri-Lanka: The Role of the Government of Sri-Lanka, India and the "International Community"	Dr. Saurabh Sharma
2.	Dolly Mishra	CUG/2012/0356	Impact of Globalization on Human Trafficking in India: A Case Study of the Northeastern Region	Dr. Saurabh Sharma
3.	Rohit Kumar	CUG/2012/0361	Geo-Strategic Significance of Nepal in the Context of India and China	Dr. Saurabh Sharma
4.	Rayees Ahmad Mir	CUG/2013/0789	Role of the International Community in Assisting State Building in Afghanistan since 2001: A Critical Analysis	Dr. Saurabh Sharma
5.	Roohul Amin Malik	CUG/2013/0790	Understanding India's Central Asia Policy: Aspirations, Opportunities and Challenges	Dr. Saurabh Sharma
6.	Nahida Akhter	CUG/2013/0800	Reconstruction Amidst Conflict in Afghanistan Since	Dr. Saurabh Sharma

Handwritten signatures and notes:

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N. S. Sharma
Vijeta Singh⁵
Let it be
Sharma
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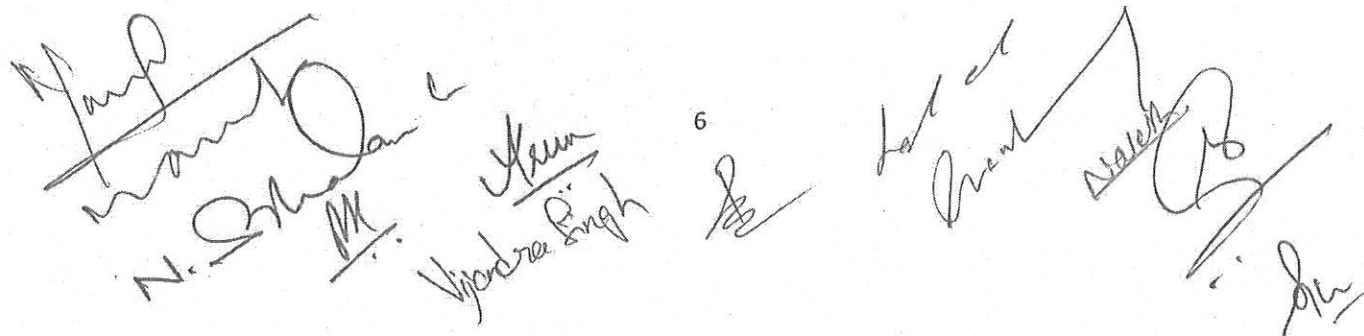
			2001: The Role of Women.	
7.	*Sumedh Pardhe	CUG/2014/0934	भारत की नई दक्षिण एशिया नीति: विकास, प्रभुत्व और राष्ट्रीय सुरक्षा के मुद्दों का अध्ययन	Prof. Manish
8.	*Rajesh Singh	CUG/2014/0935	Federalising Foreign Policy: Role of States in Shaping India's Foreign Policy	Prof. Manish
9.	Pinal Patel	CUG/2014/0936	Issues and Dynamics of Baloch Insurgency in Pakistan: Understanding the State Response	Dr. Saurabh Sharma
10.	*Shivani Agrawal	CUG/2014/0940	Reflection on India's Strategic Culture: A Study of Kautilya's Arthashastra	Prof. Manish (Supervisor) Dr Vijendra Singh (Co-supervisor)

* Supervisors of these students have been reallocated after Dr Atul Mishra resigned from the University.

Ph.D. Synopsis of Sumedh Pardhe, Rajesh Singh, Pinal Patel and Shivani Agrawal was discussed and approved by the Centre Board.

VI) After due consideration the BoS approved following M.Phil. synopsis and allocation of supervisors to respective M.Phil. students-

Sr. No	Name	Enrollment No.	Title	Supervisor
1	Alok Behera	16305105	Energy Politics between China and Kazakhstan: 2003-2013	Ms. Eva Loreng
2	Aditya Mani	16305104	India's Diplomatic Response to Terrorism after 26/11 Mumbai Attacks	Prof. Manish



3	Ashutosh Mukund Pandey	16305108	Media's Perception of China: An Analysis of Major Hindi Newspapers (2012-2017)	Dr. Saurabh Sharma
4	Praveen Tiwari	16305107	Ethnic Linkages and Foreign Policy: A Study of India-Sri Lanka Relations	Dr. Saurabh Sharma

XIII) The Board considered and deliberated on proposal to open following new Centres in the near future-

- Proposal for Centre for Foreign Policy and Diplomacy Studies
- Proposal for Centre for Neighbourhood Studies
- Proposal for Centre for International Political Economy

After due deliberation and discussions, the Board approved the possibility of opening of above mentioned Centre's in the near future.

XIV) The BoS discussed and deliberated on M.A., M.Phil, Ph.D. (course work) and M.Phil.-Ph.D. syllabus in detail. The Board members provided valuable and relevant suggestions regarding the syllabus. After the inclusion of suggestions and recommendations, the Board approved following revised and updated syllabus -

- **M.A. in Politics and International Relations**
- **M.Phil. in International Politics**
- **Ph.D. in International Politics**
- **M.Phil.-Ph.D. in International Politics**

XV) The 5th BoS discussed and approved the request of Ms. Tanvi Zaveri (M.A. student), Enrolment No. 170204010 to continue for next semester after taking into account the medical reasons for not attending the first semester exams.

XVI) The Board reallocated the supervisors of following students:

Sr. No.	Name of the Student	Enrolment No.	Name of Supervisor	Co-supervisor
1	Sumedh Prabhakar Pardhe	CUG/2014/0934	Prof. Manish	-

[Handwritten signatures and marks are present below the table, including names like N. Sharma, K. Singh, and others.]

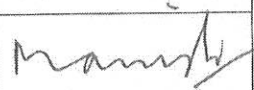
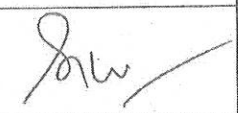
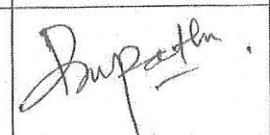
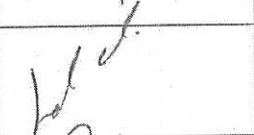
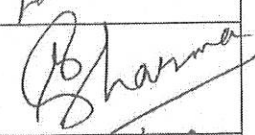
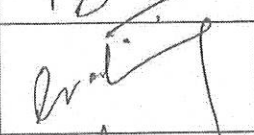
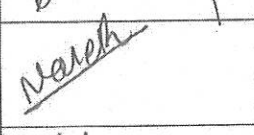
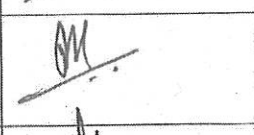
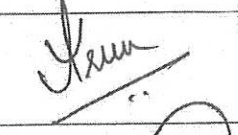
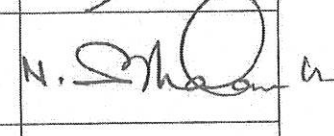

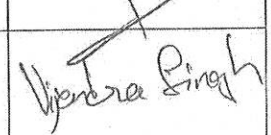
2	Rajesh Kumar Singh	CUG/2014/0935	Prof. Manish	-
3	Shivani Agrawal	CUG/2014/0940	Prof. Manish	Dr. Vijendra Singh
4	Pinal Patel	CUG/2014/0936	Dr. Saurabh Sharma	-
5	Lahiri Koena Sachchidananda	CUG/2015/1176	Prof. Manish	-
6	Sraban Kumar Nahak	CUG/2015/1178	Prof. Manish	-
7	Abhishek Behera	CUG/2015/1179	Prof. Manish	-
8	Sunkara Sairam	CUG/2015/1180	Dr. Saurabh Sharma	-

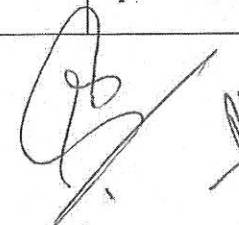

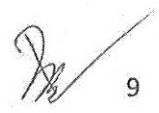
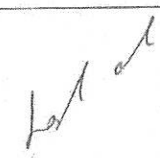
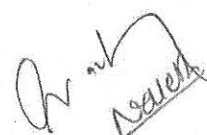

The meeting ended with a vote of thanks to the chair.

Manish
02.5.18
(Prof. Manish)

Dr. Saurabh Sharma
Vijendra Singh
Manish
Sairam
Abhishek Behera
Sraban Kumar Nahak
Pinal Patel
Shivani Agrawal
Rajesh Kumar Singh

Signatures-

Sr. No.	Name	Signature
1	Prof. Manish, Professor, CIP, SIS, CUG - Chairperson	
2	Prof. Sanjay Kumar Jha, Professor, CSS, SIS, CUG - Member	
3	Prof. Rahul Tripathi, Head, Department of Political Science, Professor, University of Goa- External Member	
4	Prof. Lajwanti Chatani, Head, Department of Political Science, M. S. University, Baroda - External Member	
5	Dr. Saurabh Sharma, Assistant Professor, CIP, SIS, CUG - Member	
6	Ms. Eva Loreng, Assistant Professor, CIP, SIS, CUG - Member	
7	Dr. Naresh Kumar, Assistant Professor, CSD, CUG (Independent Centre) - Internal Member	
8	Mr. Prashant Kaushik, Assistant Professor, CCLC, SLL&CS, CUG - Internal Member	
9	Dr. Arun Vishwanathan, Associate Professor, CSS, SIS, CUG - Special Invitee	
10	Dr. N. Mohandas Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee	
11	Dr. Kishor Jose, Assistant Professor, CSS, SIS, CUG - Special Invitee	
12	Dr. Manasi Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee	
13	Dr. Vijendra Singh, Assistant Professor, CIP, SIS, CUG - Special Invitee	
14	Mr. T. K. Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee	




9






ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય
(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)
CENTRAL UNIVERSITY OF GUJARAT
(Established by an Act of Parliament of India, No. 25 of 2009)

**School of International Studies
Central University of Gujarat**

Minutes of the meeting of the 5th School Board held on 15th May 2018

Following members were present and attended the 5th School Board meeting-

1. Prof. Sanjay Kumar Jha, Professor, CSS, SIS, CUG & Dean, SIS - Member
2. Prof. Uttara Sahasrabuddhe, University of Mumbai - External Member
3. Prof. Amit Dholakia, M.S. University, Baroda - External Member
4. Prof. Manish, Professor & Chairperson, CIP, SIS CUG - Member
5. Dr. Arun Vishwanathan, Associate Professor & Chairperson, CSS, SIS, CUG - Member
6. Dr. Kishor Jose, Assistant Professor, CSS, SIS, CUG - Member
7. Dr. N. Mohandas Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee
8. Dr. Manasi Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee
9. Mr. T. K. Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee
10. Dr. Saurabh Sharma, Assistant Professor, CIP, SIS, CUG - Special Invitee
11. Ms. Eva Loreng, Assistant Professor, CIP, SIS, CUG - Special Invitee
12. Dr. Vijendra Singh, Assistant Professor, CIP, SIS, CUG - Special Invitee

The School of International Studies, Central University of Gujarat held its 5th School Board Meeting on 15th May 2018 at the Conference Hall, Academic Block, Sector 29, Central University of Gujarat, Gandhinagar, Gujarat. The Board meeting was chaired by Prof. Sanjay K. Jha, Dean, School of International Studies (SIS).

Prof. Sanjay K. Jha welcomed and thanked all the members present for the Board meeting. He specially thanked the external members of the Board- Prof. Uttara Sahasrabuddhe and Prof. Amit Dholakia for taking the time to travel to Gandhinagar to attend the BoS meeting.

After due deliberation, the Board made following decisions-

1. The School Board confirmed and approved the Minutes of 4th School Board Meeting.
2. The School Board confirmed and approved the Minutes of the School CASR since last School Board Meeting.
3. The School Board confirmed and approved the minutes of the 5th meeting of the Board of Studies of the Centre for International Politics (CIP) held on May 2, 2018.

[Handwritten signatures of the members of the School Board, including Prof. Sanjay K. Jha, Prof. Uttara Sahasrabuddhe, Prof. Amit Dholakia, Prof. Manish, Dr. Arun Vishwanathan, Dr. Kishor Jose, Dr. N. Mohandas Singh, Dr. Manasi Singh, Mr. T. K. Singh, Dr. Saurabh Sharma, Ms. Eva Loreng, and Dr. Vijendra Singh.]

4. The School Board confirmed and approved the minutes of the 5th meeting of the Board of Studies of the Centre for Security Studies (CSS) held on May 7, 2018.
5. Prof. Sanjay Jha, Dean, SIS informed the BoS members about the efforts made for securing approval from the University Grants Commission for the upgradation of the Centre for Security Studies into the School of National Security Studies. Further, he informed that the University Grants Commission has sanctioned money to the tune of Rs. 153 lakhs for upgrading the Centre for Security Studies into the School of National Security Studies. Two new centres, namely, (a) Centre for Studies in Strategic Technologies and (b) Centre for Maritime Security Studies have been approved. The UGC has sanctioned a total of 12 faculty positions and non-teaching positions in the School of National Security Studies.
6. Further, Prof. Jha informed the BoS members that the Central University of Gujarat has formally notified the establishment of the School of National Security Studies by Upgradation of the Centre for Security Studies vide Notification No. 07/AAM 2018-19 dated 02.05.2018.
7. The BoS members congratulated Prof. Sanjay K. Jha, Dean, SIS and the Faculty members of the Centre for the achievement and highlighted the opportunity it presents to contribute to the growth of Security Studies as a discipline in the country.
8. The Board noted and acknowledged the number of students pursuing M.Phil - Ph.D in both the centres within the School of International Studies.
9. The Board noted and acknowledged the number of Students in the Centre for Security Studies and Centre for International Politics who have submitted and have been awarded M.Phil. since last School Board meeting.
10. The Board noted and acknowledged the number of Students in the Centre for Security Studies and Centre for International Politics who have submitted and have been awarded Ph.D. degree since last School Board meeting.
11. The Board noted and acknowledged the number of Students in the Centre for International Politics who have submitted Ph.D thesis for evaluation since last Board of Studies Meeting.
12. The Board noted and acknowledged the number of Students in the Centre for Security Studies who have submitted Ph.D thesis and M.Phil dissertation for evaluation since last Board of Studies Meeting.
13. The School Board noted and ratified the following M.A. (PIR) teaching and M.Phil.-Ph.D. teaching and consultation timetable of the faculty members in the Centre for Security Studies and Centre for International Politics.
- Monsoon 2016
 - Winter 2017
 - Monsoon 2017
 - Winter 2018

Handwritten signatures and notes:

main

Vijendra Singh

N. S. Sharma

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14. The Board noted and approved the list of external examiners for the evaluation of M.Phil. dissertation of following students of the Centre for Security Studies:

Sr. No.	Name of Student	Enrolment No.	M.Phil. Title	Name of The Supervisor	Co-Supervisor
1	Lokendra Kumar	CUG/2013/0680	Sino-India Relations a Multilateral Framework: A Case Study of BRICS	Dr. Kishor Jose	
2	Dayal Singh Satha	CUG/2014/0831	India's Natural Disaster Management Policy: A Case Study of Uttarakhand	Dr. Kishor Jose	-
3	Hasnahana Handique	CUG/2014/0833	Ethnic Conflict and Perceptions of Insecurity in Assam: A Study of Bodo Territorial Area District (BTAD)	Dr. Nongmaithem Mohandas Singh	-
4	Komal Patel	CUG/2014/0834	The Psychological Appeal of Violent Extremism: A Study of Tactics and strategies of the Islamic state of Iraq and Syria (ISIS)	Dr. Manasi Singh	-
5	Subrat Kalo	CUG/2014/0837	The Evolution of India's Nuclear Policy: A Historical Analysis	Dr. Nongmaithem Mohandas Singh	-
6	Murali Dhar Barik	CUG/2014/0838	India's Strategic Partnerships: An Analysis of defence cooperation with USA and Russia since 2000	Dr. Manasi Singh	-
7	Anns George K G	CUG/2014/0839	The Role of Police in Counter-Insurgency: A Study on Jammu and Kashmir	Prof. Sanjay Kumar Jha	-
8	V. Sandra	CUG/2014/0840	The Triangular Competition of India, China and US in the Indian Ocean Region: Implications for India's Maritime Security	Dr. Kishor Jose	-
9	Deepak Kumar Rout	CUG/2015/1172	Rise and Growth of the Naxalite Movement: A Case Study of Odisha, 1990 to 2015	Prof. Sanjay Kumar Jha	Dr. Vijendra Singh

[Handwritten signatures and notes below the table:]

Handwritten signatures: Anns George K G, Dayal Singh Satha, Komal Patel, Subrat Kalo, Murali Dhar Barik, V. Sandra, Deepak Kumar Rout, Prof. Sanjay Kumar Jha, Dr. Kishor Jose, Dr. Nongmaithem Mohandas Singh, Dr. Manasi Singh, Dr. Vijendra Singh.

Handwritten notes: "Handwritten notes and signatures are present below the table, including names like 'Anns George K G', 'Dayal Singh Satha', 'Komal Patel', 'Subrat Kalo', 'Murali Dhar Barik', 'V. Sandra', 'Deepak Kumar Rout', 'Prof. Sanjay Kumar Jha', 'Dr. Kishor Jose', 'Dr. Nongmaithem Mohandas Singh', 'Dr. Manasi Singh', and 'Dr. Vijendra Singh'.

Sr. No.	Name of Student	Enrolment No.	M.Phil. Title	Name of The Supervisor	Co-Supervisor
10	Chandrajeet Kumar Yadav	CUG/2015/1173	Tactical Nuclear Weapons and Deterrence Stability: A Critical Study of India-Pakistan Relations (2001-2015)	Dr. Nongmaithem Mohandas Singh	-
11	Penpa Dhoundup	CUG/2015/1174	China's Ethnic Minority Policy and its Implications: A Study of Xinjiang	Dr. Kishor Jose	-
12	Manisha	CUG/2015/1175	Dynamics and Emerging Trends in Naxalite Movement: A Study of Bihar, 2004-2014.	Prof. Sanjay Kumar Jha	-
13	Yagnik Rameshbhai Patel	16306102	"The Role of Police in Counterinsurgency: A Case Study of Tripura"	Prof. Sanjay Kumar Jha	Dr. Vijendra Singh
14	Oinam Ghanashyam Khumancha	16306103	"Sino-US relations in South China Sea: A Case Study of the Philippines (2009-2016)".	Dr. Arun Vishwanathan	
15	Sadananda Mallik	16306104	"China Pakistan Economic Corridor (CPEC): Strategic Implication for India"	Dr. Manasi Singh	
16	Samsher Singh	16306105	India's response to Global Climate Change: Issues and Challenges	Dr. Kishor Jose	
17	Bhargab Dev Sarmah	16306106	Revisiting the India-China Border Dispute: A Case Study of the Eastern Sector	Dr. Arun Vishwanathan	
18	Patel Hirenkumar	16306107	Emerging Asian Security Order and China: A Study of Belt and Road Initiative (BRI)	Prof. Sanjay Kumar Jha	
19	Anupama Rai	16306108	Geostrategic Rivalry Between India and China in Nepal: 2008-2016	Dr. Nongmaithem Mohandas Singh	

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 Vignendra Singh
 N. S. S. S.
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15. The Board noted and approved the list of external examiners for the evaluation of Ph.D. Thesis of following students of the Centre for Security Studies:

Sr. No.	Name of Student	Enrolment No.	Ph.D. Title	Name of The Supervisor	Co-Supervisor
1	Deepali R. Khaire	CUG/2010/0049	Coercive Network in Kashmir: Revisiting Security Centric Approach	Dr. Nongmaithem Mohandas Singh	-
2	Mayura B. Vedpathak	CUG/2010/0051	Study of Rape: A Form of Political Violence in South Asia	Dr. Kishor Jose	-
3	Ravi A. Thorat	CUG/2010/0052	Sino-Indian Relations in the 21st Century: Implication of Maritime Security Cooperation	Dr. Nongmaithem Mohandas Singh	-
4	Awkash Kumar	CUG/2011/0028	Human Trafficking As a Security Issues: A Study of India-Bangladesh Border Area	Prof. Sanjay Kumar Jha	-
5	Aarif Rather	CUG/2012/0235	Understanding the Strategic Dimension of India-Pakistan-China Triangle: A Study of Post-Cold War Period	Dr. Kishor Jose	-
6	Chandrakant Bhojraj Chellani	CUG/2012/0526	The Challenge of Cyberspace to India's National Security: A Critical Analysis	Prof. Sanjay Kumar Jha	-

16. The Board noted and approved the list of external examiners for the evaluation of Ph.D. Thesis of following students of the Centre for International Politics:

Sr. No.	Name of Student	Enrolment No.	Ph.D. Title
1	Jahangir Ahmed Khan	CUG/2012/0354	Impact of Bilateral Investment Treaties on Policy Space: A Study with Reference to India
2	Zahoor Ahmad Wani	CUG/2012/0352	The Afghanistan-India-Pakistan Triangle: A Study of its Geopolitical Dynamics Since c.2001

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~~V.K.~~
~~Namf~~
Vijendra Singh
Chungh
N. S. Shukla's
Saw (5)

3	Rohit Kumar	CUG/2012/0361	Geo-Strategic Significance of Nepal in the Context of India and China
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17. After due deliberation, the 5th School Board meeting considered and approved the proposed intake for Research Programmes in Academic year 2018-19.

Stand Alone vacancies in M.Phil. in Security Studies and Ph.D. in International Politics

M.Phil.	Ph.D.
5	2

Stand Alone vacancies in M.Phil. in Security Studies and Ph.D. in Security Studies

M.Phil.	Ph.D.
8	3

18. After due deliberation, the 5th School Board meeting considered and approved the following Ph.D. Synopsis and Allocation of Supervisors to the following Ph.D. students from the Centre for Security Studies:

Sr. No.	Name of Student	Enrolment No.	Ph.D. Title	Name of The Supervisor	Co-Supervisor
1	Anjani Devi	CUG/2012/0240	India-Sri Lanka Relations in post-LTTE period (2009-2016): Shifting Contours and Implications for Regional Security	Dr. Manasi Singh	-
2	Amita Pradhan	CUG/2012/0517	Naxalite Movement in India: A Study of Gadchiroli District in Maharashtra	Dr. Kishor Jose	-
3	Jayadev Dash	CUG/2013/0679	Development as a Strategy to Counter Insurgency: A Study of Contemporary Odisha	Prof. Sanjay Kumar Jha	-
4	Sushma Devi	CUG/2013/0683	Understanding India's Cyber Security Challenges: A Study of Digital India Programme	Dr. Manasi Singh	-

[Handwritten signatures and marks at the bottom of the page, including "Kumar", "Debabrata", "3/12/2018", "Yash", "Vijendra Singh", "Chandra", "N. S. S. S.", "S. S. S.", and a circled "6"]

Sr. No.	Name of Student	Enrolment No.	M.Phil. Title	Name of The Supervisor	Co-Supervisor
3	Sadananda Mallik	16306104	China Pakistan Economic Corridor (CPEC): Strategic Implication for India	Dr. Manasi Singh	-
4	Samsher Singh	16306105	India's response to Global Climate Change: Issues and Challenges	Dr. Kishor Jose	-
5	Bhargab Dev Sarmah	16306106	Revisiting the India- China Border Dispute: A Case Study of the Eastern Sector	Dr. Arun Vishwanathan	-
6	Patel Hirenkumar	16306107	Emerging Asian Security Order and China: A Study of Belt and Road Initiative (BRI)	Prof. Sanjay Kumar Jha	-
7	Anupama Rai	16306108	Geostrategic Rivalry Between India and China in Nepal: 2008-2016	Dr. Nongmaithem Mohandas Singh	-

20. After due deliberation, the 5th BoS approved following Ph.D. synopsis and allocation of supervisors to Ph.D. students from the Centre for International Politics:

Sr. No.	Name of Student	Enrolment No.	Ph.D. Title	Name of The Supervisor
1.	Dumaniya Mayur N	CUG/2012/0353	Post-Conflict Reconstruction in Sri-Lanka: The Role of the Government of Sri-Lanka, India and the "International Community"	Dr. Saurabh Sharma
2.	Dolly Mishra	CUG/2012/0356	Impact of Globalization on Human Trafficking in India: A Case Study of the Northeastern Region	Dr. Saurabh Sharma
3.	Rohit Kumar	CUG/2012/0361	Geo-Strategic Significance of Nepal in the Context of India and China	Dr. Saurabh Sharma
4.	Rayees Ahmad Mir	CUG/2013/0789	Role of the International Community in Assisting State Building in Afghanistan since 2001: A Critical Analysis	Dr. Saurabh Sharma

[Handwritten signatures and initials are present below the table, including names like 'Hsun', 'Dolly Mishra', 'Rohit Kumar', 'Rayees Ahmad Mir', and 'Dr. Saurabh Sharma'.]

22. The Board reallocated the supervisors of following students:

Sr. No.	Name of the Student	Enrolment No.	Name of Supervisor	Co-supervisor
1	Sumedh Prabhakar Pardhe	CUG/2014/0934	Prof. Manish	-
2	Rajesh Kumar Singh	CUG/2014/0935	Prof. Manish	-
3	Shivani Agrawal	CUG/2014/0940	Prof. Manish	Dr. Vijendra Singh
4	Pinal Patel	CUG/2014/0936	Dr. Saurabh Sharma	-
5	Lahiri Koena Sachchidananda	CUG/2015/1176	Prof. Manish	-
6	Sraban Kumar Nahak	CUG/2015/1178	Prof. Manish	-
7	Abhishek Behera	CUG/2015/1179	Prof. Manish	-
8	Sunkara Sairam	CUG/2015/1180	Dr. Saurabh Sharma	-

23. The Board discussed and approved the Status Update Report and Progress Update (Bi-monthly) report format for M.Phil. and Ph.D. students of the School of International Studies.

24. After due deliberations and discussions, the Board approved the revised and Updated syllabus for the Centre for Security Studies (a) M.Phil. in Security Studies; (b) Ph.D. in Security Studies; (c) Integrated M.Phil.-Ph.D. in Security Studies. The Board members provided valuable and relevant suggestions regarding the syllabus. After the inclusion of suggestions and recommendations, the Board approved following revised and updated syllabus :

- M.Phil. in Security Studies
- Ph.D. in Security Studies
- M.Phil. - Ph.D. in Security Studies

25. The BoS discussed and deliberated on M.A., M.Phil, Ph.D. (course work) and M.Phil.-PhD. syllabus in detail. The Board members provided valuable and relevant suggestions regarding the syllabus. After the inclusion of suggestions and recommendations, the Board approved following revised and updated syllabus -

- M.A. in Politics and International Relations
- M.Phil. in International Politics
- Ph.D. in International Politics
- M.Phil.-Ph.D. in International Politics

26. The Board approved the Budget Estimates (2018-19) for MA(PIR) School Level Program, Centre for International Politics and Centre for Security Studies proposed by the Centre to the University Administration.

[Handwritten signatures and initials are present below the text, including names like Anur, Debendra, and others.]

27. The School Board BoS discussed and approved the request of Ms. Tanvi Zaveri (M.A. student), Enrolment No. 170204010 to continue for next semester after taking into account the medical reasons for not attending the first semester exams.
28. The Board also discussed, the plan to initiate academic activities in School of National Security Studies. The Board members provided valuable suggestions and approved the plan to start a new Masters program in the School of National Security Studies from the Academic Year 2019-20.
29. The BoS members deliberated and approved the constitution of an Advisory Board for the School of National Security Studies to chalk out a detailed plan for the School in terms of its research, academic thrust areas, academic activities.
30. The BoS members deliberated and approved the constitution of an Ad-hoc Board of Studies for both Centres in the School of National Security Studies.
31. The Board appreciated and approved the plan to establish a GIS Laboratory as part of the School of National Security Studies
32. The Board also approved the proposal to initiate academic activities (viz. Guest and Distinguished Lectures, Workshops and Conferences etc.) in the broad research thrust of both the centres of the School of National Security Studies beginning with the Academic year 2018-19. The Board also approved the proposal to publish the text of the Guest/Distinguished Lectures and Conferences held by the School/Centre.
33. The Board considered and deliberated on proposals to open following new Centres in the School of International Studies in the near future:
- Proposal for Centre for Foreign Policy and Diplomacy Studies
 - Proposal for Centre for Neighbourhood Studies
 - Proposal for Centre for International Political Economy
34. The Board considered and approved the request from the following students for Extension of submission deadlines for their Ph.D. Thesis :-
- Ms. Anjani Devi was granted extension to submit Ph.D. thesis by one semester till December 2018 as she has received ICSSR Travel Grant.
 - Mr. Indrajit Sharma was granted extension to submit Ph.D. thesis till August 31, 2018 due to family emergency.
35. The Board considered and approved the request submitted (dated September 23, 2017) by Mr. Mustaq Ahmed (Enrolment No. CUG/2012/0233) for deregistration from M.Phil.-Ph.D. integrated programme in the Centre for Security Studies.

[Handwritten signatures and initials at the bottom of the page, including names like Khaw, Anil Kumar, and others.]

36. The Board considered the application dated April 23, 2018 of the student Ms. Shalu Runthala (Enrolment No. CUG/2015/1171) of 2015-16 batch and discussed the matter in detail. The School Board does not approve the request made by Ms Shalu Runthala in her above mentioned letter for late submission of M.Phil dissertation.

37. The meeting ended with vote of thanks by Prof. Sanjay K. Jha, Dean, SIS.

[Handwritten signatures and names]
N. S. Sharma, K. K. Singh, Manoj, Vendra Singh, [Signature], [Signature], [Signature]

[Handwritten signature]



गुजरातकेन्द्रीयविश्वविद्यालय
(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)
CENTRAL UNIVERSITY OF GUJARAT
(Established by an Act of Parliament of India, No 25 of 2009)

5th School Board of Studies Meeting

School of International Studies

Attendance Sheet

Date 15th May 2018

Sr. No.	Name	Signature
1.	Prof. Sanjay Kumar Jha, Dean, SIS, CUG - Member	
2.	Prof. Manish, Professor, CIP, SIS, CUG - Member	
3.	Dr. Arun Vishwanathan, Associate Professor, CSS, SIS, CUG - Chairperson	
4.	Prof. Amit Dholakia, Professor, MSU, Baroda - External Member	
5.	Dr. Uttara Sahasrabuddhe Professor, Department of Civics & Politics, University of Mumbai, Mumbai - External Member	
6.	Dr. Kishor Jose, Assistant Professor, CSS, SIS, CUG - Internal Member	
7.	Dr. N. Mohandas Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee	
8.	Dr. Manasi Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee	
9.	Dr. Vijendra Singh, Assistant Professor, SIS, CUG - Special Invitee	
10.	Mr. T. K. Singh, Assistant Professor, CSS, SIS, CUG - Special Invitee	
11.	Dr. Saurabh Sharma, Assistant Professor, CIP, SIS, CUG - Special Invitee	
12.	Ms. Eva Loreng, Assistant Professor, CIP, SIS, CUG - Special Invitee	

**Revised and Updated Syllabus for
M.Phil. in International Politics
Ph.D. in International Politics
M.Phil.-Ph.D. in International Politics**

(Admissions for AY 2018-19 Onwards)



ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય
CENTRAL UNIVERSITY OF GUJARAT

**CENTRE FOR INTERNATIONAL POLITICS
SCHOOL OF INTERNATIONAL STUDIES
CENTRAL UNIVERSITY OF GUJARAT
SECTOR-29, GANDHINAGAR
GUJARAT
15 May 2018**

Centre for International Politics

Revised and Updated Syllabus for

M.Phil. in International Politics

Ph.D. in International Politics

M.Phil-Ph.D. in International Politics

Introduction: M.Phil, Ph.D. and M.Phil-Ph.D. research degree programmes aims at creating knowledge in key aspects of International Politics keeping India and South Asia at the centre of its activities. The programmes offers training in research methodology, theory, issues and concepts in international politics and key concerns such as war and peace. The emphasis is on developing all-around capacity for research among students by training them to become creators rather than consumers of knowledge related to International Politics within the field of IR. Above mentioned programmes are possibly among the first in India to support student research in international thought. These programmes are also taking first steps towards creating IR knowledge about the non-West and India. Conceptualising IR as a social science and not a policy-oriented field is another of the research agendas.

Research Focus: Theories of International Relations, Indian Foreign Policy, India and Its Neighborhood, Peace and Conflict Studies, International Organizations and Global Governance and International Political Economy.

List of Courses:

Core Courses

1. INP-601 Research Methodology – I (Existing and Revised)
2. INP-651 Research Methodology – II (Existing and Revised)
3. INP-602 Theories of International Relations (Existing and Revised)

Optional Courses

1. INP-621 International Organizations and Global Governance (New optional paper)
2. INP-671 War and Peace in International Relations (Existing and Revised)
2. INP-672 Contemporary Challenges in International Politics (Existing and Revised)
3. INP-673 Concepts and Issues in International Politics (Existing and Revised)
4. INP-674 International Political Economy (Existing and Revised)

M.Phil. Dissertation

INP - 700 M.Phil. Dissertation (16 Credits)

M.Phil in International Politics

Total Credits- 32

Total Credits for Course Work - 16

Total Credits for Dissertation - 16 (Course Code: INP-700)

Course Work in Monsoon Semester

Total Credits:8

Course Code	Course Name	Course Type	Credit
INP-601	Research Methodology I	Core	2
INP-602	Theories of International Politics	Core	3
INP-621	International Organizations and Global Governance	Optional	3

Course Work in Winter Semester

Total Credits: 8

Course Code	Course Name	Course Type	Credit
INP-651	Research Methodology II	Core	2
INP-671	War and Peace in International Relations	Optional	3
INP-672	Contemporary Challenges in International Politics	Optional	3
INP-673	Concepts and Issues in International Politics	Optional	3
INP-674	International Political Economy	Optional	3

INP - 700

M.Phil. Disseration (16 Credits)

Ph.D. in International Politics

Total credit for course work: 16

Course Work in Monsoon Semester

Total Credits:8

Course Code	Course Name	Course Type	Credit
INP-601	Research Methodology I	Core	2
INP-602	Theories of International Politics	Core	3
INP-621	International Organizations and Global Governance	Optional	3

Course Work in Winter Semester

Total Credits:8

Course Code	Course Name	Course Type	Credit
INP-651	Research Methodology II	Core	2
INP-671	War and Peace in International Relations	Optional	3
INP-672	Contemporary Challenges in International Politics	Optional	3
INP-673	Concepts and Issues in International Politics	Optional	3
INP-674	International Political Economy	Optional	3

M.Phi.-Ph.D. in International Politics

Total credit for course work: 16

Total credit for M.Phil. Dissertation: 16

Course Work in Monsoon Semester

Total Credits:8

Course Code	Course Name	Course Type	Credit
INP-601	Research Methodology I	Core	2
INP-602	Theories of International Politics	Core	3
INP-621	International Organizations and Global Governance	Optional	3

Course Work in Winter Semester

Total Credits: 8

Course Code	Course Name	Course Type	Credit
INP-651	Research Methodology II	Core	2
INP-671	War and Peace in International Relations	Optional	3
INP-672	Contemporary Challenges in International Politics	Optional	3
INP-673	Concepts and Issues in International Politics	Optional	3
INP-674	International Political Economy	Optional	3

INP - 700

M.Phil. Disseration (16 Credits)

M.A.in Politics and International Relations

SYLLABI

(Choice-Based Credit System)

(For Admissions AY 2018-19 Onwards)



गुजरात केन्द्रीय विश्वविद्यालय
(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)
CENTRAL UNIVERSITY OF GUJARAT
(Established by an Act of Parliament of India, No 25 of 2009)

CENTRE FOR INTERNATIONAL POLITICS
SCHOOL OF INTERNATIONAL STUDIES
CENTRAL UNIVERSITY OF GUJARAT
SECTOR-29, GANDHINAGAR
GUJARAT

Contents

Sl No	Course Code	Syllabi	Course Type	Credit
Revised Syllabi (Existing)				
1.	INP-401	Introduction to Political Theory	Core	4
2.	INP-402	Theories of International Relations	Core	4
3.	INP-403	History of International Relations	Core	4
4.	INP-404	Key Concepts in Politics and International Relations	Core	4
5.	INP-451	International Organization	Core	4
6.	INP-452	International Law	Core	4
7.	NP-453	India's Foreign Policy	Core	4
8.	INP-454	State and Politics in India	Core	4
9.	INP-521	Peace and Conflict Analysis	Optional	4
10.	INP-522	Global Governance	Optional	4
11.	INP-523	Comparative Politics	Optional	4
12.	INP-524	Contemporary Political Theory	Optional	4
13.	INP-571	Diplomacy	Optional	4
14.	INP-572	Contemporary South Asia	Optional	4
15.	INP-573	Security and Politics of India's Extended Neighbourhood	Optional	4
16.	INP-574	Introduction to International Political Economy	Optional	4
17.	INP-575	Energy Security	Optional	4
18.	INP-576	Geopolitics	Optional	4
Proposed Syllabi				
19.	INP-441	Soft Skill Development	Compulsory	2
20.	INP-491	Communication Skills and Computer Application	Compulsory	2
21.	INP-541	Introduction to Research Methodology and Field Work	Compulsory	2
22.	INP-591	Research Paper	Compulsory	2
23.	INP-525	China's Foreign and Security Policy	Optional	4
24.	INP-526	Security, Science and Technology	Optional	4
25.	INP-527	National Security	Optional	4
26.	INP-528	Strategic Thinkers	Optional	4
27.	INP-529	United Nations: Conflicts, Diplomacy and Intervention	Optional	4
28.	INP-530	Asian Thinking on International Relations	Optional	4
29.	INP-531	Introduction to Non-Traditional Security Studies	Optional	4
30.	INP-577	Cyberspace and International Security	Optional	4
31.	INP-578	Global Terrorism and International Security	Optional	4
32.	INP-579	European Union in International Affairs	Optional	4
33.	INP-580	American Foreign Policy since 1945	Optional	4
34.	INP-581	Wars, Conflict and Violence in India	Optional	4
35.	INP-582	Introduction to West Asia	Optional	4
36.	INP-583	Nuclear Weapons and National Security	Optional	4

Course Structure

Course Code	Course Title	Core Optional	Cre dits
First Semester (All Core) 18 Credits (Students have to register for all 04 Core papers & INP 441)			
INP-401	Introduction to Political Theory	Core	04
INP-402	Theories of International Relations	Core	04
INP-403	History of International Relations	Core	04
INP-404	Key Concepts in Politics and International Relations	Core	04
INP-441	Soft Skill Development	Compulsory	02
Second Semester (All Core) 18 Credits (Students have to register for all 04 Core papers & INP 491)			
INP-451	International Organization	Core	04
INP-452	International Law	Core	04
INP-453	India's Foreign Policy	Core	04
INP-454	State and Politics in India	Core	04
INP-491	Communication Skills and Computer Applications	Compulsory	02
Third Semester (18 Credits) Students can register for any 4 optional courses plus INP-541			
INP-541	Introduction to Research Methodology and Field Work	Compulsory	02
INP-521	Peace and Conflict Analysis	Optional	04
INP-522	Global Governance	Optional	04
INP-523	Comparative Politics	Optional	04
INP-524	Contemporary Political Theory	Optional	04
INP-525	China's Foreign and Security Policy	Optional	04
INP-526	Security, Science and Technology	Optional	04
INP-527	National Security	Optional	04
INP-528	Strategic Thinkers	Optional	04
INP-529	United Nations: Conflicts, Diplomacy and Intervention	Optional	04
INP-530	Asian Thinking on International Relations	Optional	04
INP-531	Introduction to Non-Traditional Security Studies	Optional	04
Fourth Semester (18 Credits) Students can register for any 4 optional courses plus INP-591			
INP-591	Research Paper	Compulsory	02
INP-571	Diplomacy	Optional	04
INP-572	Contemporary South Asia	Optional	04
INP-573	Security and Politics of India's Extended Neighbourhood	Optional	04
INP-574	Introduction to International Political Economy	Optional	04
INP-575	Energy Security	Optional	04
INP-576	Geopolitics	Optional	04
INP-577	Cyberspace and International Security	Optional	04
INP-578	Global Terrorism and International Security	Optional	04
INP-579	European Union in International Affairs	Optional	04
INP-580	American Foreign Policy since 1945	Optional	04
INP-581	Wars, Conflict and Violence in India	Optional	04
INP-582	Introduction to West Asia	Optional	04
INP-583	Nuclear Weapons and National Security	Optional	04



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Syllabus
(Choice-Based Credit System)

**M.A. in Politics and International
Relations**

(For Admissions – Academic Year 2020-21 Onwards)

School of International Studies
Central University of Gujarat
Sector 29, Gandhinagar
Gujarat

Course Structure

Course Code	Course Title	Core/ Optional	Credits
First Semester (All Core) 18 Credits (Students have to register for all 04 Core papers & INP 441)			
INP-401	Introduction to Political Theory	Core	04
INP-402	Theories of International Relations	Core	04
INP-403	History of International Relations	Core	04
INP-405	India's Foreign Policy – I	Core	04
INP-441	Soft Skill Development	Compulsory	02
Second Semester (All Core) 18 Credits (Students have to register for all 04 Core papers & INP 491)			
INP-455	International Organization and Global Governance	Core	04
INP-456	Geopolitics	Core	04
INP-457	India's Foreign Policy – II	Core	04
INP-458	State and Politics in India	Core	04
INP-491	Communication Skills and Computer Applications	Compulsory	02
Third Semester (18 Credits) Students can register for any 4 optional courses plus INP-542			
INP-542	Introduction to Research Methodology	Compulsory	02
INP-521	Peace and Conflict Analysis	Optional	04
INP-529	United Nations: Conflicts, Diplomacy and Intervention	Optional	04
INP-532	Introduction to International Political Economy	Optional	04
INP-533	Comparative Politics	Optional	04
INP-534	Contemporary Political Theory	Optional	04
INP-535	Contemporary South Asia	Optional	04
Fourth Semester (18 Credits) Students can register for any 4 optional courses plus INP-591			
INP-591	Research Paper	Compulsory	02
INP-571	Introduction to Diplomacy	Optional	04
INP-573	Security and Politics of India's Extended Neighbourhood	Optional	04
INP-580	American Foreign Policy since 1945	Optional	04
INP-584	Asian Thinking on International Relations	Optional	04
INP-585	Emerging Trends in Indo-Pacific	Optional	04
INP-586	International Law	Optional	04
INP-587	International Peace and Security	Optional	04



Minutes of the 6th Meeting of Board of Studies (BoS) of
Centre for Studies in Society and Development
School of Social Sciences
(Online Mode)

14th October 2021
(2 pm onwards)

Members Present

1. Prof. Jaya Prakash Pradhan, Dean, School of Social Sciences, CUG
2. Prof. Ashok Kumar Kaul, Banaras Hindu University, Varanasi
3. Prof. Tapan Kumar Mohanty, National Law Institute University, Bhopal
4. Dr. Hemant Kumar, Assistant Professor, CSSTIP, SSS, CUG
5. Dr. Sony Kunjappan, Assistant Professor, CSSM, SSS, CUG
6. Dr. Jayashree Ambewadikar, Assistant Professor, CSSD, SSS, CUG
7. Dr. Sudarshan Papanna, Assistant Professor, CSSD, SSS, CUG
8. Dr. Khaikholen Haokip, Assistant Professor & Coordinator, CSSD, SSS, CUG

Special Invitee

1. Dr. Madhumita Biswal, Assistant Professor (on contract), CSSD, SSS, CUG

Prof. Jaya Prakash Pradhan, Dean, School of Social Sciences, opened the meeting by welcoming all members of the Centre's Board of Studies and thanking them for making it convenient to attend the meeting. Thereafter, Dr. Khaikholen Haokip, Centre's Coordinator, took up the agenda items for the deliberation.

Resolutions of the 6th BoS Meeting:

Agenda Item No. 1

6th Board of Studies/14-10-2021

To brief and confirm the minutes of the 5th Meeting of Board of Studies

Resolution 01: The 6th BoS meeting noted and confirmed the minutes of the 5th BoS meeting.

Agenda Item No. 2
6th Board of Studies/14-10-2021
To note about the Centre for Studies in Society and Development

The Centre for Studies in Society and Development (CSSD) is one of the academic centres in the School of Social Sciences, Central University of Gujarat. The Centre is anchored to the disciplines of sociology and anthropology in articulating perspectives on development. The Centre aims to generate and disseminate knowledge on theoretical and applied aspects of society and development and the interfaces between them. Its courses introduce and engage with different theoretical formulations and debates concerning local as well as global issues related to social development. It tries to analyse different processes, actors, structures and power relations as constructed and contested by the state and different institutions as well. Teaching and research activities in the Centre are oriented towards contemporary questions pertaining to theoretical and applied dimensions of society.

Regarding academic programmes, the Centre began with MA in Society and Development and then, since 2011, introduced integrated MPhil-PhD degree programmes. However, MA in Society and Development has been discontinued. Since AY 2015-2016, MA Sociology programme has been introduced. The Centre is currently running the following two courses:

- (i) MA in Sociology (wef AY 2015-2016)
- (ii) Integrated MPhil-PhD in Society and Development
(admission to the programme has been discontinued from AY 2017-2018)

Resolution 02: The 6th BoS meeting noted the brief report about the Centre for Studies in Society and Development

Agenda Item No. 3
6th Board of Studies/14-10-2021
To note the Composition of Board of Studies

The composition of the Board of Studies for CSSD/SSS, for a period of two years, with effect from 09 August 2021, is as follows:

Section of Ordinance	Composition	Names of Members
(i)	Teachers of Department/Centre	Dr. Sudarshan Papanna Dr. Jayashree Ambewadikar Dr. Khaikholen Haokip
(ii)	Persons conducting research in the Department/ Centre;	-

(iii)	Dean of the School	Prof. Jaya Prakash Pradhan
(iv)	Honorary Professors, if any, attached to the Department/Centre	
1(v)(a)	Two teachers of the University who are experts in allied or cognate subject dealt within the Department/ Centre to be nominated by the Academic Council for a period of two years, provided that no such teacher shall be nominated as a member of more than two Departments/Centers.	1. Dr. Hemant Kumar CSSTIP, SSS 2. Dr. Sony Kunjappan CSSM, SSS
1(v)(b)	not more than two persons, not engaged in teaching/research in the University and having expert knowledge of the subject or subjects dealt within the Department/Centre, to be nominated by the Academic Council as members of the Board of Studies concerned for a period of two years.	1. Prof. Ashok Kumar Kaul Department of Sociology, Faculty of Social Sciences Banaras Hindu University Varanasi - 221005 2. Prof. Tapan Kumar Mohanty, Professor and Dean, National Law Institute University, Bhopal-462044

Resolution 03: The 6th BoS meeting noted the composition of Centre Board of Studies

Agenda Item No. 4
6th Board of Studies/14-10-2021
To note admissions to academic programmes of the Centre
for AY 2020-2021

MA Sociology	
Academic Year	No. of Students
2020-2021	14
Integrated MPhil-PhD in Society and Development <i>(Admission to this programme was discontinued since AY 2017-18)</i>	
Existing number of Ph.D. Students	22

Resolution 04: The 6th BoS noted the admissions to academic programmes of the Centre.

Agenda Item No. 5
6th Board of Studies/14-10-2021
(since last 5th BoS meeting, 27 Feb 2021)
To note Centre faculty publications

Sr. No.	Authors	Year	Details of Publication
1	Madhumita Biswal	2021	“Embodied Spatial Practices in the Field: Critical Ethnographies in Village Studies from India”, <i>Contemporary South Asia</i> , Vol.29 (No.3): pp.419-432.
2	Chinglen Laishram and Khaikholen Haokip	2021	Does Caste-based Social Stratification Moderate the Relationship Between Social Capital and Life Satisfaction? Evidence from India”, <i>International Journal of Sociology</i> (Online Version out)
3	Madhumita Biswal		Biswal. Madhumita, “Gender and Caste: The Politics of Embodied Spatial Negotiations in Rural Odisha, India”, in <i>South Asia: Journal of South Asian Studies</i> . (The paper is accepted and scheduled for publication in August 2022 issue, Vol. 45/3).

Resolution 05: The 6th BoS meeting noted the publications of the Centre faculty

Agenda Item No. 6
6th Board of Studies/14-10-2021
To note faculty participation in trainings/workshops

Sr. No.	Faculty Name	Year	Details of Workshops/Trainings
1	Dr. Jayashree Ambewadikar	23 rd July to 6 th August 2021	‘Online interdisciplinary Refresher Course in feminist teaching and research in higher education: theory and practice’ organised by Teaching Learning Centre, Ramanujan College, University of Delhi, Under the aegis of <i>Ministry of Education</i> , Pandit Madan Mohan Malaviya National Mission on Teachers
2	Dr. Jayashree Ambewadikar	12 th to 26 th July 2021	Participated in ‘Online Refresher Course in Social Sciences and Humanities’ organised by Teaching Learning Centre, Ramanujan College, University of Delhi, Under the aegis of Ministry of Education, Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching
3	Dr. Sudarshan Papanna	5-9 April 2021	Five Days Online Training Programme on “Research Methodology and Ethics: Plagiarism Issues, Reference Management Tools and Altmetrics”, organised by Information and Library Network (INFLIBNET) Centre, the Gandhinagar, Gujarat from

4	Dr. Madhumita Biswal	7-13 June 2021	One week (Online) Interdisciplinary Faculty Development Programme on “Microsoft Tools for Creating Effective Teaching and Learning Environment”, organised by Internal Quality Assurance Cell, Vivekananda College, University of Delhi
5	Dr. Khaikholen Haokip	7-18 June, 2021	Two Week Research Methodology Workshop for Faculty Development, CSEP, SSS, Central University of Gujarat,

Resolution 06: The 6th BoS meeting noted the participation of faculty members of the Centre in various trainings/workshops.

Agenda Item No. 7
6th Board of Studies/14-10-2021

To note List of the Students Awarded Ph.D. Degree (Sine last BoS Meeting on 27 February 2021)

Sr. No.	Name of Student	Enrolment No.	Ph. D topic	Thesis Supervisor	Year of Award
1	Subodh Kumar	CUG/2013 /0773	A Sociological Study of Marine Fishing Communities in Gujarat	Prof. N. Rajaram	2021
2	Vasava Ashvinbhai Nanabhai	CUG/2013 /0772	Forest Rights Movement amongst the Adivasis of South Gujarat: A Sociological Study	Prof. N. Rajaram	2021

Resolution 07: The 6th BoS meeting noted the list of the Students Awarded Ph.D. Degree (Since the 5th BoS Meeting held on 27 February 2021)

Agenda Item No. 8
6th Board of Studies/14-10-2021

List of PhD Students who have submitted their Ph.D. theses and their panel of External Examiners

Sr. No.	Name of Student	Enrolment No.	Topic	Supervisor
1	Ramnath K.R.	CUG/2012/0335	Living the life of a Transgender: A Study in Kerala	Dr. Khaikholen Haokip
2	Sayyid Abdulla Shakir	CUG/2014/0920	Social Institutions, Gender and Post-riot Society: A Case Study of Fishing Communities of Marad Village in Kozhikode District of Kerala	Dr. Jayashree Ambewadikar

3	Diganta Das	CUG/2013/0777	The 'Adivasi' Movements in Assam: Questions of Identity, Indigeneity and Marginality	Dr. Khaikholen Haokip
4	K Praveen Kumar	CUG/2014/0924	Caste, Landlessness and Food Deprivation: A Study in Medchal District of Telangana	Dr. Khaikholen Haokip
5	Tajamul Maqbool	CUG/2014/0925	Advocating for Human Rights in Conflict Zones: Role of NGOs in Kashmir Region	Dr. Khaikholen Haokip

- Panel of External Examiners for Ramnath KR and Sayyid Abdulla Shakir were passed in the CAS Meeting held on 15 July 2020
- Panel of External Examiners for Sayyid Abdulla and Shakir Diganta Das was passed in the CASR meeting held on 15 June 2021.
- Panel of External Examiners for K Praveen Kumar and Tajamul Maqbool was passed in the CASR meeting held on 22 September 2021.

Resolution 08: The 6th BoS noted the list of the Students who have submitted their Ph.D. theses (Since the 5th BoS Meeting held on 27 February 2021)

Agenda Item No. 9
6th Board of Studies/14-10-2021
To note the Ph.D. topics of Research Scholars

Sr. No.	Name of Student	Enrolment No.	Topic	Supervisor	Date of Approval by CASR
1	Surbhi	16307103	The 'Lifeworld of Transsexuals: A Sociological Study of their Socio-Economic Conditions	Dr. Khaikholen Haokip	Approved by CASR on 15 June 2021
2	Ashutosh Verma	16307102	Impact of Special Economic Zone on the Scheduled Caste Communities: A Case Study of Mahindra World City in Rajasthan	Dr. Jayashree Ambewadikar	Approved by CASR on 15 June 2021
3	Chinglen Laishram	CUG/2015/1155	Examining the Relationship between Social Capital and Subjective Well-Being among Key Social Groups in India	Dr. Khaikholen Haokip	Approved by CASR on 15 June 2021

Resolution 09: The 6th BoS noted the Ph.D. topics of Research Scholars

Agenda Item No. 10

6th Board of Studies/14-10-2021

To note the Constitution of Research Advisory Committee (RAC)

(As per the Central University of Gujarat's Ordinance No. 11 (10), relating to the Research Advisory Committee and its functions)

The Centre Faculty in its meeting held on 23rd September 2021 constituted the RAC for the following Ph.D. Students

Sr. No.	Name of the Ph.D. Scholar	Enrolment No.	RAC Members
1	Erica Johnson Dsouza	16307106	Dr. Sudarshan Papanna (Convener) Dr. Khaikholen Haokip Dr. Hemant Kumar
2	Suresh Saunta	16307107	
3	Sanjiw Kumar Manjre	CUG/2014/0921	Dr. Jayashree Ambewadikar (Convener) Dr. Khaikholen Haokip Dr. Sarala Dasari
4	Chandrakant Bhardwaj	CUG/2015/1150	
5	Ashutosh Verma	16307102	
6	Oinam Teresa Khumancha	16307104	
7	Priyanka Chandola	CUG/2015/1149	Dr. Sudarshan Papanna (Convener) Dr. Jayashree Ambewadikar Dr. Sudeep Basu
8	Neeraj Kumar	CUG/2013/0781	Dr. Jayashree Ambewadikar (Convener) Dr. Khaikholen Haokip Dr. Litty Denis
9	Sayyid Abdulla Shakir	CUG/2014/0920	
10	Pradhani Bag	CUG/2014/0932	
11	Vasava Lalsingbhai Gambhirbhai	CUG/2014/0922	
12	Manjari Nandy	CUG/2015/1147	Dr. Sudarshan Papanna (Convener) Dr. Jayashree Ambewadikar Dr. Parvathi K Iyer
13	Madhubanti Sen	CUG/2015/1151	Dr. Khaikholen Haokip (Convener) Dr. Jayashree Ambewadikar Dr. Beryl Anand
14	Amaresh Debbarma	CUG/2015/1154	
15	Chinglen Laishram	CUG/2015/1155	
16	Mohd Jafar	CUG/2014/0928	Dr. Khaikholen Haokip (Convener) Dr. Sudarshan Papanna Dr. Hemant Kumar
17	Ravi Ranjan Kumar	CUG/2015/1103	
18	Surbhi	16307103	
19	Deepak AG	CUG/2015/1153	Dr. Sudarshan Papanna (Convener) Dr. Khaikholen Haokip Dr. Sudeep Basu
20	Kanhaiya Lal Yadav	CUG/2015/1148	Dr. Sudarshan Papanna (Convener) Dr. Khaikholen Haokip Dr. Kunal Sinha

Resolution 10: The 6th BoS meeting noted the constitution of Research Advisory Committee (RAC).

Agenda Item No. 11
6th Board of Studies/14-10-2021

To consider revising the syllabus of M.A. Sociology
(Proposed to be effective from AY 2022-2023)

The Centre faculty members prepared the syllabus of M.A. Sociology programme and the same was placed before the 6th BoS meeting for its deliberation.

Resolution 11.1: Concerning the course outline of M.A. Sociology

The 6th BoS approved the course outline of the M.A. Sociology programme (to be effective from AY 2022-2023). The details are given hereunder.

First Semester (Monsoon Semester)				
Course Code	Course Title	Core/ Optional	Credit	Faculty In-charge for Revising the Course
SOC 401	Research Methodology-I	Core	4	Dr. Jayashree Ambewadikar Dr. Madhumita Biswal
SOC 402	Classical Sociological Theory	Core	4	Dr. Madhumita Biswal
SOC 405	Indian Society-I	Core	4	Dr. Sudarshan Papanna
SOC 421	Social Movements and Change in India	Optional	4	Dr. Khaikholen Haokip
SOC 422	Sociology of Gender	Optional	4	Dr. Madhumita Biswal
SOC 441	Self-Study Project	Core	2	

**Students may credit one optional course*

Second Semester (Winter Semester)				
Course Code	Course Title	Core/ Optional	Credit	Faculty in charge for revising the course
SOC 451	Research Methodology-II	Core	4	Dr. Jayashree Ambewadikar Dr. Madhumita Biswal
SOC 452	Modern Sociological Theory	Core	4	Dr. Sudarshan Papanna
SOC 454	Rural Sociology	Core	4	Dr. Jayashree Ambewadikar Dr. Madhumita Biswal
SOC 472	Political Sociology	Optional	4	Dr. Khaikholen Haokip
SOC 473	Introduction to Human Rights	Optional	4	Dr. Khaikholen Haokip
SOC 491	Self-Study Project	Core	2	
		Total Credit	18	

**Students may credit one optional course*

Third Semester (Monsoon Semester)				
Course Code	Course Title	Core/ Optional	Credit	Faculty in charge for revising the course
SOC 501	Social Stratification and Mobility	Core	4	Dr. Sudarshan Papanna
SOC 503	Sociology of Development	Core	4	Dr. Khaikholen Haokip
SOC 504	Indian Society-II	Core	4	Dr. Sudarshan Papanna
SOC 521	Sociology of Diaspora	Optional	4	Dr. Jayashree Ambewadikar
SOC 522	Entrepreneurship and Development	Optional	4	Dr. Jayashree Ambewadikar
SOC 524	Corporate Social Responsibility	Optional	4	Dr. Jayashree Ambewadikar
SOC 541	Self-Study Project	Core	2	
		Total Credit	18	

**Students may credit one optional course*

Fourth Semester (Winter Semester)				
Course Code	Course Title	Core/ Optional	Credit	Faculty in charge for revising the course
SOC 551	Social Exclusion and Inclusive Policy	Core	4	Dr. Jayashree Ambewadikar
SOC 553	Urban Sociology	Core	4	Dr. Sudarshan Papanna
SOC 571	Tribal Studies in India	Optional	4	Dr. Khaikholen Haokip
SOC 573	Sociology of Environment	Optional	4	Dr. Madhumita Biswal
SOC 574	Sociology of Health	Optional	4	Dr. Madhumita Biswal
SOC 592	Master's Dissertation	Core	4	
		Total Credit	20	

**Students may credit two optional courses*

- The total Credit Requirements for MA Sociology Programme is of 74 Credits spread across four semesters.
- The first three semesters have 18 Credits each; the fourth semester has 20 Credit requirements
- In each of the four semesters, a total of 5 courses must be credited.
- In the first three semesters, there are: 3 Core Papers (4 Credits each); 1 Optional Course (4 Credits); and 1 Self Study Project (2 Credits)
- In the fourth semester, there are: 3 Core Papers (4 Credits each); 1 Optional Course (4 Credits); and Master's Dissertation (4 Credits)
- The optional papers offered in each semester will depend upon a combination of factors, such as students' availability and interest and faculty availability.

Resolution 11.2: Concerning Identification of Courses/Papers for CBCS

Prof. Jaya Prakash Pradhan, Dean, School of Social Sciences, suggested for identification of certain courses of M.A. Sociology programme that may be suitable for the purpose of Choice Based Credit System (CBCS). Accordingly, the 6th BoS meeting identified and approved the following courses as suitable for CBCS:

Course Title	Credit	Course Designed by
Entrepreneurship and Development	2	Dr. Jayashree Ambewadikar
Corporate Social Responsibility	2	Dr. Jayashree Ambewadikar

Prof. Jaya Prakash Pradhan specifically appreciated the course “Entrepreneurship and Development” and suggested that, if the need arise, the Centre can invite guest faculty for teaching this course (as a CBCS Course) for the larger benefits of students of various Centres in the School. Accordingly, the 6th BoS meeting noted the suggestion and resolved that the same be given due attention by the Centre.

Resolution 11.3: Concerning a Course on Quantitative Research Methods

Prof. Jaya Prakash Pradhan suggested the need to have a specific course on quantitative research methods. Considering the current limitations of the Centre, the 6th BoS meeting, while duly acknowledging the relevance and importance of the suggestion, took the following decisions on the matter:

- A course on quantitative research methods will be floated/introduced as and when the Centre has its own expertise on the subject.
- For the time being, M.A. Sociology students, depending upon their interests, may be encouraged to credit CBCS courses related to the subject – floated by other Centres of the School.

Resolution 11.4: Specific comments on the course contents of the M.A. Sociology programme.

Comments by Prof. Ashok Kumar Kaul:

- The Course “Modern Sociological Theory” should incorporate the work (s) of *Jacques Lacan* as a part of the Phenomenological Sociology. Theorizing the unconscious and the experience of the subject in the lifeworld are central to Phenomenological Sociology.

- Zygmunt Bauman may be added as a theorist of late modernity and his works may be included in the reading list of the course *Modern Sociological Theory*.
- The Course “Research Methodology-II” should include narrative inquiry as a qualitative method. Its reading list should also include C. Wright Mills’ work “The Sociological Imagination”.

Comments by Prof. Tapan Kumar Mohanty

- The course title “Rural Society” may be renamed as “Rural Sociology”. The course may also be inclusive of the diverse communities – tribal communities, interaction of rural-urban communities, measures of rural development.
- The Course “Sociology of Health” may include a component on “Disability” and on “Covid-19 Pandemic”. The Course’s reading list should also include Nilika Mehrotra’s work “Disability Studies in India” Interdisciplinary Perspectives”.
- The Course “Sociology of Environment” may include a theme/component on Environmental Laws (both national and international levels).

Comments by Prof. Jaya Prakash Pradhan:

- In tune with UGC policy, the syllabus may include Learning Outcomes based Curriculum Framework (LOCF) – that specifies what students could learn after completion of the course.

Comments by Dr. Hemant Kumar:

- The course “Research Methodology-II” should include a component on the use of software tools for plagiarism detection as an integral part of the ethical research practices. This is in consonance with the UGC guidelines on ethical practices in teaching and conducting research

The 6th BoS meeting resolved to incorporate the suggestions/observations in the syllabus. Accordingly, the Centre has incorporated the suggestions in the syllabus.

(For revised Syllabus of M.A. Sociology, See Annexure 1).



गुजरातकेन्द्रीयविश्वविद्यालय

(भारतकीसंसदकेअधिनियमसं. 25, 2009केतहतस्थापित)

CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

Sector 29, Gandhinagar-382030, Gujarat, INDIA

www.cug.ac.in

Centre for Studies in Society and Development School of Social Sciences

Established in 2009, The Centre for Studies in Society and Development (CSSD) is one of the academic centres in the School of Social Sciences, Central University of Gujarat. The Centre is anchored to the disciplines of sociology and anthropology in articulating perspectives on development. The Centre aims to generate and disseminate knowledge on theoretical and applied aspects of society and development and the interfaces between them. Its courses introduce and engage with different theoretical formulations and debates concerning local as well as global issues related to social development. It tries to analyse different processes, actors, structures and power relations as constructed and contested by the state and different institutions as well. Teaching and research activities in the Centre are oriented towards contemporary questions pertaining to theoretical and applied dimensions of society.

M.A. Sociology Programme (Course Outline)

M.A in Sociology is a two-yearfull-time programme, consisting of four semesters. The students are mandated to take 16 courses, four credits each, comprising of both core papers and optional/elective papers. Additionally, the students are required to do a self-study project (2 Credits), in each of the first three semesters, and a research dissertation (4 Credits) in fourth semester. The MA Sociology programme has a total of 74 Credits. During the vacation the students are encouraged to take up internship programmes with NGOs, research institutions and other institutions working in the area of social development.

First Semester (Monsoon Semester)			
Course Code	Course Title	Core/Optional	Credit
SOC 401	Research Methodology-I	Core	4
SOC 402	Classical Sociological Theory	Core	4
SOC 405	Indian Society-I	Core	4
SOC 421	Social Movements and Change in India	Optional	4
SOC 422	Sociology of Gender	Optional	4
SOC 441	Self-Study Project	Core	2

**Students may credit one optional course*

Second Semester (Winter Semester)			
Course Code	Course Title	Core/Optional	Credit
SOC 451	Research Methodology II	Core	4
SOC 452	Modern Sociological Theory	Core	4
SOC 454	Rural Sociology	Core	4
SOC 472	Political Sociology	Optional	4
SOC 473	Introduction to Human Rights	Optional	4
SOC 491	Self-Study Project	Core	2
		Total Credit	18

**Students may credit one optional course*

Third Semester (Monsoon Semester)			
Course Code	Course Title	Core/Optional	Credit
SOC 501	Social Stratification and Mobility	Core	4
SOC 503	Sociology of Development	Core	4
SOC 504	Indian Society-II	Core	4
SOC 521	Sociology of Diaspora	Optional	4
SOC 522	Entrepreneurship and Development	Optional	4
SOC 524	Corporate Social Responsibility	Optional	4
SOC 541	Self-Study Project	Core	2
		Total Credit	18

**Students may credit one optional course*

Fourth Semester (Winter Semester)			
Course Code	Course Title	Core/Optional	Credit
SOC 551	Social Exclusion and Inclusive Policy	Core	4
SOC 553	Urban Sociology	Core	4
SOC 571	Tribal Studies in India	Optional	4
SOC 573	Sociology of Environment	Optional	4
SOC 574	Sociology of Health	Optional	4
SOC 592	Master's Dissertation	Core	4
		Total Credit	20

**Students may credit two optional courses*

Total Credit Requirements for MA Sociology Programme: 74

M.A. SOCIOLOGY
SYLLABUS

SEMESTER I COURSES

COURSE NO	COURSE TITLE	CREDIT
SOC-401	RESEARCH METHODOLOGY-I (Core)	4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> This course will familiarize the students with the philosophical premises of social science research. Further, it will introduce students to diverse theoretical perspectives and methodological tools in carrying out research.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand philosophy of science and theoretical foundation of social science research.
Unit-II	LO2	Explain of methodological perspectives, politics and ethics of social science research.
Unit-III	LO3	Describe uniqueness of social science research and research process in social sciences.
Unit-IV	LO4	Know the usage of statistics and organization of statistical survey.

Didactics: Lectures and Assignments

Evaluation: Mid semester exam: 20%, Class Participation: 10 %, field work-based Assignment: 20% and Semester end exam: 50%.

Unit- 1:

16 Hours

An Introduction to Philosophy of Science and Theory in Social Science

- a) What is social science? Issues in understanding reality.
- b) Paradigm, Theory, how to construct a theory? and Integration of Theory and Empirical Data
- c) Ontology, Epistemology, Methodology
- d) Empiricism and Positivism
- e) Debate on objectivity vs. subjectivity, facts and interpretation, hermeneutics

Unit- 2:

20 Hours

- A. Methodological Perspectives
 - a) Positivist and Post-Positivist
 - b) Interpretive
 - c) Grounded theory
 - d) Feminist
 - e) The Comparative Approach
- B. Politics of Knowledge and Research
- C. Ethics in Social Science Research

Unit- 3:**10 Hours****A. Introduction to Social Science Research**

- a) What is research? – Deductive Research and Inductive Research
- b) Why do research? – Exploration, Description, Explanation
- c) How is social science research different from others?
- d) Overview of the research process

B. Types of Research:

- a) Quantitative
- b) Qualitative
- c) Mixed

Unit-4:**14 Hours****Introduction to Statistics:**

- a) Why we need statistics
- b) Testing of Hypothesis
- c) Organizing statistical survey: types of statistical unit, source of data, techniques of data collection, processing of data and preparation of report

Essential Readings

Benton, T. And Craib, I. (2001). *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. New York: Palgrave.

Blaikic, N. (1993). *Approaches to Social Enquiry*. Polity Press

Bloc, Marc, (1964). *Historian's Craft*, Vintage , 1964

Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman
Carr, E. H., (1967). *What is History*, Vintage,

Christian C. G. (2011). Ethics and Politics in Qualitative Research. In Norman K D and Lincoln, Yvona. S. L (2011) (Ed). *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage

Feyerabend, P (1993). *Against Method*. London: Verso

Foucault, M. (1972). *Power/knowledge*. New York: Pantheon Books (ed. By Collin Gordon)

Glaser, B. G. and Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine
Harding, S.(Ed.) (1988). *Feminism and Methodology*. Bloomington: Indiana University Press.

Kuhn, T. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Lakatos, I. (1970), "Falsification and the Methodology of Scientific Research Programmes" in I. Lakatos and R. Musgrave, eds., *Criticism and the Growth of Knowledge*, Cambridge, 1970

Okasha, S. (2004). *Philosophy of Science: A very short introduction*. Delhi: OUP

Popper, Karl (1959), *The Logic of Scientific Discovery*, New York.

Salkin N J. (2013). *Statistics for people who (think they) hate statistics*. New Delhi: Sage

Spicer, N. (2004). Combining qualitative and quantitative methods. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Weber, M. (1949). *The Methodology of Social Sciences*. Illinois: The Free Press

Weinstein, Jay Allen. (2010). *Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology*. Rowman and Littlefield : New York , Toronto.

Additional Readings:

Andrew, S. (1992). *Method in Social Science: A realist Approach*. London: Routledge.

Berger, P.L and Luckman T. (1966). *The social construction of reality*. London: Penguin Books

Collingwood, (1994) *The Idea of History: With Lectures 1926-1928*, Delhi: OUP, (Revised Edition)

Durkheim, Emile, 1938, *The Rules of Sociological Method*, Free Press, London

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill.

Mahajan, G. (1997). *Explanation and understanding in Human Sciences*. Delhi: OUP

Seale, C. (2004). *Researching Society and Culture*. New Delhi: Sage

**COURSE NO.
CREDIT**

COURSE TITLE

COURSE

SOC-402

CLASSICAL SOCIOLOGICAL THEORY (Core) 4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> The course would provide an historical background of the context in which sociology emerged as a discipline. It would familiarize students with various perspectives on 19 th century and early 20 th century sociological theories.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the historical context of the emergence of Sociology and theory of positivism as propagated by Auguste Comte and Herbert Spencer.
Unit-II	LO2	Get a comprehensive perspective about the concepts and methodology as propagated by Emile Durkheim.
Unit-III	LO3	Provide a broader perspective about theoretical perspective and concepts used by Karl Marx.
Unit-IV	LO4	Explain Max Weber's perspective on society and analyse the way Max Weber developed his theoretical, methodological perspective while critiquing both Marxist theory as well as positivism.
Unit-V	LO5	Understand Georg Simmel's theory of social interaction.

Note: LO- Learning Outcome

Didactics: Lectures and assignments

Evaluation: a mid-semester exam; a book/article review and end semester exam.

Unit-1: 8. hours

- A. Social and Historical Context for the Emergence of Sociology – Europe and the dynamics of change in 18th and 19th century. Theory of Progress.
- B. Positivism of Auguste Comte
 - a) Laws of Human Progress
 - b) Hierarchy of Sciences
 - c) Positivism
- C. Herbert Spencer and Organicism

Unit-2: 14 hours

Emile Durkheim:

- a) Division of Labour
- b) Rules of Sociological Method
- c) Suicide
- d) Elementary Forms of Religious Life

Unit 3: 14 hours

Karl Marx:

- a) Conception of Society: Historical and Dialectical Materialism
- b) Capitalism: Origin, Development, Social System and Alienation
- c) Theories of Surplus Value
- d) Class Consciousness and Class Struggle

Unit 4: 13 hours

Max Weber:

- a) Weber in dialogue with Marx
- b) Methodology, Science, Values, Objectivity and Ideal Types
- c) Social Action, Domination, Authority, Class, Status and Party
- d) Bureaucracy, Rationalization
- e) World Religions and Western Capitalism: Protestant Ethic Thesis.

Unit 5: 13 hours

Georg Simmel:

- a) Method: Forms on Interaction
- b) Social Types
- c) The theory of Culture
- d) Philosophy of Money

Essential Readings:

1. Durkheim, Emile, Division of Labour
2. _____ Rules of Sociological Method
3. _____ Suicide
4. _____ Elementary Forms of Religious Life
5. Marx, Karl .A Contribution to the Critique of Political Economy
6. _____, The Communist Manifesto
7. _____, Capital Volume 1
8. Weber,M.,The Theory of Social and Economic Organization. Free Press. P.B.1964.
9. _____ Protestant Ethic and the Spirit of Capitalism
10. _____ Economy and Society
11. _____ The Sociology of Religion
12. Simmel, Georg. The Philosophy of Money. Routledge, London 2004
13. _____. Sociology - Inquiries into the Construction of Social Forms. Brill books Leiden 2004.
14. Kurth H Wolff. The Sociology of Georg Simmel. The Free Press, Glencoe, Ill. 1950

Additional Readings:

1. Aron, R. :Main Currents in Sociological Thought Vols.I,II. London : Weidenfeld,1976.
2. Barnes, H.E. (ed.), An Introduction to the History of Sociology, Chicago : University of Chicago Press, 1948.
3. Coser, Lewis (ed.), Georg Simmel, Englewood Cliffs, N.J. : Prentice Hall, 1965.
4. Coser , L.A.: Masters of Sociological Thought : Ideas in Historical and Social Context , (2nd ed.) New York :Harcort , 1977.
5. Gurvitch, G.andW.E.Moore (eds.),Twentieth Century Sociology, New York : Philosophical Lib.1945.
6. Heilborn ,Johan, The Rise of Social Theory, London: Polity Press, 1996.
7. MacRae, D.G.Weber London : Fontana\Collins, 1974.
8. Martindale, Don, The Nature and Types of Sociological Theory, Boston : Houghton, Mifflin,1981.

9. McLelland, David, Marx, London : Fontana\Collins, 1975.
10. Morrison, Ken, Marx, Weber, Durkheim: Formations of Modern Social Thought, London: Sage, 2006.
11. Nisbet, Robert, The Sociology of Emile Durkheim, New York : Oxford University Press 1974.
12. Ritzer, George, Sociological Theory (8thed.), New York etc.: Tata McGraw-Hill Companies Inc., 2011.
13. Ritzer, George (ed.), The Blackwell companion to major social theorists, Massachusetts: Blackwell Publishers, 2000.
14. Timasheff, N.S. and G.A. Theodorson, Sociological Theory : Its Nature and Growth (4th ed.), New York : Random House, 1976.
15. Thomason, Kenneth, Auguste Comte : The Foundation of Sociology, New York : Halstead Press, 1975.
16. Turner, S.P. (ed.), Emile Durkheim : Sociologist and Moralist. London : Routledge, 1993.
17. Turner, Jonathon, Classical Sociological Theories : A Positivistic Interpretation, Chicago: Nelson-Hall, 1993.

COURSE NO
SOC-405

COURSE TITLE
INDIAN SOCIETY- I (Core)

CREDIT
4

<i>Pre-requisites for the Course: None</i>		
<i>Objectives of the Course:</i> The term “Indian Society” perhaps is in a way misnomer, but the term has been used, quite often, in the literature to indicate a certain kind of unity in culture or civilization or social system. Multiplicity of castes associated with it are many religions, tribes, numerous linguistic groups, ethnic groups and so on, inhabit the landscape of the subcontinent. What kinds of structures and systemic nature “Indian Society” exhibits? If so, what is the nature of these structures? How are they constituted? What kinds of patterns could be discerned? What has been the historical processes which have been shaping and reshaping this society? What is the role of politics, power, ideology, hegemony and so on which have been shaping this society? What are the kinds of articulations and critiques of these systems/structures? This course on Indian Society would introduce to various points of view of social systems/structures and its critiques to grasp the complexities or paradoxes of this society, and the changing nature of this society itself. In this course, students are introduced to history of caste system and theories of Caste.		
Learning Outcomes:		
Unit-I	LO1	This unit helps students to understand the intellectual background and the context of emergence of disciplines of sociology and social anthropology in India and their focus and methodological concerns.
Unit-II	LO2	This unit helps students to expand their sociological imagination to understand and study the evolution of caste, religion, and other coordinates of Indian society. Students would be in a position to conceptualize historically the diversity of social formations in Indian context.
Unit-III	LO3	This unit helps students to understand Structural-functional conceptualizations to understand Indian social system.
Unit-IV	LO4	This unit helps students to understand caste system critically and the reconceptualization in terms of caste-less society.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion and presentation; and a written mid-term examination and the final examination.

Course Outline

A. General Theoretical-Methodological orientations to study Indian Society

Sociology and Social Anthropology in India

Book view and Field view

Orientalist Constructions of Indian Society

Historical Approaches to study of Origins of Caste

B. Cultural Approaches

- a) G S Ghurye
- b) Irawati Karve
- c) N.K. Bose

C. Structural Functional Approaches

- a) M. N. Srinivas
- b) Louis Dumont
- c) S. C. Dube

D. Critical Approaches

- a) Jotiba Phule
- b) B.R. Ambedkar
- c) V. Ramasamy Naicker (Periyar)
- d) Gerald Berreman
- e) Parvathamma C.
- f) Gail Omvedt
- g) Kancha Illaiah
- h) Nicholas Dirks
- i) Declan Quigley

Readings:

Aloysius, G. 1999. Caste In and Above History, Sociological Bulletin Vol. 48, No. 1/2 (March-September 1999), pp. 151-173.

Ambedkar, B.R. 1916. Castes in India: Their Mechanism, Genesis, and Development, Jullandar: Patrika Publications.

Ambedkar, B.R. 1936. Annihilation of Caste

Bronkhorst, Johannes. 2017. Brahmanism: Its place in ancient Indian society, Contributions to Indian Sociology 51, 3 (2017): 361–36, Contributions to Indian Sociology (NS) Vol. 12 No. 1 (1978), New Delhi: SAGE Publications.

Das Veena. 2004. Handbook of Indian Sociology. New Delhi: OUP.

Deshpande, G.P. (ed.) 2002. Selected Writings of Jotirao Phule, New Delhi: Leftword Books.

Deshpande, Satish. (ed.) 2014. The Problem of Caste, New Delhi: Orient Blackswan.

Dhanagere D N. 1998. Themes and Perspectives in Indian Sociology, Jaipur: Rawat.

Dumont, Louis. 1970. Homo Hierarchicus: The Caste System and its Implications, Delhi: OUP

Ghurye G.S. 1990. Caste and Race in India. Bombay: Popular Prakashan

- Gore, M. S. 1993. The Social context of the Ideology: Ambedkar's Political and Social Thought, New Delhi: Sage Publications.
- Gough, Kathleen. 1981. Rural Society in Southeast India. Cambridge: Cambridge University Press.
- Gupta, Dipankar. 1991. Social Stratification. Delhi: Oxford University Press.
- Ilaiah, Kancha. 1996. Why I am not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy. Calcutta: Samya.
- Inden, Ronald B. 1986. Orientalist Constructions of India, Modern Asian Studies, Vol.20, No.3.
 _____. 1990. Imagining India, London: Hurst & Company.
- Klass, Morton. 1980, Caste: The Emergence of the South Asian Social System, Philadelphia: Institute for the Study of Human Rights.
- Karve, Iravati. 1961. Hindu Society: An Interpretation. Poona: Deccan College.
- Madan T N 1994. Pathways: Approaches to the Study of Society in India. Delhi: OUP.
- Madan T N. 2001. The Comparison of Civilization: Louis Dumont on India and the West. International Sociology. 16(3).
- Madan T.N. (ed.). 1992. Religion in India, New Delhi: OUP.
- O'Hanlon, Rosalind. 2002. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India, Cambridge: Cambridge University Press.
- Omvedt Gail. 1994. Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India. Delhi: Sage.
- _____. 2003. Buddhism in India: Challenging Brahmanism and Caste, New Delhi: Sage Publications.
- _____. 2011. Understanding Caste: From Buddha to Ambedkar and Beyond, Orient Blackswan: New Delhi.
- Oomen .T.K. Mukherjee P. 1986: Indian Sociology: Reflections and Introspections, Bombay: Popular Prakashan.
- Phule, Jotirao. 1873. Gulamgiri/Slavery
- Quigley, Declan. 1995. Interpretation of Caste, Oxford: Clarendon Press.
- Rege, Sharmila. (ed.) 2013. Against the Madness of Manu: B. R. Ambedkar's Writings on Brahmanical Patriarchy, New Delhi: Navayana.

Rodrigues, Valerian. (ed.) 2004. Essential Writings of B. R. Ambedkar, New Delhi: Oxford University Press

Said, Edward. 1979. Orientalism. New York: Vintage.

Srinivas, M.N. 1987. The Dominant Caste and other Essays. New Delhi: OUP.

Srinivas. M.N. 2009. The Oxford India: Srinivas, New Delhi: OUP.

Uberoi, Patricia. 1993. Family, Kinship and Marriage in India, New Delhi: OUP.

_____. (et. al.) 2007. Anthropology in the East, Ranikhet: Permanent Black.

COURSE NO.	COURSE TITLE	CREDIT
SOC-421	Social Movements and Change in India (Optional)	4

Pre-requisites for the Course: None		
<i>Course Objective:</i> This course examines the conceptual issues of social movements and their roles in social transformation. It examines the meanings, nature, typology of social movements and the social bases of social movements. The major theoretical explanations/approaches to social movements – that explains why people take part in social movements, the contexts in which social movements take place, and how social movements mobilise resources, among others – are also explored. The course also explores diverse range of social movements (both pre-independence and post-independence India) in India. The institutionalizations of social movements, state's response, and the outcomes of social movements are also critically examined.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand basic concepts of social movements and their characteristics
Unit-II	LO2	Explain the different theoretical approaches to social movements
Unit-III	LO3	Differentiate the diverse types of social movements in the context of India.
Unit-IV	LO4	Explain the new social movements in India that include the Womens' movements, human rights movements, and Dalit movements, among o others.
Unit-V	LO5	Understand how social movements have been instrumental in bring social change in India and how state has reacted to such movements

Note: LO- Learning Outcome

Evaluation:

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc.: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit-1 Conceptual Terrain 10 Hours

Social Movements: Definitions, Characteristics and Types; Stages of Social Movements; Social Bases of Social Movements; Counter movements

Unit 2 Theories of Social Movements 15 Hours

Marxist Approaches; Weberian Approach; Collective Behaviour Theory; Relative Deprivation Theory; Resource Mobilization Theories; Political Opportunity Structure Approach; Rational Choice Perspectives

Unit 3 Social Movements in India 10Hours

Social Reform Movements in India; Peasant Movements in India: Pre independent and Post Independent; Labour and Trade Union Movements; Sub-nationality movements.

Unit 4 New Social Movements in India**15 Hours**

New Social Movements: Conceptual Framework; Dalit Movements; Backward Caste/Class Movements; Women Movements; Environmental Movements, Human Rights Movements; LGBTQ Rights Movements

Unit 5 Social Movements, Social Change and the State 10 Hours

Conceptual Clarifications: Relationship between Social movements and Social Change; Consequences of Social Movements; State's Response; A Critical Assessments of Social Movements in India

Essential Reading Lists:

Agnihotri, I. & Mazumdar, V. (2010). Changing Terms of Political Discourse: Women's Movement in India, 1970s-1990s. In: Oommen, T. K. (Ed.) *Social Movements II: Concerns of Equity and Security* (pp. 181-202). New Delhi: Oxford University Press.

Bosi, L., Giugni, M. & Uba, K. (eds). (2016). *The Consequences of Social Movements*. Cambridge: Cambridge University Press.

Buechler, S. New Social Movement Theories. In Buechler, S. and Cylke, F. K. (Eds.). (1997). *Social Movements: Perspectives and Issues*. Mountain View, California: Mayfield Publishing Company.

Desai, A.R. (ed.). (1979). *Peasant Struggles in India*. Bombay: Oxford University Press.

Dhanagare, D.N. (1991). *Peasant Movements in Indian 1920-1950*. Delhi: Oxford University Press.

Gadgil, M. and Guha, R. (2006). Ecological Conflicts and the Environmental Movement in India. In: Rangrajan, M. (Ed.) *Environmental Issues in India: A Reader* (pp. 385-428). New Delhi: Orient Longman.

Ferree, M. M. (1992). The Political Context of Rationality: Rational Choice Theory and Resource Mobilization. In: *Frontiers in Social Movement Theory* (29-52). Morris, A. & Mueller, C. (Eds.). New Haven: Yale University Press.

Goodwin, Jeff and Jasper & James M. (Eds). (2003). *The Social Movements Reader: Cases and Concepts*. Oxford: Blackwell.

Gould, R. (1991). Multiple Networks and Mobilization in the Paris Commune, 1871. *American Sociological Review*, 56, No. 6, 716-729.

Jaffrelot, C. 2000. 'The Rise of the Other Backward Classes in the Hindi Belt'. *Journal of Asian Studies*, 59 (No. 1)

Jaffrelot, C. 2003. *India's Silent Revolution: The Rise of the Lower Castes in North India* London: Hurst and Co.

Jones, K. W. (1989). *Socio-religious reform movements in British India*. Hyderabad: Orient Longman.

Kurzman, C. (1996). Structural Opportunity and Perceived Opportunity in Social Movement Theory: The Iranian Revolution of 1979. *American Sociological Review*, 61, 153-170.

McCarthy, J. & Mayer Zald. (2008). Resource Mobilization and Social Movements: A Partial Theory. In: Ruggiero, V. & Montagna, N. (Eds). *Social Movements: A Reader* (pp. 105-117). London: Routledge.

Mishra, U. (2014). *India's North East: Identity Movements, State, and Civil Society*. New Delhi: Oxford University Press.

Olson, M. (1971). *The Logic of Collective Action*. Cambridge: Harvard University Press.

Omvedt, G. (1994). *Dalits and the democratic revolution*. New Delhi: Sage Publications.

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

Oommen, T.K. (1990). *Protest and Change: Studies in Social Movements*. Delhi: Sage Publications.

Rao, M.S.A. (1979). *Social Movements and Social Transformation*. New Delhi: Macmillan.

Sethi, H. (1993). Survival and Democracy: Ecological Struggles in India. In: Wignaraja, P. (ed.) *New Social Movements in the South: Empowering the People* (pp. 122-148). New Delhi: Vistaar.

Singh, R. (2001). *Social Movements, Old and New: A Post-Modernist Critique*. New Delhi: Sage Publications.

Shah, G. (ed.). (2002). *Social Movements and the State*. New Delhi: Sage.

Sinha, S. Tribal Solidarity Movements in India: A Review. In: Shah, G. (ed.) *Social Movements and the State* (pp. 251-266). New Delhi: Sage.

Singha, R. & Debal, K. (2004). *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*. Delhi: Sage.

Tilly, Charles. (1978). *From Mobilization to Revolution*. Reading, MA: Addison-Wesley.

Additional Readings:

Amenta, Edwin et. al. (2010). The Political Consequences of Social Movements. *Annual Review of Sociology* 36, no. 14, 287-307.

- Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press.
- Crossley, N. (2002). *Making Sense of Social Movements*. Buckingham: Open University Press.
- Diani, M. (1992). The Concept of Social Movement. *The Sociological Review* 40, no. 1: 1-25.
- Eisendstadt, S. N. (1965). *Modernisation: Protest and Change*. New Jersey: Prentice Hall.
- Giugni M, McAdam, D, Tilly, C. (Eds.). (1999). *How Movements Matter: Theoretical and Comparative Studies on the Consequences of Social Movements*. Minneapolis: University of Minnesota Press.
- Gupta, K. P. (1974). Religious Evolution and Social Change in India: A Study of Ramkrishna Mission Movement. *Contributions to Indian Sociology*, New Series, No. 8.
- Mukherji, P. N. (2012). Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework. In: Sahu, D. R. (ed). *Sociology of Social Movement* (pp. 3-22). New Delhi: Sage Publications.
- Nambiar, V. (1964). *Indian Nationalism and Hindu Social Reform*. Princeton, Princeton University Press.
- Omvedt, G. (2005). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage Publications.
- Oommen, T. K. (2012). Sociological Issues in the Analysis of Social Movements in Independent India. In: Sahu, D. R. (Ed.). *Sociology of Social Movement* (pp. 23-44). New Delhi: Sage Publications.
- Shah, G. (2012). *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
- Singh, Y. (1986). *Modernization of Indian Tradition*. New Delhi: Rawat Publications.
- Wilson, J. (1973). *Introduction to Social Movements*. New York: Basic Books Inc. Publishers.

COURSE NO	COURSE TITLE	CREDIT
SOC- 422	Sociology of Gender (Optional)	4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> The course tries to familiarize students with key issues, perspectives and debates in sociology of gender. It is expected to help students in applying gender as a critical tool in academics as well as their everyday lives.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the key concepts in gender studies and get clarity about the very categorization of 'gender' and 'sex'.
Unit-II	LO2	Get a broader perspective on the emergence of different theoretical perspectives in feminism and the recent developments in feminist theorization.
Unit-III	LO3	Provide a comprehensive view about how gender interfaces with the issues of economic production, the biological reproduction and social reproduction.
Unit-IV	LO4	Analyse the politics, movements and laws with regard to gender justice in India.

Note: LO- Learning Outcome

Didactics: Lectures, Book Review, Documentary Screening

Evaluation: a mid-semester examination, seminar presentation and end semester examination

Unit-I- 10 hours

Basic concepts in gender studies:

- a) Androcentrism
- b) Patriarchy
- c) Multiple Sexualities
- d) Socialization
- e) Sex/Gender Debate

Unit II- 17 hours

Theoretical Perspectives and Waves in Feminism:

A. First wave and second wave feminist perspectives

B. Third wave feminism: Challenges to 'woman' as a universal category- Internationally and in Indian Context

- a) Black feminism
- b) Sexuality Debate
- c) Interrogating the Category of Third World

- d) Caste Question
- e) Social Disability
- f) Question of Religion

Unit III- 15 hours

Production and Reproduction:

- a) Women, Class and Work
- b) Household labour debate
- c) Gender and Property
- d) Cultural construction of reproduction
- e) Contemporary reproductive debates
- f) Globalization, production and reproduction

Unit IV- 15 hours

Politics, Movements and Laws in India:

- a) Women's Movements in post Independent India
- b) Violence against women
- c) Women's Reservation Debate
- d) Gender and Development

Essential Readings:

1. Agarwal Bina (1996): *A Field of One's Own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press.
2. Agnes, Flavia (2000): "Women, Marriage and the Subordination of Rights in Community" in *Gender and Violence: Subaltern Studies XI*, Permanent Black, New Delhi.
3. Butler, Judith (1990): *Gender Trouble*. New York: Routledge.
4. "Combahee River Collective: A Black Feminist Statement," 1977. In *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal; An African American Anthology*, edited by Manning Marable and Leith Mullings, 524-529. New York: Bowman & Littlefield Publishers, Inc., 2000.
5. Das Veena and Renu Addalkha (2001): *Disability and Domestic Citizenship: Voice, Gender and the Making of the Subject*, *Public Culture*, Vol.13, No.3.
6. Davis, Angela Y. (2011). *Women, Race and Class*. New Delhi: Navayana.
7. Dube, Leela,(1986). „Seed and Earth: The symbolism of biological reproduction and sexual relations of production“. In Leela Dube, Eleanor Leacock & Shirley Ardener (Eds.). *Visibility and Power: Essays on Women in Society and Development*. (22-53). Delhi: Oxford University Press.
8. Ehrenreich, Barbara and Arlie Russell Hochschild. (2002). (Ed.). *Global Women:Nannies, Maids and Sex Workers in the New Economy*. New York: Metropolitan books.
9. Fausto-Sterling, Anne (2000): *Sexing the body*. New York: Basic Books. Chapter-1, 4

10. Gandhi, Nandita and Nandita Shah. (1992). *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women.
11. Geetha, V (2006): 'Gender', Stree,
12. Ginsburg, Faye and Rayna Rapp. (1991). „The politics of reproduction“. *Annual Review of Anthropology*. 20 (1991), 311-343.
13. Jane Pilcher and Imelda Whelehan, *Fifty key concepts to gender studies*, Sage, 2004.
14. Kumar, Radha (1993): History of Doing, Kali, New Delhi.
15. Mary E. John, 'Alternate Modernities? Reservations and women's Movement in 20th century India', Economic and Political weekly, October 28, 2000, volume. 35, No. 43/44, pp.3822-3829.
16. Mohanty, Chandra Talpade (1988): "Under Western Eyes: Feminist Scholarship and Colonial Discourses". *Feminist Review*, Vol.-30, pp. 61-88.
17. Naila Kabeer, "Reversed Realities: Gender Hierarchies in Development Thought", Verso, 1994. Selected Chapters.
18. Nivedita Menon, 'Recovering Subversion: Feminist Politics Beyond the Law'. Permanent Black, 2004. Chapter 4.
19. Rege, Sharmila (1998): "Dalit Women Talk Differently: A critique of 'Difference' and Towards a Dalit Feminist Stand Point Position". Economic and Political weekly, Vol.33, no.44.
20. Roberts, Dorothy (1997). *Killing the Black Body: Race, Reproduction and the Meaning of Liberty*. New York: Pantheon Books.
21. Sangari, Kumkum (1995): "Politics of Diversity: Religious Communities and Multiple Patriarchies" Economic and Political Weekly. 23 December and 30 December issue.
22. Tharu, Susie and Tejaswini Niranjana. (1999): 'Problems for a contemporary theory of gender' in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press. Pp. 494-525.
23. Valerie Bryson (1992): 'Feminist Political Theory: An Introduction' Palgrave. (Selected chapters).

Additional Readings:

1. V. Geetha, 'Patriarchy', Stree, 2007.
2. Sylvia Walby, 'Theorizing Patriarchy', Basil Blackwell, 1990.
3. Rege, Sharmila (2003): "Introduction" in Sharmila Rege ed. *Sociology of Gender*.
4. Acker, J (1973): 'Women and Social Stratification: A case of Intellectual Sexism'. *American Journal of Sociology*, Vol. 78, No. 4, pp. 936-45.
5. Nivedita Menon edited *Gender and Politics in India*, New Delhi OUP.
6. Linda Nicholson ed (1997). 'The Second Wave: A Reader in Feminist Theory', Routledge, Selected chapters.
7. Sanghari, Kumkum and Sudesh Vaid (ed.) (1989): *Recasting women: Essays in Colonial History*, Kali for Women.

SEMESTER II COURSES

COURSE NO	COURSE TITLE	CREDIT
SOC-451	RESEARCH METHODOLOGY-II (Core)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of research methods.		
<i>Course Objective:</i> This course will help students in getting knowledge about the application of different tools in carrying out their research. Students would also become familiar with diverse documentary sources of data. Further, the course also help students in training them about analyzing data and writing report.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Learn the usage of different research tools for gathering quantitative and qualitative data.
Unit-II	LO2	Understand sequential steps associated with designing of research proposal and know about major secondary sources of data.
Unit-III	LO3	Acquire knowledge about analyzing data and writing dissertation.
Unit-IV	LO4	Know about statistical analysis of quantitative data.

Didactics: Lectures and Assignments

Evaluation: Mid semester exam: 20%, Class Participation: 10 %, Field work-based Assignment: 20%, Semester end exam: 50%.

Unit- 1: 20 Hours

A. Introduction to Quantitative and Qualitative Methods:

- a) Interviews
- b) Case study
- c) Participant Observation / Ethnography
- d) Oral Narratives
- e) Focus Group Discussion
- f) PRA (Participatory Rural Appraisal)
- g) Surveys
- h) Questionnaire
- i) Document Analysis
- j) Content Analysis

Unit- 2: 10 Hours

A. Basic information Literacy Skills:

- a. Review of Literature
- b. Library search
- c. Web search,
- d. Bibliography and Referencing
- e. Identifying Research Problem and Framing Research Questions
- f. Designing Research Proposal and Writing Synopsis

B. Major Data Sources on Indian Society:

- a) Archives
- b) Census
- c) National Sample Survey Organisation (NSSO)
- d) National Family Health Survey (NFHS) and other large data sets
- e) Gazetteers, District handbooks, People of India Project

Unit- 3: 10 Hours

A. Writing a Research Report

- a) How to write a field note
- b) Erasing and Inserting the Researcher; Reflexivity
- c) Analysis
- d) Writing Dissertation
- e) Plagiarism test

Unit-4: 20 Hours

- A. Sampling, Sample design
- B. Measures of central tendency
- C. Correlation analysis
- D. Diagrammatic, Graphic and Tabular presentations

Essential Readings

Agresti, A. and B. Finley. (1997) *Statistical Methods for the Social Sciences*, Prentice Hall and Pearson Publishing, (Several editions available, under more than one imprint).

Alexander L George, Andrew Bennett (2005). *Case Studies and Theory Development in Social Sciences*. Cambridge: MIT Press

Becker, H. (1984). *Writing for Social Scientists*, Chicago: University of Chicago Press

Bhatt, C. (2004). Doing a Dissertation. In Cleave S. (Ed). *Researching Society and Culture*. London: Sage

Bogdan R and Taylor S. J. (1974). Participant observation. In Robert B and Steven J. T. *Introduction to Qualitative Research Method – A Phenomenological Approach to the Social Sciences*. New York: John Wiley and Sons.

Branley, D. (2004). Doing a literature review. In Cleave S. (Ed). *Researching Society and Culture*. London: Sage

Bryman, A. (2008): *Social Research Methods*. Delhi: OUP.

Chambers, Robert (1994) The Origins and Practice of Participatory Rural Development. In *World Development*, Vol. 22, No. 7, pp. 953-969.

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill

Geertz, C. (1973). *Thick Description: Towards an Interpretive Theory of Culture*. NY: Basic Books, Chapter 1

Miles, M., & Huberman, A.M., (1994). *Qualitative Data Analysis*. London: Sage

Mills, C. Wright (1959) *The Sociological Imagination*, Oxford University Press: Oxford.

Moser, Claus and Kalton, G. (1976). *Survey Methods in Social Investigation*. New Delhi: Heinmann.

Perks, Robert and Alistair Thomson eds. (1998). *The Oral History Reader*, Routledge, (selections).

Reinharz, S and Lynn, D. eds. (1991). *Feminist Research Methods*. New York: OUP
Robert P. Weber (1997). *Basic Content Analysis*. Sage.

Salkin N J. (2013). *Statistics for people who (think they) hate statistics*. New Delhi: Sage
Sayer, Andrew. (1992). *Method in Social Science (revised 2nd edition)*, Routledge.

Seale, C. (2012) (ed). *Researching Society and Culture*. London: Sage

Srinivas, M. N., A. Shah and E. Ramaswamy (eds.) (1979). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*. Delhi: Oxford University Press.

Taylor, Steven J and Robert Bogdan (1984) .*Introduction to Qualitative Research methods: the Search for Meanings*, New York Wiley,

Tonkiss, F. (2004). *Analysing text and speech: content and discourse analysis*. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Tonkiss, F. (2004). *Using Focus Groups*. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Williamson J. B, Karp, D. A. and Dolphin, J. R. (1977). *The Research Craft: An introduction to social science methods*. Oxford: Little Brown and Company. (chapter 11)

Additional Readings:

Denzin, N K and Lincoln, Y. S. (2011) (Ed). *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill.

Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman

COURSE NO
SOC-452

COURSE TITLE
MODERN SOCIOLOGICAL THEORY (CORE)

CREDIT
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Sciences		
<i>Objectives of the Course:</i> Modern Sociological Theory introduces the students to the field of theories and conceptualizations and their re-workings within various streams of sociological thought. Broadly, the course would explore through various readings the continuities and discontinuities from the classical sociological thought; new currents in sociological thought- (as an ongoing critique and progression, and cumulation); and the epistemologies of various streams of sociological thought. Generally modern sociological theory is periodized from 1930s to the present times thought process.		
<i>Learning Outcomes:</i> The course places sociological theorizations and conceptual resources at the disposal of the students. The course demonstrates to the students the scientific nature of sociological theorizing. Different streams of the sociological theorizing prepare students to conceptualize different realities and history of the society. Theorizing being the very essential part of the research process, it equips students to take up research in a systematic manner.		
Unit I	LO1	This unit shows the students to understand the differences between Classical Sociological Theory and Modern Sociological Theory- in terms of periodization and the underlying epistemological break.
Unit II	LO2	This unit introduces students to understand ensembles of Structural-functional conceptualizations of various theorists of sociological theorizing.
Unit III	LO3	This unit helps students to various conceptualizations of social conflict.
Unit IV	LO4	This unit aids students to conceptualizations interactional experiences in the social world of human beings.
Unit V	LO5	This unit helps students to understand the synthesis of various strands of sociological theorizing

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussions and presentations; and a written mid-term examination and the final examination.

Course Outline:

Unit I (2 hours)

What is Modern Sociological Theory/Contemporary Social Theory?

Unit II (15 hours)

Structural-Functionalism

Talcott Parsons' Grand Theory:
Theory of Action
The Pattern Variable
Social Systems- Functional System

Social Change
Robert K. Merton: Re-workings of Functionalism
Theories of Middle Range
Reconsideration of Functionalism
Jeffrey Alexander: Neo-functionalism

Unit III (17 hours)
Conflict-Critical Theory

Marxist and Neo-Marxist Sociology:
Antonio Gramsci- Hegemony
Louis Althusser- Ideology
Critical Theory: Frankfurt School and JurgenHabermas
Wright Mills
Pierre Bourdieu
Ralf Dahrendorf
Lewis Coser
Randall Collins

Unit IV (16hours)
Symbolic Interactionism and Phenomenological Sociology

George Herbert Mead: The Mind, Self and Society
Herbert Blumer: Interpretation and Methodology- Codifying Interactionism
Erving Goffman: Dramaturgy and Everyday Life, Interaction Order
Alfred Schutz- Phenomenological Sociology
Harold Garfinkel: Ethnomethodology
Peter Berger: Social Construction of Reality
Jacques Lacan: The Symbolic and the Subject of the Unconscious

Unit V (10 hours)

Recent Theoretical Trends in Sociological Theory: Structuration and Theory of Practice, Post-Structuralism, Feminism, etc.

Anthony Giddens
Pierre Bourdieu
Zygmunt Bauman: Liquid Modern Sociality and Way of Life
Michel Foucault: Institutional orders and Power
Feminist Perspectives

Readings:

Abend, Gabriel. 2008. The Meaning of 'Theory', Sociological Theory, Jun., 2008, Vol. 26, No. 2 (Jun., 2008), American Sociological Association.

Alexander, Jeffrey C. Ed. 1985. Neofunctionalism. London: Sage.

Althusser, L. 1971. Lenin and Philosophy and Other Essays. New York: Monthly Review Press.

Appelrouth, Scott and Edles, D. 2008. Classical and Contemporary Sociological

Beilharz, Peter. 2000. Zygmunt Bauman: Dialectic of Modernity, London: Sage Publications.

Theory: Text and Readings. California: Pine Forge Press.

Berger, Peter L (1966). *The Social Construction of Reality: a Treatise in the Sociology of Knowledge*. Garden City, New York: Anchor.

Blackshaw, Tony. 2005. *Zygmunt Bauman*. London/New York: Routledge.

Bourdieu, Pierre. 1990. In Other Words: Essays Towards a Reflexive Sociology. Oxford: Polity Press.

Bourdieu, Pierre. 1977 *Outline of a Theory of Practice*, Cambridge: Cambridge University Press.

Chiesa, Lorenzo. 2007. Subjectivity and Otherness: A Philosophical Reading of Lacan, Cambridge: The MIT Press.

Connerton, Paul. Ed. 1976. Critical Sociology. Harmondsworth: Penguin.

Dahrendorf, Ralf. 1979. Class and Class Conflict in Industrial Society. London: Routledge and Kegan Paul.

Ferretter, Luke. 2006. Louis Althusser, Routledge: London/New York.

Giddens, Anthony. 2004. In Defense of Sociology. Cambridge: Polity Press.
Giddens, Anthony. 1976. Classical Social Theory and the Origins of Modern Sociology, American Journal of Sociology, Vol. 81. No. 4.

Giddens, Anthony and Turner, J. H. Ed. 1987. Social Theory Today. Cambridge: Polity Press.

Giddens, Anthony (1984) *The Constitution of Society. Outline of the Theory of Structuration*. Cambridge : Polity.

Gouldner, Alvin. 1971. The Coming Crisis of Western Sociology. London: Heinemann.

Gramsci, Antonio. 1971. Selections from the Prison Notebooks. London: Lawrence and Wishart.
Jenkins, Richard. 1992. Key Sociologists: Pierre Bourdieu, Routledge: London/New York.

Jones, Steve. 2006. Antonio Gramsci, Routledge: London/New York.

- Luckmann, Thomas. Ed. 1978. Phenomenology and Sociology: Selected Readings. New York: Penguin Books.
- Mennell, Stephen. 1980. Sociological Theory: Uses and Unities. Surrey: Thomas Nelson and Sons, 2nd Edition.
- Merton, Robert K. 1968. Social Theory and Social Structure. New York: Free Press.
- Parsons, Talcott et al. 1965. Theories of Society: Foundations of Modern Sociological Theory. New York: Free Press.
- Skinner, Quentin. 1990. The Return of Grand Theory in the Human Sciences, Cambridge: Cambridge University Press.
- Rabinow, Paul. Ed. 1986. The Foucault Reader. Harmondsworth: Penguin.
- Ritzer, George. Ed. 2007. The Blackwell Encyclopedia of Sociology. Oxford: Blackwell.
- Ruth A. Wallace et al. 1995. Contemporary Sociological Theory: Continuing the Classical Tradition, New Jersey: Prentice Hall.
- Seidman, Steven and Alexander, J. C. Ed. 2001. New Social Theory Reader: Contemporary Debates. London: Routledge.
- Sharrock, Wes. et. al. Understanding Modern Sociology, London/Thousand Oaks/New Delhi: Sage Publications.
- Tester, Keith. 2004. The Social Thought of Zygmunt Bauman, Hampshire/New York: Palgrave Macmillan.
- Turner, Bryan S. 2006. The Cambridge Dictionary of Sociology, Cambridge University Press, Cambridge.

COURSE NO.
SOC-454

COURSE TITLE
RURAL SOCIOLOGY (core)

CREDIT
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> The students would get to know about different ways of classification of village, rural social structure. The course would also help students in understanding rural power structures and various social processes, institutions, structures in rural societies in India.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts of Rural society.
Unit-II	LO2	Explain the development of village studies in India and the theoretical, methodological Perspectives to study villages.
Unit-III	LO3	Describe rural social structure and challenges posed by introduction of new technological interventions in agriculture, globalization, commercialization, farmers' movements.
Unit-IV	LO4	Provide an understanding of politics and power structure of rural society by analyzing rural social system, role of Panchayati raj institutions.
Unit-V	LO5	Understand the strategies of rural development and emerging issues and challenges of rural society and beyond in the contemporary times.

Methods of instructions: Lectures and assignments

Evaluation: a mid-semester exam; a book/article review and end semester exam.
This paper is divided into four units. The total hours of teaching are mentioned at the beginning of each unit.

Course outline:

Unit I: (7 lectures)

Basic Concepts: Rural society, urban society, rural-urban continuum, Rurbanism

Unit II: (10 lectures)

Village Studies in India

- a) Historical Development
- b) ii) Theoretical and Methodological Perspectives

Unit III: Agriculture and Social Structure (13 lectures)

- a) Classification of Peasants
- b) Agrarian Class Structure, Mode of Production
- c) Land reform, common property resources, and green revolution
- d) Irrigation: political economic dimensions
- e) New Technology, commercialization of agriculture, Agrarian Reforms and Globalization
- f) Farm distress and Farmer's movement

Unit IV: Politics and Power Structure (10 lectures)

- a) Rural Social System – Emergence of social differentiation, occupational specialization / division of labor
- b) Social Dimension: Family, Caste, Class, Gender Relations
- c) Leadership Pattern and the Power Structure
- d) Panchayati Raj and the Devolution of Power
- e) Empowerment of Women and Weaker Sections
- f) Politics and Conflict

Unit V: Rural Development (20 lectures)

- a) Policies and Programmes: Bank and Cooperatives, microfinance Industries, handicraft, self-help group, Artisans
- b) Changing Concerns and Strategies: poverty, migration, culture and marginalization (bonded labor, landless labor, tenants, sharecropping) Food Security, Droughts, and other Calamities.
- c) Emerging Issues and Challenges: amenities and constraints – food and nutrition, health and hygiene, education, unemployment, etc.
- d) Consequences of change in rural and urban India

Readings:

Abraham, Francis M. (1974) Dynamics of Leadership in Village India. Allahabad

Asthana M D and Pedro Madrano (ed) (2001). Towards Hunger Free India: Agenda and Imperatives. New Delhi: Manohar.

Atal Yogesh& Rajesh Misra (eds). 2004. Understanding the Social Sphere: The Village and Beyond. Jaipur: Rawat.

Barbara Harriss-White (2004). India's Socially Regulated Economy. The Indian Journal of Labour Economics, 47(1): 49-68.

Bergmann, Theodar., (1984) Agrarian Reform in India. New Delhi: Agricole.

Beteille, Andre., (1974) Studies in Agrarian Social Structure. Delhi: OUP.

Beteille, Andre. (1979). Caste, Class and Power. Berkley: University of California Press.

Bhalla Alok and Peter J Bumke (eds) (1992). Images of Rural India in the Twentieth Century. New Delhi: Sage.

Bhaumik, Shankar Kumar (1993) Tenancy Relations and Agrarian Development. New Delhi: Sage.

Bose, Pradip Kumar (1984). Classes in a Rural society. New Delhi: Ajanta.

Breman Jan, Peter Kloos and AshwaniSaith (1997) The Village in Asia Revisited. Delhi: OUP.

Chakraborty K and S K Bhattacharya. (1993) Leadership, Factions and Panchayati Raj. Jaipur: Rawat.

Chakraborty, Anand (2001). Social Power and Everyday Class Relations: Agrarian Transformation in North Bihar. New Delhi: Sage.

Chambers Robert. (1983). Rural Development. New York: Longman Comp.

Chattopadhyay Manobendu (1985) Conditions of Labor in Indian Agriculture. Calcutta: K.P. Bagchi.

Chittambar J.B. (1975) Introductory Rural Sociology. New Delhi: Wiley Eastern.

Daniel Thorner (1966). The Theory of Peasant Economy, In D Thorner et al (ed) A.V Chayanov.s Theory of Peasant Economy, New Delhi: OUP.

Dasgupta Biplab. (1977). Agrarian Change and the New Technology in India. Geneva.

Desai A R (ed) (1977) Rural Sociology in India. Bombay: Popular.

Dhadave M.S. et.al. (eds) (1996) Rural Studies in India. Jaipur: Rawat.

Doshi S L and P C Jain.(1999) Rural Sociology. Jaipur: Rawat.

Frankel F (1971). India's Green Revolution, Bombay: OUP, pp.3-46, 191-215.

Gupta Dipankar (2005). Whither the Indian Village .Culture and Agriculture in Rural India.EPW, XL(8), Feb 19.pp. 751-8.

Haque T and A S Sirohi. (1986) Agrarian Reforms and Institutional Changes in India. New Delhi: Concept.

Harriss White, Barbara and S Janakarajan (1997).From Green Revolution to Rural Industrial Revolution in South India.*Economic and Political Weekly*, 32(25):1469-1477.

Jean Dreze (2004). Democracy and Right to Food. EPW, Vol.39, No.17, pp. 1723-31.

Jens Lerche (2013). The Agrarian Question in Neoliberal India: Agrarian Transition Bypassed? *Journal of Agrarian Change*, Vol.13, No.3, July.

Jha Hetukar (1991). Social Structures of Indian Villages. New Delhi: Sage.

John Harris. (1982) Green Revolution. In Harriss J (ed) Rural Development Hutchinson, London.

John Macdougall (1980). Two Models of Power in Contemporary rural India. Contributions to Indian Sociology (N.S), Vol.14, No.1, pp.77-94.

Joshi P C (ed) (1987). Institutional Aspects of Agricultural Development. New Delhi: Allied.

Joshi P C (1975) Land Reforms in India. Bombay: Allied.

Kolenda Pauline (1983) Caste, Cult and Hierarchy. Meerut : Folklore Institute. Pp.6-67.

Lieten G K . (1992) Continuity and Change in Rural West Bengal. New Delhi: Sage.

Lieten G K (2003). Power, Politics and Rural Development: Essays on India. New Delhi: Manohar.

Lieten, G K. (1996). Development, Devolution and Democracy: The Village Discourse in West Bengal. New Delhi: Sage.

Madan G R and Tara Madan (1983). Village Development in India: A Sociological Approach. New Delhi: Allied.

MadanVandana (ed). (2004) The Village in India. New Delhi: OUP.

Maheswari S R. (1985). Rural Development in India. New Delhi: Sage.

Mathur Y B. (1985). Rural Development in India: 1885 – 1985. Hyderabad: NIRD.

Mearns Robin (2000). Access to Land in Rural India: Policy Issues and Options.

Mencher John. P (1978).Agriculture and Social Structure in Tamil Nadu. Bombay: Allied.

Mohanty, Bibhuti Bhusan. (2016). “Agrarian Transition: From Classic to Current Debates.” In *Critical Perspectives on Agrarian Transition: India in the Global Debate*, edited by Bibhuti Bhusan Mohanty, 1–40. Routledge.

Natar U R and Ambika Chaudhury (eds). (1995). Sociology and Rural Development. Jaipur: Rawat.

Newby H (1980) .Trend Report : Rural Sociology.Current Sociology, 78 (Spring). pp.5-10, 23-30; 36-53; 76-93.

Pathan S N (1987). Land Reforms and Change in Rural Society. Allahabad: Chaugh Publications.

PatnaikUtsa (1987). Peasant Class Differentiation. Delhi: OUP.

Rogaly Ben et.al. (1999). Sonar Bangla. New Delhi: Sage.

Sahay G R. (2001). Village Studies in India. Jaipur: Rawat.

Sen A.K. (1981). Poverty and Famines: An Essay on Entitlement and Deprivation. OUP.

Sengupta Nirmal (1991). Managing Common Property: Irrigation in India and the Phillipines. New Delhi: Sage.

Shah A M (ed) 2007. The Grass-Roots of Democracy. New Delhi: Permanent Black.

Shah Ghanshyam, Mander, Thorat, etl (2006) Untouchability in Rural India , Sage Publications

Shanin T (1987) Peasants and Peasant Societies. pp.1-11, 176-184; 331-337; 447-475.

Sharma K L. (1997). Rural Society in India. Jaipur: Rawat.

Singh Katar. (1999). Rural Development: Principles, Policies and Management. New Delhi: Sage

Srinivas M N (1987). The Dominant Caste and Other Essays. Delhi: OUP.

Thakur, Manish. (2014). Indian Village: A Conceptual History. Rawat Publishers.

Thekkamalai S S (1983). Rural Development and Social Change in India. Delhi: D K Publishers

Thorner Alice (1982) .Semi-Feudalism or Capitalism., EPW, December, pp.1961-8, 1993-9, 2061-6.

Zaid S M Iqbal Anis. (1988) Politics, Power and Leadership in Rural India. New Delhi: Commonwealth.

COURSE NO
SOC 472

COURSE TITLE
POLITICAL SOCIOLOGY (optional)

CREDIT
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> Political Sociology offers and understanding of the interplay between society and polity; It lies at the intersection of political science and sociology. As a branch of Sociology, it concerns with the understanding of political structures in their social context and dimensions, distribution of power in a society. This paper covers the definition, origin, scope and development of Political Sociology; the major theoretical approaches and topics that are critical to the understanding of socio-political phenomena; the interface between politics and society, and social movements in India.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand basic concepts that are fundamental to political Sociology
Unit-II	LO2	Explain the various theoretical approaches that are integral to political sociology
Unit-III	LO3	Understand the intimate connections between Indian society and polity
Unit-IV	LO4	Explain the various socio-political movements in India

Note: LO- Learning Outcome

Evaluation:

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc.: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit 1. Introduction to Political Sociology 15 Hrs

- (a) Definition, Origin and Scope of Political Sociology
- (b) Relationship between Society and Polity
- (c) Basic Concepts: Power and Authority; Nation, State, Citizenship; Democracy, Political Party, Civil Society; Ethnicity, Nationalism, Civic Nationalism

Unit 2: Approaches to Political Sociology 15 Hrs

- (a) Marxian Approach
- (b) Weberian Approach
- (c) Elite Theories: Pareto, Mosca, R. Michels, C.W. Mills
- (d) Feminist Theories
- (e) Foucauldian

Unit 3: Society and Polity in India 10 Hrs

- (a) State and Nation building in India
- (b) Politics of Caste, Ethnicity, Religion, Region, Language
- (c) Secularism, Multi-culturalism, Majoritarianism and Minoritarianism

Unit-4. Socio-Political Movements and Politics in India 20 Hrs

- (a) Political Socialization, Protests and Social Movements
- (b) Party System and Electoral Process
- (c) Pressure Groups and Interest Groups
- (d) Agrarian Movements, Working Class Politics, Language Movement
- (e) Dalit and Backward Class Movements
- (f) Women, Human Rights and Environmental Movements

Reading List:

Anderson, B. (1983). *Imagined Communities*. London: Verso

Baruah, S. (2010). Regionalism and Secessionism. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 12

Baxi, U. (2002). Notes on Holocaust Politics. *Seminar*. Issue no.513

Basu, A. (2010). Gender and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 11

Bottomore, T. (1993). *Political Sociology* (second edition). London: Pluto Press.

Chatterjee, P. (2010). "The state". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. (chapter 1)

Drake, Michael. (2010). *Political Sociology for a Globalized World*. U.S.A: Polity Press.

Collins, R. (1968). A Comparative Approach to Political Sociology. In Reinhard B. et al (ed.): *State and Society*. Boston: Little Brown

Davis, N. Y. (1997). *Gender and Nation*. Thousand Oaks: Sage

Dreyfus, H. L. and Rabinow, P. (1982). *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: Chicago University Press.

Gellner, E. (1983). *Nations and nationalism*. Oxford: Blackwell Publishing.

Gramsci, A. (1992). *Prison Notebooks*. Columbia: Columbia University Press

Gupta, D. (1995). *Political Sociology in India: Contemporary trends*. Hyderabad: Orient Longman

Habermas, J. (1992). *The Structural Transformation of Public Sphere*. Cambridge: The MIT Press

Hariss, J. (2010). Class and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP (Chapter 9)

- Hasan, H. (ed.) (2004). *Parties and party politics in India*. Oxford: OUP
- Jaffrelot, C. (2010). "Majoritarian Politics". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. (Chapter 14)
- Jodhka, S. (2010). Caste and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 10
- Kothari, R. and Manor, J (1970) (Ed). *Caste in Indian Politics*. Hyderabad: Orient Longman
- Marshall, T. H. (1977). *Class, Citizenship and Social Development*. Chicago: Chicago University Press
- Mills, C. R. (1956). *The Power Elite*. Oxford: Oxford University Press
- Narain, A. (2008), "That Despicable Specimen of Humanity: Policing of Homosexuality in India". In Kalpana K. and Ranabir S. (Ed). *Challenging the rules of law*. New Delhi: Sage
- Oommen, T.K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage
- Oommen, T.K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage
- Nash, K. (2010). *Contemporary political sociology*. West Sussex: Wiley Blackwell
- Pareto, V. (1968). *The rise and Fall of Elites: An application of theoretical sociology*. New Jersey: The Bedminister Press Inc
- Roy, A. (2008). Citizenship. In Rajeev Bhargabha (ed). *What is political theory and why do we need it*. Delhi: Pearson Longman
- Scott, J. S. (1998). *Seeing like a state*. Connecticut: Yale University Press
- Sreedharan, E. (2010). "The party system". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 9
- Weber, M. (2004) *The Vocation Lectures*. David O and Tracy B S. (Ed.) (chapter on Politics as vocation). Indianapolis: Hackett Publishing Company.
- Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology*. Volume I, Berkley: University of California Press. (Chapter III, The Types of Legitimate Domination, pp. 212-254)

COURSE NO.**COURSE TITLE****CREDIT****SOC-473****INTRODUCTION TO HUMAN RIGHTS(Optional)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> The importance of the idea of human rights and their centrality in the aspirations of humankind for building a more humane world has become a fact of life and is impossible to ignore. Given the context, the imparting of knowledge on human rights and duties has become central to the efforts towards fostering a rights-conscious society. The objective of this paper is to introduce the students to the basic concepts of human rights, major theoretical foundations of rights, and the institutional mechanisms through which human rights are protected and promoted – both at the national and international domains. The course also introduces students to the various human rights provisions contained in Indian constitution and the major human rights issues in India, such as the rights of the disadvantage and vulnerable sections of the Indian society. The nature, issues and concerns, and the trajectories of the human rights movements in India are also introduced.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the concept of human rights, its historical evolution, and various generations/types of human rights
Unit-II	LO2	Explain the different theoretical approaches to the understanding of human rights
Unit-III	LO3	Explain the institutional context wherein human rights are protected and promoted at the international level, including the UN system
Unit-IV	LO4	Delineate the human rights provisions in Indian constitution and the institutional arrangements for protecting and promoting human rights in the Indian context

Note: LO- Learning Outcome

Evaluation:

Total marks for the paper: 100 Marks (4 Credits)

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit-1 Human Rights-Conceptual Terrain – 15 Hours

- Meaning, Nature, and Definition of Rights
- Historical Evolution of the Concept of Rights
- Notion of Positive and Negative Rights
- Notion of Civil and Democratic Rights
- Three Generations of Rights (Civil and Political Rights; Economic, Social and Cultural Rights; and Collective/ Solidarity Rights)
- The co-relation between rights and duties
- Challenges to Universality of Human Rights

Unit 2 Theories of Human Rights- 15 Hours

- Natural Rights Theory
- Positivist/Legal Theory
- Marxian Theory
- Utilitarian Approach
- Sociological Theory of Rights

Unit 3 International Human Rights System – 15 Hours

- Overview of UN Human Rights Systems
- Human Rights Provisions of UN Charter 1945
- The International Bill of Human Rights (UDHR, ICCPR and the ICESCR)
- Other International Conventions
- Human Rights Monitoring Bodies (Charter based bodies and Treaty-based bodies)
- Shadow Reporting to UN Treaty Bodies
- NGOs and the International Human Rights Movements

Unit 4 Human Rights and Duties in India – 15 Hours

- Indian Constitution and Human Rights
- Fundamental Rights, Duties and Directive Principles of State Policy
- Rights of Marginal/Vulnerable Groups
- Institutional Arrangements for Human Rights Enforcement
- Human Rights Movements in India

Reading Lists:

1. Allan Gibbard (1984). "Utilitarianism and Human Rights", *Social Philosophy and Policy*, 1 (2): pp 92-102.
2. John Simmons, *Justification and Legitimacy: Essays on Rights and Obligations* (Cambridge: Cambridge University Press, 2001), 185
3. A.R. Desai, *Violation of Democratic Rights in India*, Vol. 1 (Popular Prakashan Publications; Mumbai, 1986).
4. Arun Ray, *National Human Rights Commission of India: Formation, Functioning, and Future Prospects* (Khama Publishers, New Delhi, 2004).
5. Betty A. Sichel, "Karl Marx and the Rights of Man," *Philosophy and Phenomenological Research* 32, no. 3 (1972): 355.
6. Bryan Turner (1997) "A Neo-Hobbesian theory of Human Rights: A Reply to Malcolm Waters", *Sociology*, 31(3): 565-571

7. Bryan S. Turner, "Outline of a Theory of Human Rights," *Sociology*, 27, no. 3 (1993): 492.
8. Bryan Turner (1997) "A Neo-Hobbesian theory of Human Rights: A Reply to Malcolm Waters", *Sociology*, 31(3): 565-571.
9. Charles R. Beitz, *The Idea of Human Rights* (New York: Oxford University Press, 2009), 50.
10. Gideon Sjoberg, Elizabeth A. Gill and Norma Williams, "Sociology of Human Rights," *Social Problems* 48, no. 1 (2001): 18.
11. Ian Brownlie and Goodwin-Gill (eds.), *Basic Documents on Human Rights* (Oxford University Press, 2006).
12. Jeremy Waldron, *Theories of Rights* (Oxford; Oxford University Press, 1984).
13. Jack Donnelly, *Universal Human Rights in Theory and Practice* (Cornell University Press, Ithaca, 2013).
14. Janusz Symonides (ed.), *Human Rights* (Rawat Publications; Jaipur, 2005)
15. Jack Donnelly, "The social construction of international human rights" in *Human Rights in Global Politics* Tim Dunne and Nicholas J. Wheeler (eds.) (Cambridge University Press, 1999), 71-102.
16. Jack Donnelly, "Human Rights as Natural Rights," *Human Rights Quarterly* 4, no. 3 (1982): 391-405.
17. Jerome J. Shestack, "The Philosophical Foundations of Human Rights," in *Human Rights: Concept and Standards*, ed. Janusz Symonides (New Delhi: Rawat Publications, 2002), 37-38
18. Jhon K. Thomas, *Human Rights of Tribals* (Delhi: Isha Books, 2005)
19. John Rawls, *Law of the People* (Cambridge: Harvard University Press, 2001).
20. Karl Marx, "On the Jewish Question," in *The Marx-Engels Reader*, Robert Tucker (ed), (New York: Norton & Company, 1978), 26 – 46.
21. Ken Booth, "Three Tyrannies" in *Human Rights in Global Politics*, Tim Dunne and Nicholas J. Wheeler eds. (Cambridge University Press; Cambridge, 1999), 31-70
22. Malcolm Waters (1996) "Human Rights and the Universalization of Interests", *Sociology*, 30(3): 593-600
23. Michael Freeman, *Human Rights: An Interdisciplinary Approach* (Polity Press, Oxford: Polity, 2002).
24. M. R. Ishay, *The History of Human Rights* (Orient Longman, New Delhi, 2004)

25. Munmun Jha, India from Indira Gandhi's Emergency, In Encyclopedia of Human Rights, edited by David P. Forsythe (New York: Oxford University Press, Volume 3, 2009, 5-16).
26. Munmun Jha, "Nehru and Civil Liberties in India, *"International Journal of Human Rights*, Volume 7, Number 3, 2003, pp. 103-115
27. Nirmal, Chiranjivi J, Human Rights in India: Historical, Social and Political Perspective (Oxford University Press, 2006)
28. Philip Alston (ed.), *The United Nations and Human Rights*(Clarendon Press, Oxford, 1996).
29. Upendra Baxi, *Future of Human Rights* (Oxford University Press, New Delhi, 2002).
30. P. L. Mehta and Neena Verma, *Human Rights Under the Indian Constitution* (Deep and Deep Publications, New Delhi, 1995)
31. Ronald Dworkin, *Taking Rights Seriously* (London: Duckworth, 1978).
32. R. Ganga, Children's Rights as basic Human Rights, New Delhi: Reference Press, 2007.
33. Smitu Kothari, "The Human Rights Movement in India: A Critical Overview," in Rethinking Human Rights: Challenges for Theory and Action, ed. Smitu Kothari and Harsh Sethi (New Delhi; New Horizon Press, 1991), 85.
34. S. Sri Krishna, Dalit and Human Rights (New Delhi: Serial Pub., 2007)
35. South Asia Human Rights Documentation Centre, *Introducing Human Rights* (Oxford University Press; New Delhi, 2010).
36. V.V. Devasia, Women, Social Justice and Human Rights (New Delhi: APH Publishing Corporation, 2009)
37. Will Kymlicka (Eds), Rights of Minority Cultures (Oxford: Clarendon Press, 1995).

**SEMESTER III
COURSES**

COURSE NO	COURSE TITLE	CREDIT
SOC 501	Social Stratification and Mobility (CORE)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objectives:</i> As a compulsory course in Sociology, the objective is to familiarize the student with both theoretical formulations and empirical studies undertaken by sociologists & anthropologists - classical and contemporary on the theme of stratification and mobility in advanced societies and in India.		
Learning Outcomes:		
Unit I	LO1	The course on stratification and mobility gives a comprehensive understanding of different kinds of social systems generating social measures of social statuses and roles in the society. The course would mainly equip students to conceptualize the nature of ranking measures, hierarchies, merit, inequalities, differentiation, etc., to understand the structuring of the society and the changes in it.
Unit II	LO2	This unit helps students to understand the conceptualizations of social stratification in advanced societies.
Unit III	LO3	This unit helps students to understand the conceptualizations of social stratification in India
Unit IV	LO4	This unit helps students to understand the conceptualizations of social stratification in Tribal societies.
Unit V	LO5	This unit helps students to understand the conceptualizations of social stratification to understand limits to social mobility in various social contexts.

Didactics: Class room lectures

Evaluation: Mid-term test -20%; book reviews/ assignments 20%; Class participation - 10%; Semester end exam: 50 percent

Unit 1:: Total lectures 14

- **Perspectives on Social Stratification**
 - Functionalist
 - Marxian
 - Weberian
 - Elite
 - Gender
 - Race

Unit 2.: Total lectures: 6

Stratification in Advanced Societies

- a) Nature of Stratification in North America and Western Europe;
- b) Caste in other countries

Unit 3.: Caste: 14 lectures

Social Stratification in India -1

- a) Caste and Hierarchy; Caste and Inequalities exclusion and untouchability; Caste and its Critiques
- b) Caste in non-Hindu religions
- c) Feminist perspectives of Stratification: Patriarchy and the Subordination of Women; The Family as a Site of Inequality; Gender, Work, and Entitlement; The Community, the State and Patriarchy

Unit 4.: Total lectures: 14

Social Stratification in India -2

- a) Stratification in Tribal society
- b) Class stratification in India: Labour and the informal sector; the middle class – changing profile
- c) Ethnicity in India

Unit 5.: Total Lectures – 12

Social Mobility and Change

- Concept of Social Mobility and Change, Difference between Social Mobility and Change; Unit and Direction of Social Mobility; Limit of Social Mobility :
- Types of mobility: inter-generational and intra-generational mobility; horizontal and vertical mobility; Cultural mobility - sanskritization and westernization
- Social Movements and change – Dalit movements; Tribal movements;

Essential Readings:

- Bhatt, Ela. (2006). *We are poor but so many*. Oxford University Press.
- Bhowmik, Sharit. (2012). *Industry, Labour and Soceity*. Orient Blackswan
- Bottomore, Tom B. (1965). *Elites and Society*. Basic Books. New York.
- Breman, Jan (1996). *Footloose Labour: Working in India's Informal Economy*. Cambridge University Press.
- Chakravarti, Uma (1993). Conceptualising Brahmanical patriarchy in early India: Gender, caste, class and state. *Economic and Political Weekly* 28:579-585.
- Chakravarti, Uma (2003). *Gendering Caste Through a Feminist Lens*. Calcutta: Stree

- Crompton, Rosemary. (1993). *Class and Stratification An Introduction to Current Debates*. London: Polity Press.
- Davis, Kingsley and Wilbert E. Moore. (1991). Some Principles of Stratification: The Functionalist Position. In Dipankar Gupta [ed]. *Social Stratification*. Delhi: Oxford University Press.
- Gupta, Dipankar. (1991). *Social Stratification*. New Delhi: Oxford University Press.
- Jefferlot, C. (2000). The Rise of the Other Backward Classes in the Hindi Belt. *The Journal of Asian Studies*, 59(1), pp.86-108.
- Jaffrelot, Christophe. (2003) India's silent revolution: The rise of the lower castes in north India, London: Hurst & company.
- Jaffrelot, Christophe. (2009). *Dr. Ambedkar's Strategies against Untouchability and the Caste System*. Working Paper Series Volume III, No. 4. New Delhi: Indian Institute of Dalit Studies.
- Khanam, Azra. (2013). *Muslim Backward Classes: A Sociological Perspective*, New Delhi: Sage Publications.
- Phule, Jyotirao. (1873). *Slavery*
- Rege, Sharmila. (2013). *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*. Delhi: Navayana
- Rodrigues, Valerian. 2004. *The Essential Writings of B.R. Ambedkar*. : New Delhi: Oxford University Press
- Rossides, Daniel. (1997), *Social Stratification - The Interplay of Class, Race, and Gender*. New Jersey, Prentice- Hall.
- Shah, Ghanshyam. (2004). *Social Movements in India*. Sage.
- Singh, Yogendra .(1999). *Social Stratification and Change in India*. New Delhi: Manohar
- Srinivas, M.N. (1966). *Social Change in Modern India*. University of California Press
- Tumin, Melvin M. (1953). Some Principles of Stratification: A Critical Analysis. *American Sociological Review*. 18(4):387-394
- Verma, Pavan (2007). *The Great Indian Middle Class*. Penguin.
- Walby, Sylvia. (1990). *Theorizing Patriarchy*. Oxford: Basil Blackwell
- Weber, Max. (1958). Class, Status and Party in Gerth, HH and C Wright Mills (ed) *From Max Weber: Essays in Sociology*. (pp.180-195). New York. Oxford University Press.
- Xaxa, V. (2008). *State, Society and Tribes*. Pearson Longman.

Additional Readings:

- Appadurai, A. (1988). "Putting hierarchy in its place." *Cultural Anthropology* 3:36-49.
- Barber, Bernard and Alex, Inkeles (1971). *Stability and Social Change*. Little Brown and Company.
- Bhowmik, Sharit. (2009). *Street Vendors in the Global Urban Economy*. Routledge
- Crompton, Rosemary (1993) *The New Politics of Class Social Movements and Cultural Dynamics in Advanced Societies*. Sage.
- Damle, Y.B. (1968) Reference Group Theory with Regard to Mobility Castes in James Silverberg (ed.) *Social Mobility in the Caste System in India* . The Hague: Mouton.
- Lipset S.N. (1959) *Social Mobility in Industrial Society*,. California University Press
- Marx, Karl. (2001). Alienation and Social Class. In Grusky David. [ed]. *Social Stratification: Race, Class and Gender in Sociological Perspective*. Colorado:Westview Press.
- Mills, C Wright. (1956). *The Power Elite*. New York. Oxford University Press.
- Misra, BB. (1961). *The Indian Middle Classes*. Oxford University Press.
- Parkin Frank. (2001). Marxism and Class Theory: A bourgeois Critique in Grusky David. [ed]. *Social Stratification: Race, Class and Gender in Sociological Perspective*.(pp.162-177) .Colorado. Westview Press.
- Ram, Nandu (1988) *The Mobile Scheduled Caste: Rise of a New Middle Class*. Delhi: Hindustan Publishing House Corporation
- Rege, Sharmila. (2006). *Writing Caste/ Writing Gender: Reading Dalit Women's Testimonios*, Zubaan: New Delhi: Zubaan
- Sharma, K. L. (1997). *Social Stratification in India Issues and Themes*. New Delhi: Sage.
- Silverberg, James (ed.) (1968). *Social Mobility in the Caste System in India*. The Hague: Mouton
- Singer, Milton and B.S. Cohn (1968). *Structure and Change in India Society*, Chicago: Publishing Company
- Srinivas, M.N. (1996). *Caste: Its Twentieth Century Avatar*. New Delhi: Viking
- Washbrook, D. (1990). South Asia, the World System, and World Capitalism. *The Journal of Asian Studies* 49:479-508.
- Wright, Erik Olin. (1994). *Interrogating Inequality Essays on Class Analysis, Socialism and Marxism*. London, Verso. Chapter 1.
- Wright, Erik Olin.(2002). *Class Counts*. Cambridge University Press

Course No.
SOC 503

Course Title
Sociology of Development (Core)

Credit
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> This course would give an understanding of development in sociological literature. The first unit examines the emergence of the concept of development and distinguishes it from other related concepts. The next three units examines the conceptualizing and theorizing of development in sociology from different perspectives in reference to different socio-historical, economic and political settings. The last two units analyses the different deliberations on development in Indian context and concludes with the understanding of contemporary issues in the field of development in Indian context.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the idea of development in its historical context and the various conceptual perspectives on development
Unit-II	LO2	Explain the various theoretical approaches to the understanding of development
Unit-III	LO3	Explain the arguments of post-development theories
Unit-IV	LO4	Understand the debates concerning development in India with particular reference to the ideas of Nehru, Gandhi and Ambedkar. It will also help in critical interrogation of the disparity in development by looking at the situation of the marginalised social groups.
Unit-V	LO5	Articulate the different facets of globalisation and its encounter with diverse social groups

Note: LO- Learning Outcome

Evaluation:

Total marks for the paper: 100 Marks (4 Credits)

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit 1. Introduction (Total Lectures: 10)

(a) Historical background of the idea of development - End of colonialism; rise of nationalism in the Third World societies and the desire for development.

(b) Conceptual Perspectives on Development: Economic growth, Human development, Social development, Sustainable development

Unit 2. Theories of development (Total Lectures: 14)

(a) Modernisation Theory (b) Failure of modernization approach; Critiques of Modernization (c) Socialist theories; (d) Dependency Theory and its Critiques (e) Limits to Growth thesis

Unit 3: Post- Development theories – Development as a Discourse (Total Lectures: 10)

Unit 4. India' Development Debate (Total Lectures: 14)

(a) Nehru, Gandhi, Ambedkar; (b) New Economic Policies – Disparities in development – Caste, Class, Tribe, Gender, Religion, Region, Minorities (c) Feminist perspectives of development

Unit 5. Globalisation and Social Exclusion (Total Lectures: 12)

Social exclusionary processes in the era of Globalization in India - Minorities, Development of the marginals, perspectives and challenges

Essential Readings:

- Alavi, H. and T. Shanin. (1982). *Introduction to the Sociology of Developing Societies*, Macmillan.
- Chalam, K. S. 2011. *Economic Reforms and Social Exclusion: Impact of Liberalization on Marginalized Groups in India*. New Delhi: Sage Publications (Chs.: 3, 5, 6, 7 & 8)
- Desai, A.R.: (1971): *Essays on Modernisation of Underdeveloped Societies*. Bombay:Thacker and Company Ltd, Vol I and II
- Eade D. & Ligteringen E. (2006). *Debating Development – NGOs and the Future*. Jaipur: Rawat Publications
- Escobar, Arturo. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- Esteva, Gustavo (1997) Development in Sachs, Wolfgang (ed.) *The Development Dictionary*, Hyderabad: Orient Longman.
- Frank, Andre Gunder (1971). *Capitalism and Underdevelopment in Latin America*. Penguin Books.
- Gandhi, MK :*On Trusteeship*
- Harcourt, Wendy. (2009) *Body Politics in Development*. Zed
- Inkeles, Alex .(1976). A Model of the Modern Man: Theoretical and Methodological Issues in Black, C.E. ed., *Comparative Modernisation*, The Free Press
- Kothari, Rajni: (1964): The Meaning of Jawaharlal Nehru. *The Economic Weekly*, Special Number July
- Latouche, Serge. (2009). *Farewell to Growth*. Cambridge: Polity press.
- Lerner, D. (1964). *The Passing of Traditional Society*
- Meadows, Donella H. et al (1974). *The Limits of Growth*, Pan Books
- Nathan, Dev and Virginius Xaxa (eds). 2014. *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press (Chs.: Introduction, 2, 18 & 19)
- Mohanty, C. T.. (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Boundary 2*, 12/ 13, 333–358. <http://doi.org/10.2307/302821>
- Pieterse, Jan Nederveen (2001). *Development Theory: Deconstructions/ Reconstructions*. New Delhi: Vistaar Publications.
- Preston, P. W. (1996). *Development Theory An Introduction*. Oxford: Blackwell

Publishers

- Rahnema, Majid and Bawtree, Victoria (eds.) (1997). *The Post-Development Reader*. London: Zed Books.
- Rahnema, Majid (1997): Participation. in Sachs, Wolfgang (ed). *The Development Dictionary*. Hyderabad: Orient Longman.
- Sachs, Wolfgang (ed.). (1997). *The Development Dictionary* Hyderabad: Orient Longman.
- Schumacher, E.F. (1977). *Small is Beautiful*. New Delhi: Radha Krishna
- Singha Roy, Debal K (ed), (2001), *Social Development and the Empowerment of Marginalized Groups*, Sage Publications, New Delhi
- Thorat S.K., (1998), *Ambedkar's Role in Economic Planning and Water Policy*, Shipra Publications, Delhi
- Wallerstein Immanuel, (1983), *Historical Capitalism*, Verso, London.

Additional Readings:

- Alexander, KC. (1994). *The Process of Development of Societies*, New Delhi: Sage.
- Blomstrons, M. and B. Hettne (1984). *Development Theory in Transition*. London: Zed
- Cooke, Bill and Uma Kothari (eds). 2001. *Participation: The New Tyranny?*, London: Zed Books.
- Dantwala, ML. (1964). Economic Ideology of Jawaharlal Nehru. *The Economic Weekly*. Special Number, July.
- Dreze Jean and SenAmartya, (2002). *India Development and Participation*. New Delhi: Oxford University Press.
- Freire, Paulo. (1996). *Pedagogy of the Oppressed*. Penguin Books.
- Hicky, Samuel and Giles Mohan (eds). (2004). *Participation: From Tyranny to Transformation?*, London: Zed Books.
- Illich, Ivan (1977). *Toward a History of Needs*. Bantam
- Moore, W. (1978). *Social Change*
- Rist, Gilbert. (2008). *The History of Development*. Zed Books
- Schuurman, Frans J. (2001) *Globalization and Development Studies*, New Delhi: Vistaar Publications
- Tipps, D.C. (1976) in Black ed. C.E. (ed.), *Comparative Modernisation*, The Free Press
- _____ (1973): "Modernization theory and Comparative Study of Societies – A Critical Perspective" in *Comparative Studies in Society and History*. Vol 15, No. 2. Cambridge University Press. pp. 199-226

Course No.**Course Title****Credit****SOC- 504****Indian Society-II (Core)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Objectives of the Course:</i> This paper would introduce students to contemporary social processes in India. This would give a view of the interplay/intersectionality of structural/systemic aspects of society that are in operation. While we study the dynamics of social processes, it would also give the view of shaping/reshaping of the society. Debates on Reservations, Secularism, Communalism, Nationalism, etc., would demonstrate the manifestations of various structural/systemic aspects of Indian Society. Though the course would grapple with conceptualizations of various social processes but the emphasis is on to get a view of the inter-wovenness/intertwined structural/systemic complexities.		
Learning Outcomes: The course expands the sociological imagination of the students to understand and study the social processes at work shaping/reshaping Indian society. Students would be in a position to conceptualize the contingencies of the present social world. Students would be equipped to systematically understand the society which is drawn into the processes engendered by the constitutional processes to make/remake the society. Beyond the constitutional aspects, students' imagination is also drawn to understand systematically the nature of dynamics of politics, law, economy and social movements which are significant in the way social life responds to the processes		
Unit I	LO1	This unit helps students to understand the conceptualizations of nationalism and the associated contestations
Unit 2	LO2	This unit helps students to understand the conceptualizations of Communalisms and the associated contestations.
Unit 3	LO3	This unit helps students to understand the conceptualizations of Secularism and problems of its realization in India.
Unit 4	LO4	This unit helps students to understand the conceptualizations of affirmative action to various social categories.
Unit 5	LO5	This unit helps students to understand the role of contemporary social movements in shaping the Indian society.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, writing assignments and examination-

- two internal assessments which consists of review of book/articles, discussion and presentations (20%), participation in the class (10%) and a written mid-term examination (20%).
- and the End Semester final examination (50 percent marks).

Unit I: Nationalism (15 hours)

- Conceptualization of Nationalism; Sociology of Nationalism
- Historical and Social Preconditioning of Nationalism in India
 - Emergence of Anti-Colonial Nationalism and its Social conditioning
 - Emergence of Cultural and Political Nationalisms
 - Interplay of Economic and Political Nationalisms
 - Interplay of Cultural and Political-Communal Nationalisms

Unit II: Communalism (10 Hours)

- Conceptualizations of communalism
- Colonial conditioning and Discourses of Communalism
- Nationalist Discourses on Communalisms and Debates on Representations
- Marxist Perspective, Constructivist Perspective, Anti-Modernist.

Unit III: Secularism (10 Hours)

- What is Secularism?
- Secularism in Indian Context
 - Secularization of Society and Crisis of Secularism
 - Reactions to ideology of Secularism
 - Secularism and Minorities' Life-world and Rights

Unit IV: Reservation Policies for SC, ST, BC, Gender and Minorities (10 Hours)

- Historical background of the debates on 'Representation' and 'Reservation'
- Reservation Policies in the Post-Independence Period
- Debates on Social Justice
- State and Social Justice
- Debates on Minority issues and Justice
- Contemporary Social Movements

Unit V: Dalit Ideology, Tribal Issues and Institutionalization of OBCs (15 Hours)

- Struggles against Caste system and the conceptions of Emancipation/Liberation
- Forms of Atrocities and Discrimination
- Evolving reactions against Anti-Caste struggles
- Policies for Tribal Development
- Dispossession and the Tribal Life-World
- Reservation for OBCs in the institutions and business of State/Government
- Contemporary Social Movements

Essential Readings:

Agrwaal, Ashok. et. al. (eds.) (2009). Justice and Law: The Limits of the Deliverables of Law, New Delhi: Sage Publications.

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- Bidwai, P, Mukhia, H., Vanaik, A. (Eds.). (1996). *Religion, Religiosity and Communalism*. New Delhi: Manohar.
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- Gellner, Ernest. (1983). *Nations and Nationalism*. Oxford: Basil Blackwell.
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- Hansen, T. B. (1999). *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*. Princeton/New Jersey: Princeton University Press.
- Hasan, M. (1979). *Nationalism and Communal Politics in India*. New Delhi: Manohar Publications.
- Illaiah. K. (2005). *Why I am not a Hindu*. Calcutta: Samya.
- Jacobson, G. J. (2003). *The Wheel of Law: India's Secularism in Comparative Constitutional Context*. New Delhi: OUP.
- Jaffrelot, Christophe. (2003) *India's silent revolution: The rise of the lower castes in north India*, London:Hurst & company.
- Jaffrelot, C. (2007). *Hindu Nationalism: A Reader*. Princeton/New Jersey: Princeton University Press.
- Jaffrelot, C. (2005). *Dr. Ambedkar and Untouchability: Analyzing and fighting Caste*. New Delhi: Permanent Black.
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- Singh, K.S. (1985). *Tribal society in India*. New Delhi: Manohar publication. Chapter 9 & 11
The position of the tribal populations in modern India
- Vanaik, A. (1997). *Communalism Contested Religion, Modernity and Secularization*. New Delhi: Vistaar Publications.
- Veer, P. V. D. (2000). *Religious Nationalism Hindus and Muslims in India*. New Delhi: OUP.
- Verma, H. S. (ed.) (2005). The OBCs and the ruling classes in India, Jaipur: Rawat Publications.

- Wilkinson, S. I. (2005). *Votes and Violence: Electoral Competition and Communal Riots in India*. New York: Cambridge University Press.
- Xaxa, V. (2005). The Politics of Language, Religion and Identity: Tribes in India, *EPW*, 26 March 2005.
- (2008) *State, Society, and Tribes: Issues in Post-Colonial India*, New Delhi: Pearson Education India

COURSE NO.**COURSE TITLE COURSE****CREDIT****SOC-521****SOCIOLOGY OF DIASPORA (Optional)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> This course would help the students to understand the significance of the diaspora, clarify basic concepts and familiarize with different theories. The historical, social, political and economic context of India diaspora would be examined along with the various approaches to study diaspora. This paper is divided into two sections where the first section deals with the theorisation on diaspora in general and second section deals with the Indian diaspora in particular		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the idea of diaspora and the basic concepts that are fundamental in diaspora studies
Unit-II	LO2	Articulate the historical context of the Indian diasporas – precolonial, colonial and post-colonial period.
Unit-III	LO3	Explain the various perspectives on Indian diaspora
Unit-IV	LO4	Understand the debates and discourses on the issue of Indian diasporas
Unit-V	LO5	Delineate the connection between India and her diasporas – its socio-economic impacts.

Note: LO- Learning Outcome

Aim &Outcome:**Didactics:** Lectures and assignments**Evaluation:** a mid-semester exam: 20%; a book/article review 20%, end semester exam 50%. And Class Participation: 10 %**COURSE OUTLINE:****Unit- I Twenty hours**

Diaspora as an area and significance of academic study:

Basic concepts – migration and diaspora, transnationalism, multiculturalism, deterritorialisation, Hybridity and creolisation

Theories of Diaspora- Arjun Appadurai, Stuart Hall, Robin Cohen, Paul Gilroy and Saskia Sassen

Unit-II Ten Hours

Historical background of the Indian diaspora: Pre-colonial, colonial and post-colonial,

Pre-colonial: Trade, and spread of religion — Colonial: The indentured system —

Postcolonial

Unit-III Ten Hours

Perspectives on Indian Diaspora: Regional, Religious, Caste and Gender

Unit- IV Ten Hours

Discourses on the Indian diaspora:

Brain drain and skill drain

Colonial — Nationalist — Contemporary and post-colonial

Unit – V Ten Hours

The social construction of the 'other' Indian:

The India connection of the diasporic Indians — The remittance economy and its socio-economic impact — The diasporic Indians: Policy issues

ESSENTIAL READINGS

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- Clarke, C. Ceri, P. and Steven, V. (Eds.). (1990): *South Asians Overseas*. Cambridge: Cambridge University Press.
- Gosine, M. (Ed.). (1994). *The East Indian odyssey: Dilemmas of a Migrant People*. New York: Windsor Press. Sociology 88
- Gilroy, P. (1993). *The Black Atlantic: Modernity and its Double Consciousness*. London: Verso
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- Niranjana, T. (1998). Left to the Imagination: Indian Nationalism and Female Sexuality in Trinidad. In Janaki N. and Mary E J. (Ed.). *A Question of Silence: The Sexual Economies of Modern India* (pp-111-138). London: Zed Books.
- Parekh, B. et al. (2003). *Culture and Economy in Indian Diaspora*. New York: Routledge.
- Rutten, M. and Patel, P. J (2007). Contested Family Relations and Government Policy: Linkages between Patel Migrants in Britain and India. In Gisbert O. (Ed.). *Global Indian Diasporas: Exploring Trajectories of Migration and Theory*. Amsterdam: Amsterdam University Press
- *Sociological Bulletin*. (1989). Special No. on “Indians abroad” (Guest ed.: S.L.Sharma) 38 (1).
- Sassen, S. (1998). *Globalisation and its Discontents*, New York: The New Press
- Tinker, H. (1993) (2nd edition). *A New System of Slavery: The Export of Indian Labour Overseas, 1830-1920*. London: Hansib Publishing Limited.
- Varadarajan, L. (2010). *The Domestic Abroad: The Diasporas in International Relations*. New Delhi: Oxford University Press.
- Vertovec, S. (ed.). (1991). *Aspects of the South Asian Diaspora*. New Delhi: Oxford University Press.

ADDITIONAL READINGS

- Dabydeen, D. and Brinsley S. (eds.): 1996. *Across the dark waters: Ethnicity and Indian identity in the Caribbean*. London and Basingstoke: Macmillan Education.

- Klass, M. (1991). *Singing with Sai Baba: The politics of revitalization in Trinidad*. Boulder, Colorado: Westview Press.
- Rayaprol, A. (2005). Being American: Learning to be Indian: Gender and Generation in the context of Transnational Migration. In Meenakshi T. (ed). *Transnational Migration and Politics of Identity*, New Delhi: Sage.

COURSE NO**COURSE TITLE****CREDIT****SOC-522****ENTREPRENEURSHIP AND DEVELOPMENT (OPTIONAL)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of sociology/social sciences		
<i>Course Objective:</i> This course will familiarize students with the concepts and theories of entrepreneurship. With the main focus on the perspective that “an entrepreneur as an agent of social change”. It hopes to motivate students to initiate entrepreneurial activities.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Provide a conceptual framework in understanding Entrepreneurship and develop a historical perspective about Indian entrepreneurship.
Unit-II	LO2	Know about theories and approach in understanding entrepreneurship.
Unit-III	LO3	Analyze the relationship of entrepreneurship with other social institutions. Understand the role of different communities such as women, youth and the role of Diaspora in entrepreneurship.
Unit-IV	LO4	Explain the contemporary situation of Entrepreneurship in India and role of the state and other organizational interventions for entrepreneurship development in India.
Unit-V	LO5	Evaluate entrepreneurial performance, by critically analyzing the implementation strategies for handling challenges and getting training in managing new venture.

Didactics: Lectures and assignments**Evaluation:** a mid semester exam: 20 %; a book/article review / field exposure: 20%, class participation : 10%, and end semester exam: 50%**Unit-I : Ten Hours****Key Concept of Entrepreneurship:**

- A) Enterprise, Entrepreneur and Entrepreneurship
- B) History of Indian entrepreneurship
- C) Characteristics and types of Entrepreneur
- D) New generations of entrepreneurship viz. Social Entrepreneurship, Corporate Entrepreneurship, Rural Entrepreneurship, Agripreneurship, Edupreneurship, Health entrepreneurship, Tourism entrepreneurship, Women entrepreneurship etc.

Unit-II Ten Hours**Theories and Approaches:**

- A) Organizational theories: Gandhian, Marxian, Weberian, Neo-Weberian, Durkheim, Karl Polanyi, Parsons, FW Taylor, Herzberg, McGregor, Maslow.

- B) Entrepreneurship Theories: Joseph Schumpeter- Types of Entrepreneurship, and David C. McClelland- Training for Entrepreneurial Motivation
- C) Interdisciplinary approach- Sociological, cultural, political, economic, cognitive and behavioural approach

Unit-III : Fifteen Hours

Social Structure and Entrepreneurship

- A) Entrepreneurship and Social Institution: Demography; Family, Economy, Religion, Class, Caste, Race, and Ethnicity and Cluster approach
- B) Community based Entrepreneurship, Cultural Entrepreneurship, Regional Entrepreneurship, International Entrepreneurs: Diaspora and Immigrant Entrepreneurship
- C) Entrepreneurship among Marginal Groups: Scheduled Castes, Scheduled Tribes, Minority and Other Backward Classes
- D) Women Entrepreneurship and Youth Entrepreneurship

Unit-IV : Fifteen Hours

Entrepreneurship in India:

- A) Entrepreneurship Framework / Conditions in India: Market openness, non- market forces, institutions and social network, physical infrastructure, cultural and social norms
- B) Emerging entrepreneurial Ecosystem and Ease of doing business. IPR and Legal Challenges.
Problems of entrepreneurs – Reasons ,Sickness, and Remedies - Incentives and subsidies
- C) State intervention, Organization assistance and Support Institutions for Entrepreneurship Development – Industrial and Development Corporation, SIBDI, MSME, Khadi and village Industries, Industrial park, Special Economic Zone
- D) Emerging Issues: BRICS Nations, ASEAN, Globalisation and entrepreneurship, tradition, culture and entrepreneurship

Unit-V : Ten Hours

Evaluating Entrepreneurial Performance

- A) Implementation Strategies: Crisis and Challenges in Managing New Venture
- B) Creativity, innovation, invention in new venture
- C) Training - in MSME's, vocational, soft skill, IT and computer and banking and finance training etc.
- D) Entrepreneurship an Implication for Social Change -Social Entrepreneurship (Arvind Eye Care, Ashoka Foundation, AjimPremji Foundation, Bill and Melinda Foundation, Jaipur Foot, Akshaya Patra, SEWA, Teach India, Micro-finance Institutions, Sulabh International etc.)

ESSENTIAL READINGS

Awasthi, D.N. and Sabastian, J. (1996). Evaluation of Entrepreneurship Development. New Delhi. Sage.

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Gupta, A. (1994). Indian Entrepreneurial Culture: Its many paradoxes. New Delhi: Wishwa Prakashan.

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Kumar, A. (2012). Entrepreneurship. Delhi. India, Pearson.

Kuratko D. F. and Rao, T. V. (2016). Entrepreneurship: A South-Asian Perspective. Cengage Learning.

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Neil Fligstein and Luke Dauter. 2007. "The Sociology of Markets." *Annual Review of Sociology* 33: 105-128

Patil, B.S. (2007). Social Entrepreneurship. AIP Publications.

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Sharda S. Nandran and Samson J. Karek (2006) The spirit of Entrepreneurship. New York, Springer Inc.

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Zolton J. ACS & David Audxtsch, (2014), Hand book of Entrepreneurship Research, New York:Springer Inc.

ADDITIONAL READINGS

Alka, S. (2005). Women's *Self Help Groups*: Findings from a. Study in Four Indian States. Social Change. Vol. 35. No. 2. June 2005

Bal, G. (1998). 'Communities and Culture in Entrepreneurship Development in India'. The Journal of Entrepreneurship, 7, (2).

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Boulton, C. and Turner, P. (2009). Mastering Business in Asia: Entrepreneurship. New Delhi. Wiley-India.

Chole, R. R., Kapse, P. S., & Deshmukh, P. R. (2012) Entrepreneurship Development and Communication Skills, Scientific Publishers.

EDII Manuals for Business Idea Generation and Business Plan Preparation.

Hoggatt, J. P., Shank, J. A., & Smith, J. R. (2018) Century 21 Computer Skills and Applications, Cengage Learning.

Honour, T.F. and Mainwaring, R.M. (1982). Business and Sociology. London: Croom Helm.

John Bessant, Joe Tidd, (2012) "Innovation and Entrepreneurship", 2e, Wiley India Private Limited

Judge, P.S. and Bal, G. (2009). Mapping Dalits. Jaipur: Rawat Publications. Pp.149-181.

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Light, P. C. (2008). The Search for Social Entrepreneurship. Washington, DC: Brooking Institution Press.

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- Poornima M. Charantimath (2014). Entrepreneurship Development and Small Business Enterprises, 2e, Pearson
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- Tripathi, D. and Juman J. (2007). The Concise Oxford History of Indian Business. New Delhi. Oxford University Press.
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COURSE NO	COURSE TITLE	CREDIT
SOC 524	Corporate Social Responsibility (Optional)	4

Pre-requisites for the Course: Students should have basic knowledge of Social Sciences

Course Objective: This course will help students in getting acquainted with the concepts and context of Corporate Social Responsibility. Students will also gain knowledge about CSR, social audit for understanding social change.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand concept of Corporate Social Responsibility. Know history and evolution of CSR at both international level and in Indian context.
Unit-II	LO2	Learn CSR Frameworks in India, legal provisions and specifications. Issues in Indian Economy, Corporate Governance and CSR in social development.
Unit-III	LO3	Design CSR policy and programmes, manage CSR in an organization and understand role of civil society.
Unit-IV	LO4	Understand implementation of CSR through Case Studies. Learn Social Impact Assessment and CSR Audit. Success and failure of CSR initiatives.

Method of Teaching: Lectures, case studies, Seminars, Tutorials and Guest Speakers.
The assessment would be on a continuous basis.

Evaluation: a mid semester exam: 20 %; a book/article review / field exposure: 20%,
class participation : 10%, and end semester exam: 50%

Course Content

Unit I (10 hours)

Concept and Context

- A) Corporate Social Responsibility – Concept and significance
- B) History and Evolution of CSR - International Frameworks and Indian context - a moral and a rational argument for CSR
- C) Strategic context of CSR – Carroll’s Model of CSR (Pyramid of CSR)
- D) Globalization and CSR

Unit II (15 hours)

- A) Issues in Indian Economy and Social Development

- B) Government Expectations, Roles and Responsibilities
- C) Indian CSR Framework (Pre Companies Bill 2012), Companies Act 2013
- D) CSR in India: Legal provisions and specifications on CSR
- E) Stakeholders and perspectives - interest Groups Related to CSR
- F) Corporate Governance and CSR

Unit III (15 hours)

- A) Designing a CSR policy, projects and programmes and Factors influencing CSR policy
- B) Global Recognitions of CSR formulated by UN Global Compact – UNDP, Global Reporting Initiative.
- C) Managing CSR in an organization, Role of HR Professionals in CSR,
- D) Role of Civil Society

Unit IV (20 hours)

- A) Implementing CSR – CSR in the marketplace, CSR in the workplace, CSR in the community and, CSR in the ecological environment
- B) Case Studies: Lifebuoy Soaps' Swasthya Chetna, ITC's e-Choupal venture, Titan Industries Limited, Tata Power, TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai
- C) Social Impact Assessment and CSR Audit – social medicine and community health, education, environment, leadership, women empowerment, rehabilitation of disability, communication, sustainable Development etc.
- D) Success and failure with CSR initiatives – CSR Awards in India – Role of Social Entrepreneurs and social workers in CSR

Readings

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Kumar, S. V. (2017). Corporate social responsibility in India: an over view. *Journal of Asian Business Management*, 9, 53-67.

Manchiraju, H., & Rajgopal, S. (2017). Does corporate social responsibility (CSR) create shareholder value? Evidence from the Indian Companies Act 2013. *Journal of Accounting Research*, 55(5), 1257-1300.

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Mukharjee, Amitava (2004) *Participatory Rural Appraisal- Methods and Applications in Rural Planning*, New Delhi : Concept Publishing Company.

Mukherjee, K. (2017). Mandated Corporate Social Responsibility (mCSR): Implications in Context of Legislation. In *International business strategy* (pp. 421-439). Palgrave Macmillan, London.

Murmura, F., & Bravi, L. (2020). Developing a Corporate Social Responsibility Strategy in India Using the SA 8000 Standard. *Sustainability*, 12(8), 3481.

Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad: ICFAI University Press.

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Sekhon, A. K., & Kathuria, L. M. (2019). Corporate Social Responsibility: A Case Study of Vardhman Textiles Limited in India. *MANTHAN: Journal of Commerce and Management*, 6(2), 105-121.

Singh, S., Holvoet, N., & Pandey, V. (2018). Bridging sustainability and corporate social responsibility: Culture of monitoring and evaluation of CSR initiatives in India. *Sustainability*, 10(7), 2353.

Subba, D., & Kumar, S. (2018). Employees' responses to corporate social responsibility: a study among the employees of banking industry in India. *Decision*, 45(4), 301-312.

Subramaniam, N., Kansal, M., & Babu, S. (2017). Governance of mandated corporate social responsibility: Evidence from Indian government-owned firms. *Journal of Business Ethics*, 143(3), 543-563.

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Werther, W. B. & Chandler, D. (2011). *Strategic corporate social responsibility*. Thousand Oaks, CA: Sage

Winkler MS, Krieger GR, Divall MJ, Cisse G, Wielga M, Singer BH, Tanner M, Utzinger J. (2013) Untapped potential of health impact assessment. *Bulletin of the World Health Organization* 91:298-305.

SEMESTER IV COURSES

COURSE NO	COURSE TITLE	CREDIT
SOC-551	SOCIAL EXCLUSION AND INCLUSIVE POLICY (CORE)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of sociology.		
<i>Course Objective:</i> This course introduces to the concept and context of social exclusion from diverse theoretical perspectives and methodological approaches. The course would familiarize students with the social structures, institutions, agencies and processes involved in the social exclusion and inclusion.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand histories and meanings of social exclusion. Learn conceptual and theoretical frameworks of social exclusion.
Unit-II	LO2	Learn tools and techniques for measuring levels and degrees of social exclusion
Unit-III	LO3	Contextualize of social exclusion at individual and collective level in all spheres of life.
Unit-IV	LO4	Explain social institutions and systems involved in social exclusionary practices.
Unit-V	LO5	Analyze the role of inclusive measures in creating social change and mobility.

Didactics: Lectures and assignments

Evaluation: a mid semester exam: 20 %; a book/article review: 20%, class participation : 10%, and end semester exam: 50%

UNIT: 1 :Ten Hours

Social Exclusion: Histories and Meanings, Concepts and Theories

- A) Discrimination, deprivation inequality, marginality and exclusion,
- B) Capabilities and Entitlements, Social Welfare and Wellbeing, Social Justice and Rights
- C) Thoretico-analytical framework for various issues

UNIT: 2 :Ten Hours

Methodology in Social Exclusion Studies

- A) Tools and Techniques
- B) Measurement: Levels and Degrees of Social Exclusion

UNIT: 3 :Ten Hours

Contextulisation of Social Exclusion

- A) Individual and Collectivity
- B) Socio-cultural Economic Political Spheres

UNIT: 4 :Fifteen Hours

Institution and System of Social Exclusion

Caste, Tribe, Class, Race, Religion, Ethnicity, Minority, Gender variance, disability, region.

UNIT : 5 Fifteen Hours

From Exclusion to Inclusion: Critiques

A) Role of Social Movements, Civil Society, State- Legislations, Policies and Programmes

B) Emergence of Inclusive society: Participation in Societal Spheres

C) Change and Mobility

ESSENTIAL READINGS

Bryne, D. (2006). *Social Exclusion*. London. Open University Press

Chakravarti, U. (2006). *Gendering Caste Through a Feminist Lens*. Calcutta. Stree

Chandhok, N. (1999). *Beyond Secularism: The Rights of Religious Minorities*. New Delhi. Oxford University Press

De Haan, Arjan and Nayak, Pulin (1995). *Social Exclusion and South Asia*. Discussion Paper 77. Geneva, International Institute of Labour Studies.

Estivill, J. (2003) *Concepts and Strategies for Combating Social Exclusion: An Overview*. International Labour Organisation.

Foucault, Michel (2006). *History, Inequality, Exclusion: New Approaches to Theory and Practice – Pauvretes, Inegalites, Exclusions: renouveau des approches theoriques et des pratiques Sociales*. Geneva, ILO.

Gore, Charles, Jose B. Figueiredo and Gerry Rodgers (1996) *Social Exclusion and Anti-Poverty Strategy*. International Institute for Labour Studies. Geneva, International Labour Organization.

Hills, J., Le Grand, J. and Piachaud, D. eds. (2002). *Understanding Social Exclusion*. Oxford. Oxford University Press

Jenkins, Robert (2006). *Social Exclusion of Scheduled Caste Children from Primary Education in India*. New Delhi, UNICEF India.

K. Mohanty (2006). *Encyclopedia of Scheduled Tribes in India*. New Delhi

Lal, A.K., eds., (2003). *Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak*. New Delhi. Concept

Madan, T.N (ed). (1995). *Muslim Communities of South Asia; Culture, Society, and Power*, Delhi, Manohar.

Nambissan, G. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Working Paper Series, Indian Institute of Dalit Studies and UNICEF

Omvedt, G. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi. Sage Publications

Oommen, T. K. (2014). *Social Inclusion in Independent India: Dimensions and Approaches*. New Delhi, Orient Blackswan.

Ram, N. (2008). *Dalits in Contemporary India (Vol 1)*. New Delhi. Siddhant Publication.

Ram, N. (2008). *Encyclopedia of Scheduled Castes, Vol.1*. New Delhi. Gyan Publication

Ramiah, A. (2007). *Laws for Dalit rights and Dignity: Experiences and responses from Tamil Nadu*. Jaipur. Rawat Publication

Sen, A. (2007). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi. Critical Quest

Sen, Amartya (1973), "Poverty, inequality and unemployment: Some conceptual issues in measurement". *Economic and Political Weekly*, Special number.

Sen, Amartya (1977) "Starvation and Exchange Entitlements: A general Approach and its Implications to the Great Bengal Famine". *Cambridge Journal of Economics*, Vol. 1, No.1.

Singh K.S., ed., (1982). *Tribal Movements in India*. Delhi. Manohar.

Thorat S. and Kumar, N. (2008), *B. R. Ambedkar's Perspectives on Social Exclusion and Inclusive Policies*. New Delhi. Oxford University Press.

Varma, H.S., eds., (2005). *The OBCs and the Dynamics of Social Exclusion in India*. New Delhi. Serials

ADDITIONAL READINGS

Abrams, Dominic, eds. (2004). *Social Psychology of Inclusion and Exclusion*. New York. Psychology Press,

Appasamy, P., Guhan, S., Hema, R., (et al) (1996). 'Social Exclusion from a Welfare Rights Perspective in India'. International Institute for Labour Studies and United Nations Development Programme, Research Series. 106, Geneva: ILO Publications

Atkinson, A. B. (1998) 'Social Exclusion, Poverty and Unemployment' in J. Hills, eds. *Exclusion, Employment and Opportunity*, London: Centre for Analysis of Social Exclusion (CASE). London School of Economics

Brass, P. R. (1991). *Ethnicity and Nationalism: Theory and Comparison*. New Delhi. Sage

Furber-Haimendorf, (1982). *Tribes of India*. Delhi. Oxford, Christoph von.

Galanter, M. (1984). *Competing Equalities : Law and the Backward Classes in India*. New Delhi. Oxford. (Parts I & II).

Hasan, M. and Asnuddin, M. (2000). ed., *The Stories Of Muslim Lives in India*. New Delhi. Oxford University Press

Jackson, C. (1999). 'Social Exclusion and Gender: Does One Size Fit All?'. *The European Journal of Development Research*, 11(1)

Jogdand, P.G. and Michael, S.M. (2003). (Eds.), *Globalization and Social Movements – Struggle for Humane Society*. New Delhi and Jaipur. Rawat Publications.

Kabeer, N. (2000). 'Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework'. *IDS Bulletin*, Brighton: Institute of Development Studies, 31(4)

Mandelsohn, O. and Vicziany, M. (1998). *The Untouchables: Subordination, Poverty and the state in Modern India*. Cambridge. Cambridge University Press.

Percy-Smith, J., (ed) (2000). *Policy Responses to Social Exclusion Towards Inclusion?*. Buckingham. Open University Press,

Rodgers, G., Gore, C. and José, B. F., eds., (1995). *Social Exclusion - Rhetoric, Reality, Responses*. International Institute for Labour Studies and United Nations Development Programme. Geneva. International Labour Organization

Sheth, D. L., (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies'. *Occasional Paper*, New York. UNDP, Human Development Report Office

Silver, H. (1994). 'Social Exclusion and Social Solidarity: Three Paradigms'. *International Labour Review*, 133 (5-6).

Course No**Course Title****Credit****SOC-553****Urban Sociology (Core)****4**

Pre-requisites for the Course: Students should have basic knowledge of Sociology/Social Sciences

Objectives of the Course: Urban Sociology is as old as Sociology itself. Encountering modernity in the form of city gave rise to one of the major fields of studies within Sociology. Modern city and the scale of urbanization of the modern times do not have any precedents in the history. Understanding social life and relationships in the urbanizing world, viewing the city as part of systems of production like viz., capitalism, the changing nature of forms of urban life (in terms evolving city in last 200 years viz., differences between modern city of 19th century is markedly different from the 20th century though with certain continuities), the social processes which shape the city and so on, are significant. This paper would address the spatial-turn in sociology. The paper introduces various theoretical perspectives which have been evolving for more than hundred years.

Learning Outcomes: The course of Urban Sociology equips students with wide-ranging conceptual resources to understand the rapidly changing world. Rapidly Urbanizing world poses theoretical and methodological challenges for systematic understanding. Urban Sociology presents to the students not only theoretical resources, but also wide array of empirical resources which are global in nature. Thus giving exposure to cross-cultural understanding of urban societies. Urbanizing societies are synonymous with modernizing societies, the pace of changes in these societies are propelled by technologies and globalization. This paper exposes students to understand the rapid changes in the economy, politics, technologies and society. The course enables the students to understand the social systems in flux caught in the welter of technologies and globalization.

Unit I	LO1	This unit helps students to understand the different theoretical perspectives of urban phenomenon.
Unit II	LO2	This unit helps students to understand the conceptualizations of New Urban Sociology
Unit III	LO3	This unit helps students to understand the Post-modern approaches to Urban phenomena.
Unit IV	LO4	This unit helps students to understand the conceptualizations of role of Globalization and Technologies in determining the urban phenomena.
Unit V	LO5	This unit helps students to understand the conceptualizations of social stratification and marginality in the urban systems.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, writing assignments and examination-

- two internal assessments which consists of review of book/articles, discussion and presentations (20%), participation in the class (10%) and a written mid-term examination (20%).

- and the End Semester final examination (50 percent marks).

Unit I: Classical Urban Sociology- Approaches to Urban Phenomena (10 Hours)

- a) Marxian
- b) Weberian
- c) Socio-psychological
- d) Cultural
- e) Chicago/Ecological approach
- f) New Urban Sociology- Debates on Urban, Urbanization, Space, Stratification, the World and People

Unit II: Neo-Marxian and Neo-Weberian approaches: (20 hours)

- a) Urbanism and Urban Culture as ideological formulation- The myth of Urban
- b) Historical Processes of Urban Phenomena
- c) Formation of Metropolitan Regions
- d) Articulation of Urban System as form of Capitalist Formation
- e) Collective Consumption
- f) Built Environment and Overaccumulation Crisis- Primary and Secondary Circuits of Capital
- g) Debates on Space
- h) Time, Space and Money
- i) Authority, Bureaucracy and Managerialism
- j) Social Structure, Spatial Structure and Inequalities in the City
- k) Communities and Conflicts in the City
- l) Place and Socio-Political Identification
- m) Urban Participation and Social Order

Unit III: Eclectic Socio-spatial Approaches to City (10 Hours)

- a) Dialectics of Space: Production of Space and the Social Space
- b) Right to the City
- c) Social Production of Urban Space: Socio-Spatial Perspective
- d) Trialectics of Space

Unit IV: Globalization and Cities (10 Hours)

- a) Urban Sociology in the Context of Globalization
- b) Command and Control Functions of the Global Cities
- c) Globalization and Urbanization in the Developing World

- d) Globalization and Reconfiguration of Urban regions: Cities and Communities in the global Context
- e) Network Urban Society: Informational Mode of Development and the City

Unit V: Urban Marginality (10 Hours)

- a) Marginal Spaces: Slums, Shantytowns, Ghetto, etc., Definitions, Typologies and Conceptualizations, Global Census of Slums
- b) Spaces of Hope and Despair
- c) Civic Bodies- Space of Difference and Indifference
- d) Tools to Rethinking Marginality: Violence From Below- Deproletarianization, Relegation and Stigmatization, Political Alienation and Mechanisms of Penalization, Challenges to Citizenship
- e) Laissez Faire State and Advancing Marginality

Essential Readings:

Champion, T. and Hugo, G. (ed), (2004). *New Forms of Urbanization- Beyond the Urban-Rural Dichotomy*. Aldershot: Ashgate Publishing Limited.

Clark, D. (1996). *Urban World/Global City*. London/New York: Routledge.

Davis, M. (2006). *Planet of Slums*. London/New York: Verso.

Desai, A. R. & Pillai S, D.(eds.) (1991). *Slums and Urbanization*. Popular Prakashan: Bombay.

Gottdiener, M. & Budd, L. (2005). *Key Concepts in Urban Studies*. London/Thousand Oaks, and New Delhi: Sage Publications.

Gottdiener, M. & Hutchinson, R. (2011). *The New Urban Sociology*. Boulder: Westview Press.

Heitzman, J. (2004). *Network City: Planning the Information Society in Bangalore*. Delhi: Oxford University Press.

Hust, E. & Mann, M. (eds.) (2005). *Urbanization and Governance in India*. New Delhi: Manohar.

Hutchison, R. (ed.) (2010). *Encyclopedia of Urban Studies*. London/New Delhi/Washington DC/Singapore/Los Angeles: Sage Publications.

Katznelson, I. (1993). *Marxism and the City*. Oxford: Clarendon Press.

Kleniewski, N. (ed.) 2005. *Cities and Society*. Massachusetts/Oxford: Blackwell Publishing.

Lefebvre, H. (Eleonore Kofman & Elizabeth Lebas, eds.) (1996). *Writings on Cities*. Massachusetts/Blackwell Publishers.

- LeGates, R. T. & Stout, F. (Eds.) (1996). *The City Reader*. London/New York: Routledge.
- Nair, J. (2005). *The Promise of the Metropolis: Bangalore's Twentieth Century*. Delhi: Oxford University Press.
- Pacione, M. (ed.) (2002). *The City: Critical Concepts in the Social Sciences*. New York/London: Routledge (Vols. I-V).
- Paddison, R. (ed.) (2001). *Handbook of Urban Studies*. London/Thousand Oaks/New Delhi: Sage Publications.
- Pahl, R. E. (ed.) (1968). *Readings in Urban Sociology*. Oxford/New York: Pergamon Press.
- Parker, S. (2004) *Urban Theory and the Urban Experience: Encountering the City* London/New York: Routledge.
- Patel, S. & Deb, K. (eds.) (2006). *Urban Studies*. Delhi: OUP.
- Rex, J. & Moore, R. (1973). *Race, Community and Conflict: A Study of Sparkbrook*. London/New York: Oxford University Press.
- Roy, A. & Ong, A. (eds.) (2011). *Asian Experiments and the Art of Being Global*. West Sussex: Wiley-Blackwell.
- Saunders, P. (1981). *Social Theory and the Urban Question*. London: Hutchinson & Co.
- Savage, M. & Warde, A. (1993). *Urban Sociology, Capitalism and Modernity*. Hampshire/London: The Macmillan Press Ltd.
- Sennett, R. (ed.), 1969, *Classic Essays on The Culture of Cities*. New York: Appleton-Century-Crofts.
- Sennett, R. (1994). *Flesh and Stone: The Body and the City in Western Civilization*. New York/London: W. W. Norton & Company.
- Wacquant, L. (2008). *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Cambridge/Massachusetts: Polity.

Additional Readings:

- Castells, M. (1974). Theory and Ideology in Urban Sociology. In *Urban Sociology: Critical Essays*. Ed. C. G. Pickvance. London:Tavistock.
- Castells, M. (1977). *The Urban Question: A Marxist Approach*. London: Edward Arnold.
- Castells, M. (1978). *City, Class and Power*. New York: Macmillan.

- Castells, M. (1996). *The Informational City: Information Technologies, Economic Restructuring, and the Urban-Regional Process*. Oxford/Massachusetts: Blackwell Publishers.
- Gottdiener, M. (1994). *The Social Production of Urban Space*. Austin: University of Texas Press.
- Harvey, D. (1985). *Consciousness and the Urban Experience*. Oxford: Basil Blackwell.
- Harvey, D. (1985). *The Urbanization of Capital*. Oxford: Basil Blackwell.
- Harvey, D. (2009) *Social Justice and the City-Revised Edition*, Athens: The University of Georgia Press.
- Lefebvre, H. (1991). *The Production of Space*. Oxford/Cambridge. Mass: Blackwell.
- Sassen, S. (1991). *The Global City: London, New York, and Tokyo*. New Jersey/Oxford: Princeton University Press.
- Sassen, S. (2000). New Frontiers Facing Urban Sociology at The Millennium. *The British Journal of Sociology*, Jan/Mar.Vol.51, Issue No. 1.
- Soja, E. (1989). *Postmodern Geographies: the Reassertion of Space in Critical Social Theory*. London: Verso.

COURSE NO.**COURSE TITLE****CREDIT****SOC-571****Tribal Studies in India (Optional)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Sciences		
<i>Course Objective:</i> This paper/course offers insights into tribal lifeways and life-worlds. The course provides an exploration of the meanings of the concept tribe and the context in which the term is understood and used in Indian context. The important aspects of the social, cultural, economic and political life of the tribals are also examined. The issues and problems concerning tribals and their collective mobilizations– both during the colonial and post-independent period – are also examined. The diverse approaches to tribal welfare, constitutional safeguards, and the role of the state and NGOs in shaping tribal development are also explored.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts that are fundamental in tribal studies
Unit-II	LO2	Explain the fundamental characteristics of tribes in terms of their geographical distribution, racial classifications and socio-economic conditions
Unit-III	LO3	Explain the various socio-economic problems of tribal communities
Unit-IV	LO4	Differentiate the various tribal movements in India both during colonial and post-colonial period
Unit-V	LO5	Understand the various approaches to tribal development and the measures adopted by the Indian state for tribal development

Note: LO- Learning Outcome

Evaluation:**The Breakup of marks:**

- Class Participation/attendance: 10%
- Assignment/Presentations: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit - 1 Introduction**10 Hours**

Importance of Tribal Studies; Tribe: Meaning, Nature, Scope; Tribe, Ethnicity, Caste, Race and Tribe; Concept of Tribe in Indian Context; Adivasi/Tribes as Indigenous Peoples

Unit-2 Tribes in India**10 Hours**

Classification of Tribes: Racial, Linguistic Affiliation, Economy, Geographical Distribution; Denotified Tribe and Nomadic Tribe; Vulnerable Tribal Groups; Tribal Institutions: Marriage, Kinship, Religion; Features of Tribal Economy; Traditional Political Structure; Customary Laws; Indigenous Knowledge, Intellectual Property Rights; Social Change among Tribals; Social Differentiation among Tribes

Unit-3 Tribal Problems in India 10 Hours

Problems of Land Alienation and Agriculture; Social and Economic Backwardness; Illiteracy; Indebtedness; Social Backwardness; Tribes and Forest Interaction; Exploitation of Natural Resources and Tribes

Unit 4 Tribal Movements in India 15 Hours

Tribal Consciousness and Collective Mobilisations: Pre-Independence and Post-Independence India; Tribal Anti-Colonial Movements; Religious and Social Reform Movements; Sub-nationalist movements; insurgency movements; Movements around issues of forests rights, environment, development and displacements.

Unit 5 State Policy, Tribal Welfare and Development 15 Hours

Pre-Independence and post-Independence approaches to tribal development: isolationist, assimilationist, and integrationist; Constitutional /Safeguards and Provisions; Tribal Development Programmes; Affirmative Action Programmes in Education and Jobs; National Commission for Scheduled Tribes; Role of Missionaries and voluntary organizations.

Essential Readings:

Bose, A, Nangbri, T. & Kumar, N. (eds.) (1990). *Tribal Demography and Development in North-East India*. New Delhi: B. R. Publishing.

Baviskar, A. (1995): *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*. Delhi: Oxford University Press.

Burman, B. K. R. (1994). *Indigenous and tribal peoples: Gathering mist and new horizon*. New Delhi: Mittal Publications.

Doshi, S. L. (1997). *Emerging Tribal Image*. Jaipur: Rawat Publications.

Devy, G.N. (2009). *The Oxford India Elwin*. New Delhi: Oxford University Press

Furer-Haimendorf, C.V. (1991). *Tribes of India: Struggles for Survival*. New Delhi: Oxford University Press.

Ghurye, G.S. (1963). *The Scheduled Tribes*. Bombay: Popular Prakashan.

Hardiman, D. (1987). *The Coming of the Devi: Adivasi Assertion in Western India*. Delhi: Oxford University Press.

Kumar, D. B., Pfeffer, G. (2002). *Contemporary Society Tribal Studies: The Concept of Tribal Society*. New Delhi: Concept Publishing House.

Mehta, P.L. (1991). *Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect*. New Delhi: H.K Publishers.

Meena, R. (2007). Urban Denotified Tribes: Competing Identities, Contested Citizenship. *Economic and Political Weekly*, 42, no. 59-64.

Nathan, D. & Xaxa, V. (2015). *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press.

Singh, K.P. (1988). *Tribal Development in India*. New Delhi: Uppal, 1988.

Singh, K.S. (ed.). (1972). *Tribal Situation in India*. Shimla: Indian Institute of Advanced Study.

Singh, K.S. (1982). *Tribal Movements in India Vol. I & II*. New Delhi: Manohar Publishers.

Singh, K.S. (ed.). (1982). *Economies of Tribes and their Transformation*. New Delhi: Concept Publishing House.

Singh, K.S. (ed.). (1998). *Tribal Society in India: A Historical Approach*. New Delhi: Manohar Publishers.

Singh, K. S. (1994). *The Scheduled Tribes, People of India*. New Delhi: Oxford University Press.

Singh, K. S. *The Scheduled Tribes, People of India*, National series, Vol. III, (New Delhi: Oxford University Press, 1994).

Upreti, H.C. (2007). *Indian Tribes: Then and Now*. Jaipur: Pointer Publishers.

Xaxa, V. (2005). The Politics of Language, Religion and Identity: Tribes in India, *Economic and Political Weekly*, 40, no. 13, 1363-1370.

Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-colonial India*. New Delhi: Pearson Education.

Additional Readings:

Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press.

Baviskar, A. (2004). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Chaube, S. (1999). *Hill Politics in North-East India*. Delhi: Orient Longman.

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COURSE NO**SOC- 573****COURSE TITLE****Sociology of Environment (Optional)****CREDIT****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of social sciences.		
<i>Course Objective:</i> The course attempts to help students understand key issues, perspectives and debates in sociology of environment. It tries to interrogate the responses and responsibilities of state, international agencies and civil society towards environmental issues. The course hopes to enable students to critically analyze inter-linkages of environment with other social and economic issues.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts in environmental sociology and track the history of modern environmentalism.
Unit-II	LO2	Track the key debates in environmental sociology concerning environment, development, sustainability and climate change.
Unit-III	LO3	Get a broader view about major environmental issues concerning land, forest, water, food, air and tourism.
Unit-IV	LO4	Provide a comprehensive perspective on diverse theoretical approaches to study environment.
Unit-V	LO5	Explain diverse environmental movements at national and international level, their interventions; and the formulation of environmental laws and policies.

Note: LO- Learning Outcome

Didactics: Lectures, Book Review/article review, Documentary screening.

Evaluation: Mid-semester examination (20%), Assignment/Seminar presentation (20%), Class participation (10%) and End semester examination (50%).

Unit –I- Basic Concepts of in Environmental Sociology and tracing its history (12 Hours)

- a) Basic Concepts: Changing Human Environment Relationship, Ecosystem, Human Ecology, Political Ecology, Sustainability.
- b) Modern Environmentalism:
 - i) Origin of Modern Environmentalism
 - ii) New Paradigm of Environmentalism of Sixties
 - iii) Environmentalism as a Part of Larger Social Critique

Unit-II- Key Debates in environmental sociology: (10 Hours)

- a) Environment and Development Debate
- b) Population and Sustainability Debate
- c) Climate Change

Unit-III- Major Environmental Issues (13 Hours)

- a) Land (Green Revolution, shrinking of the commons and its effects on poor, SEZ and its impact on people)
- b) Forest (Colonial forest policy, mining, forest and industrial growth, monoculture, rights over forest resources)
- c) Water (unequal distribution of water, depletion of water, big dams),
- d) Food (Genetically modified food)
- e) Air
- f) Tourism

Unit IV- Approaches to Study Environment: (15)

- a) Gandhian
- b) Ecological Marxism
- c) Social Constructionism
- d) Realism
- e) Appropriate Technology
- f) Deep Ecology
- g) Ecofeminism
- h) Caste Perspective

Unit V- Environment Movements, State and International Agencies: (10)

- a) Transnational organization and unequal ecological exchange
- b) Environment Movements in India: Chipko, Narmada Bachao Andolan, Silent Vally, Save Western ghats, POSCO, Niyamgiri
- c) Environmental NGOs and civil society
- d) Environmental Laws and State policies

Essential Readings:

Baviskar, A. (2005). *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Vally*, New Delhi: OUP.

Agarwal, B. (2001). Participatory Exclusions, Community Forestry and Gender: An analysis of South Asia and a Conceptual Framework, *World Development*, Vol-29 (10): 1623-1648.

Agarwal, Bina (2010). *Gender and Green Governance: Political Economy of Women's Presence Within and Beyond Community Forestry*. Oxford University Press.

Breitmeier, H. and Rittberger, V. (2000). Environmental NGOs in an emerging global civil society, in P.S Chasek (ed) *The Global Environment in the Twenty First Century*:

Prospects for International Cooperation. New York: United Nations University Press. Pp-130-163.

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Catton, W. R. JR. (1994). Foundations of Human Ecology, *Sociological Perspectives*, 37 (1): 75-95.

Foster, J.B. (1995). Marx and Ecology, *Monthly Review*, Vol. 47: 108-124.

Gottlieb, R. (2005). *The Transformation of the American Environment Movement*, Washington DC: Island Press.

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Laska, S.B. (1993). Environmental Sociology and the State of Discipline. *Social Forces*, 72 (1): 1-17.

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Merchant, C. (2014). *Earthcare: Women and the Environment*, Routledge.

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Omvedt, G. (1995). *Dalit Visions: Anti-Caste Movement and the Construction of an Indian Identity*. Hyderabad: Orient Longman.

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Redclift, M. R and Woodgate, G. (2010): *The International Handbook of Environmental Sociology*, Edward Elgar Publishing Limited.

Rice, J. (2009). The Transnational Organization of Production and Uneven Environmental Degradation and Change in the World Economy, *International Journal of Comparative Sociology*, Vol-50 (3-4): 215-236.

Roberts T.J and B.C. (2009). Ecologically Unequal Exchange, Ecological Debt and Climate Justice: The History and Implications of Three Related Ideas for a New Social Movement. *International Journal of Comparative Sociology*, Vol-50 (3-4): 385-409.

Sanjay Upadhyay and Videh Upadhyay (2002), 'Handbook on Environmental Law: Forest Laws, Wild Life Laws and the Environment', Volume 1, New Delhi: The LexisNexis Group of Companies.

Skaria, Ajay (2001). Hybrid Histories: Forests, Frontiers and Wildness in Western India. Oxford University Press.

Vandermeer, J. (1998). The Tragedy of the Commons: The Meaning and the Metaphor, *Science and Society*, Vol-60 (3): 290-306.

Wapner, P. (1996). *Environmental Activism and World Civic Politics*. Albany: SUNY Press.

Additional Readings:

Davis, M. 1998). *Ecology of Fear: Los Angeles and the Imagination of Disaster*. New York: Metropolitan Books.

Ehrlich, P. (1969). *The Population Bomb*. San Francisco: Sierra Club.

Foster, J. B. (1994). *The Vulnerable Planet: A Short Economic History of the Environment*. New York: Monthly Review Press.

Freudenberg, W. and Gramling, R. (1989). The Emergence of Environmental Sociology. *Sociological Inquiry*. Vol.59: 439-452.

Guha, R. (1994): *Social Ecology*, New Delhi: Oxford University Press.

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Karliner, J. (1997). *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club Books.

Merchant, C. (2005). *Radical Ecology: The Search for a Livable World*. Routledge.

Pathak, R.P (2004). Environmental Challenges and Gandhian Solution. *Indian Journal of Political Science*. Vol.65, No-3, Pp.367-376.

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COURSE NO	COURSE TITLE	CREDIT
SOC- 574	SOCIOLOGY OF HEALTH (Optional)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of social sciences.		
<i>Course Objective:</i> This course aims to provide various perspectives in understanding the relation between medicine, health, and development. The course is expected to offer a comprehensive picture of critical issues involved with health care.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the history of development of medicine in the Western world and develop a critical perspective in defining 'health'.
Unit-II	LO2	Get a broader perspective on diverse theoretical approaches in understanding health.
Unit-III	LO3	Explain about the way 'body' is conceived, theorized and normalized.
Unit-IV	LO4	Provide a comprehensive perspective on health care development in pre-independent India, the initial decades of post independent India and during neo-liberal era.
Unit-V	LO5	Analyze health policies and programmes introduced in India at different times, and the issues and concerns of the health movements.

Note: LO- Learning Outcome

Didactics: Lectures and Assignments

Evaluation: Semester end exam: 50%, Mid semester exam: 20%, Class Participation: 10 % and Assignment: 20%

COURSE OUTLINE:

Unit- I: 10 Hours

Biomedicine:

Defining Health- Social Model of Health, How Biomedicine Defines Health,

The History of Medicine in West- Bedside Medicine, Medicine in the Hospital, Medicine in the Community, Medicine in the Laboratory.

Unit -II: 15 Hours

Basic concepts and approaches in sociology and anthropology of health

Functionalist, Politico-economy, Feminist, Foucaultian and Caste perspectives

Conceptual distinction between Disease, Illness, and Sickness

Sickness Articulations – Suffering, Language of Pain and Metaphors.

Unit- III: 10 Hours

Body and Society

Social Body, Gendered body, Body-politics and 'embodiment',

Conceptualizing Ability-Disability-Impairment

Unit-IV: 15 Hours

Health care Development in India:

Medicine in pre-Independent India, Medical pluralism in India, Health care in Post-Independent India and neo-liberal era, Public Health Institutions, Privatisation of health care.

Unit –V:10 Hours

Health Policies, Programmes and Movements in India:

Health Policy Framework –Bhore Committee, Alma Ata Declaration, Specific Disease Programmes, People's health movement, National Health Policy, Drug Policies, Patents, Clinical Trials; Issues and Concerns during Covid-19 Pandemic.

ESEENTIAL READINGS

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- Arnold, D. (1993). *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth Century India*. Berkeley: University of California Press.
- Banerjee, D. (1996). Political Economy of Public Health in India. In M. D. G. and L. C. C. (ed) *Health, Poverty and Development in India* (Pp-295-314), New Delhi: Oxford University Press.
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- Blaxter, M. (2010). *Health: Key Concepts*. Cambridge: Polity Press.
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- Chowdhury, N. (2013). Clinical Trials: Private Actors in Public Regulation, *Economic and Political Weekly*, Vol. 48 (10).

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- Sontag, S. (1990). *Illness, and its Metaphors*. London: Penguin.
- Thapan, M. (ed) (1997): *Embodiment . Essays on Gender and Identity*. New Delhi: OUP. (Introduction & Chap.1).
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- Annandale, A. (2001): *The Sociology of Health and Medicine . A Critical Introduction*. Cambridge: Polity Press.
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- Hardiman, D. (2008). Healing, Medical Power and the Poor: Contests in Tribal India, *Economic and Political Weekly*, Vol. 42 (16)
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- Williams, S. J (2003). *Medicine and the Body*. New Delhi: Sage. Pp.1-27

F.No.:

Date: 04-09-2021

प्रति

सभी संकाय सदस्य,

CGLL,(SLL&CS) CUG.

विषय- निमंत्रण-सीजीएलएल (एसएलएल एंड सीएस) सीयूजी संकाय के सदस्यों की ऑनलाइन बैठक ४
सितंबर, २०२१ (शनिवार) दोपहर १.०० बजे निर्धारित है।

शुभ दिवस...

यहां से आपको बता दें कि सीजीएलएल, सीयूजी. CGLL,(SLL&CS) CUG.संकाय सदस्यों की बैठक 04 सितंबर, 2021 (शनिवार) को दोपहर 1.00 बजे ऑनलाइन निर्धारित है, इसलिए सभी मित्र ऑनलाइन शामिल होंगे।

❖ बैठककी कार्यसूची :

1. एम.ए. सेम-1 से सेम-4 के पाठ्यक्रम को मंजूरी देने हेतु।
2. पीएच.डी. पाठ्यक्रम प्रस्ताव को मंजूरी देने के संदर्भमें।
3. 'गुजराती भाषा परिचय पाठ्यक्रम' के पाठ्यक्रम के अनुमोदन के संदर्भमें।
4. गुजराती भाषा साहित्य केंद्र के एम.ए. सेम-1 से सेम-4 तक की परीक्षा पद्धति (पैटर्न) निर्धारित करने के संदर्भमें।
5. सेंटर फॉर गुजराती लैंग्वेज एंड लिटरेचर एम.ए. सेम-1 से सेम-4 तक की समय सारिणी निर्धारित करने के संबंध में।
6. गुजराती भाषा साहित्य केंद्र के पीएचडी पाठ्यक्रम कार्य की समय सारिणी निर्धारित करना।
7. गुजराती भाषा एवं साहित्य केंद्र में एम.ए. पदवी में प्रथम विद्यार्थी को 'कविश्री पिनाकिन ठाकोर स्वर्णपदक' प्रदान करने का मामला। उनके परिजनों से तीन लाख रुपये अनुदान के प्रस्ताव को मंजूरी देने के संदर्भमें।
8. 'कविश्री पिनाकिन ठाकोर मेमोरियल लेक्चर' के लिए अपने रिश्तेदारों से 1 लाख रुपये के अनुदान के प्रस्ताव को मंजूरी देने के संदर्भमें।
9. 'श्वेता मेहता स्मृति व्याख्यान' के लिए उनके संबंधियों से एक लाख अनुदान प्रस्ताव स्वीकृत करने के संदर्भमें।
10. 'श्री अंजु-नरसि व्याख्यान श्रंखला' के लिए उनके संबंधियों से एक लाख अनुदान के प्रस्ताव को स्वीकृत करने के संदर्भमें।

Thank you very much,

With regards,

Yours sincerely,

Prof. Rajesh Makwana

Professor & Chairperson

Central for Gujarati Language & Literature

Central University of Gujarat,

Sector-29, Gandhinagar, Gujarat, India-382030

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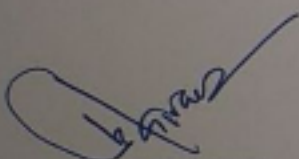
**ATTENDANCE SHEET
FACULTY MEETING**

Central of Gujarati Language & Literature

04 SPT ,2021 (saturday)

The meeting of faculty members of CGSL(SLL&CS) CUG is held on 04 september ,2021 Saturday at 1.00 p.m. The meeting was conducted in online mode.

Sr.	Name	Designation	Sign
1.	Prof.sanjivkumar dubay	Dean, SLL&CS	Digitally Present
2.	Prof.Dr.Rajesh Makawana	Professor & Chairperson (CGLL)	Digitally Present
3.	Dr.Ajaysinh Chauhan	Asso. Prof. (CGLL)	Digitally Present
4.	Dr. Deepak Bhatt	Assist. Prof. (CGLL)	Digitally Present
5.	Sangeeta Chaudhari	Assist. Prof. (CGLL)	Digitally Present
6.	Dr.Baldev Prajapati	Assist. Prof. (CGLL)	Digitally Present
7.	Dr.Pratibha Trivedi	Assist. Prof. (CGLL)	Digitally Present
8.	Prof.Bharat Pandya	Professor M.S Uni. Vadodara	Digitally Present
9.	Dr.Prashant patel	Asso. Prof. Children uni,Gandhinagar	Digitally Present


Dr. Rajesh Makawana

डा. राजेश मकवाना
Professor and Chairperson / प्रोफेसर एवं चेयरमैन
Centre for Gujarati Language and Literature
सेन्टर फॉर गुजराती लेन्ग्वेज एन्ड लिटरेचर
School of Language, Literature and Culture Studies
स्कूल ऑफ लेन्ग्वेज, लिटरेचर एन्ड कल्चर स्टडीज
Central University of Gujarat
गुजरात केंद्रीय विश्वविद्यालय
Gandhinagar/ગાંધીનગર



गुजरात केन्द्रीय विश्वविद्यालय
(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)
CENTRAL UNIVERSITY OF GUJARAT
(Established by an Act of Parliament of India, No 25 of 2009)

F. No: 55-38/2019-A&A/822

Date: 29.10.2021

Notification No: 86/AA-2021-22

As recommended by various Centre/School Board of Studies, the Academic Council in its 26th Meeting held on 27.09.2021 vide Resolution No. 24 has considered the revised syllabi of various programmes run by Schools/Centres and approved them. Hence, revised Syllabi of the following programmes are notified herewith for implementation. The revised approved syllabi of each programme is Annexed herewith.

Sr.No.	Faculty Name	Course / Programme
1.	Science	1. School of Chemical Sciences a. M.Sc. Chemical Sciences b. Ph.D. Chemical Sciences 2. School of Applied Material Sciences a. M.Sc. in Industrial Chemistry b. Ph.D. in Applied Chemistry 3. School of Life Sciences a. M.Sc. Life Sciences b. Ph. D. Life Sciences 4. School of Environment & Sustainable Development a. Ph.D. in Environment & Sustainable Development b. M.Sc. in Environmental Sciences
2.	Social Sciences & Humanities	1. School of Language Literature and Culture Studies a. M.A. in English b. M.A. in Gujarati c. Ph.D. in Gujarati 2. School of National Security Studies a. M.A. in Defence and Strategic Studies 3. School of Education a. Ph.D. in Education b. M.Ed.

This is issued with the approval of competent authority.


29.10.2021
Registrar

सेक्टर-29, गांधीनगर-382030, फोन नं - 07923977407, फेक्स-07923260076

Sector-29, Gandhinagar, Phone No. 07923977407, Fax-07923260076

Email: registrar@cug.ac.in website: www.cug.ac.in



गुजरात केन्द्रीय विश्वविद्यालय

(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)

CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

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- | | |
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| 1. All Deans/Chairpersons/Coordinators | 9. VC Secretariat |
| 2. Finance Officer (Offg.) | 10. DSW Office (Information for Students) |
| 3. Director IQAC | 11. Notification File |
| 4. All Faculty Members | 12. Guard File |
| 5. Controller of Examination (Offg.) | |
| 6. Deputy Registrars (Admin) | |
| 7. Assistant Registrars (Academic, Admin & Finance) | |
| 8. ICT Chairperson – with a request to upload it on University website | |

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Sector-29, Gandhinagar, Phone No. 07923977407, Fax-07923260076

Email: registrar@cusgu.ac.in website: www.cusgu.ac.in



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CENTRAL UNIVERSITY OF GUJARAT
(Established by an Act of Parliament of India, No 25 of 2009)

Prof. Pallavi Sharma
Professor & Dean (I/c), School of Nano Sciences

By Fax/Hand/E-Mail/Speed Post

Minutes of the Meeting of School Board of SNS Held On 30.08.2021

The School Board meeting of School of Nano Sciences was held on 30.08.2021 at 11:00 am through online mode. The following Committee members were present

1. Prof. Pallavi Sharma, Dean(I/c), SNS, CUG
2. Prof. Anjana Pandey, Motilal Nehru National Institute of Technology
3. Prof. B. Mishra, Indian Institute of Technology, Banaras Hindu University
4. Prof. Debi Prasad Sarkar, Delhi University
5. Prof. Nand Lal Singh, M.S. University, Baroda
6. Prof. P.N. Gajjar, Gujarat University
7. Prof. Bhawana Pathak, Dean, SESD, CUG
8. Dr. Hitesh Kulhari, Assistant Prof., SNS, CUG

The committee discussed on the following Agendas:

1. To change the nomenclature from M.Sc. Nanotechnology to MSc. Nanoscience.
2. To change the nomenclature from PhD Nano Sciences to PhD Nanoscience.
3. To approve the proceedings and names of examiners for the evaluation of MPhil and PhD theses approved by CASR after last School Board meeting (annexure 1).
4. To include compulsory two credit course NSC 621 "Research and Publication Ethics" for course work of PhD students (annexure 2).
5. Merger and revision of Courses (1) NSC 619: Statistics and data analysis (2 credit course) and (2) NSC 618: Computer: basic functions and use for research purpose (2 credit course) into one new course NSC 620: Statistics and ICT for Research Purpose (2 credit course) (annexure 3).
6. Revision of syllabus of Course NSC 615: Research methodology and writing (annexure 4).

The following decisions were taken by the committee:

1. With item#1: The committee approved the change of nomenclature from M.Sc. Nanotechnology to MSc. Nanoscience.
2. With item#2: The committee approved the change of nomenclature from PhD Nano Sciences to PhD Nanoscience.
3. With item#3: The committee approved the proceedings and names of examiners for the evaluation of MPhil and PhD theses of the students approved by CASR after last School Board meeting except for Ms. Prithvi Asapur and Mr. Raval Bhargav. For these students, committee suggested to replace the name of Prof. Ashok Kumar, Tezpur University due to his sudden demise. For Mr. Raval Bhargav thesis has already been sent to different examiners, so examiner panel of Prithvi Asapur will be revised as per the suggestion of committee.
4. With item#4: The committee unanimously agreed to include compulsory two credit course NSC 621 "Research and Publication Ethics" for course work of PhD students (annexure 2).



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Prof. Pallavi Sharma
30/8/2021

Prof. Pallavi Sharma
30/8/2021

Hitesh Kulhari
30/8/2021



गुजरात केन्द्रीय विश्वविद्यालय
(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)

CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

Prof. Pallavi Sharma

Professor & Dean (I/c), School of Nano Sciences

By Fax/Hand/E-Mail/Speed Post

5. With item#5: The committee approved merger and revision of Courses (1) NSC 619: Statistics and data analysis (2 credit course) and (2) NSC 618: Computer: basic functions and use for research purpose (2 credit course) into one new course NSC 620: Statistics and ICT for Research Purpose (2 credit course) (annexure 3).
6. With item#6: The committee approved the revised syllabus of Course NSC 615.

The meeting ended with thanks to the chair.

Hitesh
30.8.21
Dr. Hitesh Kulhari

B. Pathak
30/8/2021
Prof. Bhavana Pathak

Prof. Anjana Pandey

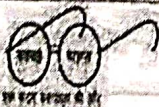
Prof. Nand Lal Singh

Gajjar
Prof. P.N. Gajjar

Prof. B. Mishra

Prof. Debi Prasad Sarkar

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**Centre for Gandhian Thought and Peace Studies
School of Social Sciences
Central University of Gujarat, Gandhinagar**

10/08/2020

Minutes of the 9th Meeting (Online) of the Centre Board of Studies held on August 10, 2020

Members of the Board of Studies

Prof. Sarita Agrawal(present)

Prof. Manjari Katju (present)

Dr. Ali Ahmed (present)

Prof. Atanu Bhattacharya (could not attend)

Dr. Siba Shankar Mohanty (present)

Dr. Beryl Anand (present)

Dr. Dhananjay Rai (present)

Dr. JagannathamBegari (present)

Mr. Smruti Ranjan Dhal (present)

Dr. Priya Ranjan Kumar (present)

The Ninth Meeting of Centre Board of Studies was held online on August 10, 2020, 11 AM. The meeting began with the opening remarks and formal welcome by Prof. Sarita Agrawal, Dean, School of Social Sciences, Central University of Gujarat. Then, Smruti Ranjan Dhal read out the minutes of the Eighth meeting of the Center Board of Studies held on January 17, 2020. After the acceptance of the same, items to note were read out one by one. Then, the M.Phil, topic of one student (Tanushree Singh) was considered and passed. After this, the discussion on four optional papers to be introduced for the M.A. Political Science was taken up. This was followed by a request to consider a change in the title of an optional paper for M.A. The meeting ended at 1.30 pm.

Decisions taken

1. M.Phil. Topic of Tanushree Singh was passed.

Name of Student	Enrolment Year	Enrolment No.	Name of Supervisor	Topic
Tanushree Singh	198503004	CUG/2015/1145	Dr. Beryl Anand	Gandhi and cleanliness: A study of clean India mission

2. The list of optional courses for M.A. Political Science considered and approved at the Ninth meeting of Centre Board of Studies is mentioned below: See Annexure 2.1 for the syllabi

Sr. No.	Title of Optional Paper	Semester	Code	Credits
1	International Security and Peace	Semester I	PLS-424	4
2	Subaltern Theories: Perspective from India	Semester II	PLS-474	4
3	Understanding Justice	Semester III	PLS-524	4
4	Contemporary Political Theory	Semester IV	PLS-574	4

3. The change in Title of one Optional Paper for M.A. Political Science Semester II

Present Title	Credits	Proposed Title	Code	Type
International Issues and Politics	4	Global Issues in Politics	PLS-472	Optional

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Annexure 2.1

Title of the Course: International Security and Peace

Semester-I

Type of Course: Optional

Course Code: PLS-424

Credits: 4

Contact Hours: The paper will be taught 4 hours per week for 15 weeks. Additionally, two hours would be provided for the tutorial per week.

Objectives of the Course: The paper introduces International Security and Peace from various dimensions. The paper keep the security and peace into the focus while bringing out the scholarly debates, discourses and deliberation on the same, brought out by many prominent thinkers of international politics in the recent years. The paper aims to make acquainted with the students about the dynamic nature of international security and peace in both conceptually and practically for establishing and enhancing the same in international politics. The course have four significant sections and ea fifteen hours meticulously would be devoted to each sections.

Method of Teaching: Pedagogically, interactive class room teaching (both online and offline), audio and visual tools, presentations and many other innovative methods would be instrumental in the completion of course. Additionally, both hard and soft copy of study material would be provided in advance before the actual class take place to keep students well read about topic.

Evaluation Method:

1. Participation in Class: 10%
2. One Assignment: 15%
3. Mid-Semester Examination: 25%
4. End-Semester: 50%

Course Outline

- I. Conceptual Understanding of Security**
 - a. What is security?
 - b. Security for whom? state or people
 - c. Dimensions of Security
 - d. Militarism and securitization
- II. Perspectives on Security**
 - a. Realist
 - b. Liberal
 - c. Constructivist
 - d. Feminist

- e. Environmentalist
- f. Copenhagen School/Critical security studies
- III. Security and Peace in International Politics**
 - a. The United Nations and International Security
 - b. War, security alliances and Peace
 - c. Democratic peace theory
 - d. Post Conflict Justice and reconciliation
 - e. UN's approaches to Peace
- IV. Major issues of Security and Peace in twenty first century**
 - a. Weapons of Mass Destruction
 - b. Non-traditional Security threats
 - c. Ethnic Conflicts
 - d. Terrorism
 - e. Cyber warfare and Artificial Intelligence

Reading List

Andrew J. Bacevich. (2005) "Introduction," in *The New American Militarism: How Americans Are Seduced by War*. New York: Oxford University Press. pp.1–8.

Ayoob, Mohammed. (1997), "Defining Security: A Subaltern Realist Perspective" in Keith Krause & Michael C. Williams (ed.). *Critical Security Studies: Concepts and Cases*, Minneapolis: University of Minnesota Press.

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Benjamin Valentino. (2004). *Final Solutions: Mass Killings and Genocide in the Twentieth Century*. Ithaca: Cornell University Press.

Bill McSweeney. (1996). Identity and Security: Buzan and the Copenhagen School. *Review of International Studies*. 22, 81-93.

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Charles Tilly. (2003). *The Politics of Collective Violence*. Cambridge: Cambridge University Press.

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Jack Snyder. (2004). One World, Rival Theories. *Foreign Policy*. 145, 52-62.

Jervis, Robert. (2002). Theories of War in an Era of Leading-Power Peace. *The American Political Science Review* 96 (1), 1-14.

Jonathan Kirshner. (2008). Globalization, American Power, and International Security. *Political Science Quarterly*. 123 (3), 363-389.

Joseph S Nye Jr. (2003). *Understanding International Conflict: An Introduction to Theory and History*. New York: Longman.

K. Keith and M. Williams. (1996). Broadening the agenda of security studies: politics and methods. *Mershon International Studies Review* 40(2), 229–254.

Kenneth N. Waltz. (1959). *Man, the State and War: A Theoretical Analysis*. Columbia: Columbia University Press.

Layne, Christopher. (1994). Kant or Cant: The Myth of the Democratic Peace. *International Security* 19 (2), 5-49.

L. Shepherd (2013). ed. *Critical Approaches to Security: An introduction to theories and methods*. London: Routledge.

Mark P. Thirlwell (2010). *The Return of Geo-economics: Globalisation and National Security, Perspectives*, Sydney: The Lowy Institute for International Policy.

Michael Stohl (2006). The State as Terrorist: Insights and Implications. *Democracy and Security* 2 (1) pp.1–25.

Miller E. Steven. (2001). International Security at Twenty-Five: From One World to Another. *International Security*. 26 (1), 5-39.

Raghavan Srinath. (2013), India as a Regional Power, in Waheguru Pal Singh Sidhu and et.al (eds.) *Shaping the Emerging World: India and the Multilateral Order*, Washington, D.C.: Brooking Institute Press.

Richmond, Oliver, *Subcontracting Peace: NGOs and Peacebuilding in a Dangerous World*, Aldershot: Ashgate publishers, 2006.

Samaddar, Ranabir. 2004). *Politics of Dialogue – Living Under the Geopolitical Histories of War and Peace*. Aldershot, UK: Ashgate.

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Sidhu, W., Mehta, P. & Jones, B. (Eds.). (2013). *Shaping the Emerging World: India and the Multilateral Order*. Washington, D.C.: Brookings Institution Press.

Williams, P. D., & McDonald, M. (2018). *Security Studies: An Introduction*. New York: Routledge Press.


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Course Title: Subaltern Theory: Perspectives from India

Semester: II

Type of Course: Optional

Course Code: PLS-474

Credits: 4

Contact Hours: The paper will be taught for 4 hours per week for 15 weeks.

The objective of the Course: This course is an attempt to introduce students to the debates on the subaltern theories. The course is also an attempt to revisit the theoretical discourses of subalterns and carry the debates and deliberations from the subaltern thinkers of India. The course intend to acquaint students on the debates on class, caste and gender by making students to read and discuss the contemporary academic discussions and scholarly interventions of the present times. The course intend to introduce the challenges and alternative discourses to the students

Method of Teaching: Class room teaching. Students are expected to go through the reading materials suggested in the reading list. Interactive learning is encouraged.

1. Subalternism: Foundations

- a. Antonio Gramsci
- b. Edward Said's Orientalism

2. Theories of Subalternism

- a. Homi K Bhabha
- b. Ranajit Guha
- c. Gayatri Chakravorty Spivak
- d. Dipesh Chakrabarty

3. Subalternism: Perspectives from India

- a. Kabir and Tukaram
- b. Tarabhai Shinde, Pandita Ramabai, B.R. Ambedkar, Jotirao Phule and Periyar E. Ramaswamy
- c. Contemporary Debates on Subalternism

4. Subaltern cultures and resistance

- a. Anti-Caste resistance/Bhim Jayanti celebrations and Tribal culture/resistance
- b. Resistance against Patriarchy
- c. Resistance of Religious Minorities

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Vishwanathan, R. (1997). *In Their Own Voices: Teenage Refugees and Immigrants from India Speak Out*. New York: Rosen Publishing Group.

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Course Title: Understanding Justice

Semester: III

Course Code: PLS-524

Type of Paper: Optional

Credits: 4

Contact Hours: 60 hours over a period of 15 weeks

Pedagogy: Classroom teaching. Engagement with excerpts from original texts. Interpretative articles will also be referred to.

Course Objective: Justice is one of the central concerns of political philosophy. Since the time of Ancient Greek philosophy till the contemporary time, philosophers have interpreted and reinterpreted it from various perspectives. In modern times liberal conception of justice may be considered as a focal point. Other ideas of justice may be seen as responses to the liberal conception. Global justice is another theme discussed in this paper. It denotes different measures to address the global injustices arising out of globalization. This paper aims at making the students explore different ideas of justice.

Learning Outcomes: The students are expected to be familiar with the various theories of justice.

Course Outline

Unit I. Introduction

What is Justice? Contrasting ideas in Justice: Substantial/Procedural, Corrective/Distributive

Justice in Greek Philosophy: Plato and Aristotle

Unit II: Liberal Justice and its Critics

Liberalism (Rawls) *A Theory of Justice*

Capability Approach: Amartya Sen and Martha Nussbaum

Communitarianism (Michael Sandel) *Liberalism and the Limits of Justice*

Libertarianism (Robert Nozick) *Anarchy, State and Utopia*

Feminism, Susan Moller Okin *Justice, Gender, and the Family*

Unit III: Addressing the Injustice of Caste, Race and Disability

Gandhi: *Sarvodaya* and *Swaraj*

Ambedkar: *Annihilation of caste*

Periyar

Phule: *Gulamgiri*

Franz Fanon: *White Skin Black Mask*

Martha Nussbaum: *Frontiers of Justice: disability, nationality, species membership*

Unit IV: Global Justice

Thomas Pogge: Negative Duty

Peter Singer: Positive Duty

David Miller: Remedial Responsibilities

Reading List

Aristotle, *Nicomachean Ethics*, translated by Roger Crisp, Cambridge: Cambridge University Press, 2000.

—, *The Politics*, translated by Thomas Sinclair, Harmondsworth: Penguin, 1962.

Barry, Brian, 1989, *Theories of Justice*, Hemel Hempstead: Harvester-Wheatsheaf.

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Miller, R., 2010, *Globalizing Justice: The Ethics of Poverty and Power*, Oxford: Oxford University Press.

Nozick, Robert, 1974, *Anarchy, State and Utopia*, Oxford: Blackwell.

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Olsaretti, Serena (ed.), 2003, *Justice and Desert*, Oxford: Oxford University Press.

Paul, Jeffrey (ed.), 1982, *Reading Nozick : essays on Anarchy, State, and Utopia*, Oxford: Blackwell.

Plato, *Republic*

Pogge, T., 1994, “An Egalitarian Law of Peoples”, *Philosophy and Public Affairs* 23 (3), 195–224.

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—, 1999, *A Theory of Justice*, revised edition, Cambridge, MA: Harvard University Press.

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Title of the Course: Contemporary Political Theory

Semester - IV

Type of Course: Optional

Course Code: PLS-574

Credits: 4

Contact Hours: The paper will be taught 4 hours per week for 15 weeks. Besides, to direct four hours of teaching, two hours tutorial will be made available per week.

Objectives of the Course: The paper intends to introduce contemporary political theory. The paper avoids overlapping with those papers offered for comprehensive political theory or political thought or critical traditions. It offers to engage with four crucial contemporary development in political theory which have a far-reaching impact to not only understand social realities but also the advancement of social sciences and humanities. These four debated developments are *ideology*, *biopower*, *precarity*, and *recognition/redistribution*. Discussion by way of the contemporary political theory becomes crucial in the backdrop of the neoliberal order, ascriptive violence, and structural saturation.

Method of Teaching: Classroom teaching (and whenever required, online class) and use of visuals. Students will be provided with printed and soft copy led reading materials.

Evaluation Method:

1. Participation in Class: 10%
2. One Assignment: 15%
3. Mid-Semester Examination: 25%
4. End-Semester: 50%

Course Outline

1. Ideology

- a. Anthony Giddens, *Four Theses On Ideology*
- b. Slavoj Zizek, *The Sublime Object of Ideology*

2. Biopower

- a. Michel Foucault, *Biopower*
- b. Giorgio Agamben, *Sovereign Power*

3. Precarity

- a. Guy Standing: *Arrival of Precariat*
- b. Judith Butler: *Regulation of Life*

4. Recognition, Redistribution, and Intersectionality

- a. Axel Honneth: *Recognition and Reification*
- b. Nancy Fraser: *Recognition and Redistribution*
- c. Kimberle Crenshaw: *Intersectionality*

Select Reading List

Agamben, G. (1998). *Homo sacer. Sovereign power and bare life*. Stanford, Calif: Stanford University Press.

Arendt, H. (1951). *The origins of totalitarianism*. New York: Harcourt Brace.

Breman, J. (2013). A bogus concept? *New Left Review*, 84, 130–138.

Butler, J. (2004). *Precarious life: The powers of mourning and violence*. London: Verso.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989 (Article 8). Available at: <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

Foucault, M. (1978). *The history of sexuality*. New York: Pantheon Books.

Foucault, M., Senellart, M., Ewald, F., & Fontana, A. (2009). *Security, territory, population: Lectures at the Collège de France, 1977-1978*. New York, N.Y: Picador/Palgrave Macmillan.

Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a 'postsocialist' age. *New Left Review*, 212 (July/August), 68-93.

Fraser, N. (2001). Recognition without ethics?. *Theory, Culture & Society*, 18 (2–3), 21–42.

Fraser, N. (2005). Mapping the feminist imagination: from redistribution to recognition to representation. *Constellations*, 12 (3), 295–307.

Fraser, N., & Honneth, A. (2003). *Redistribution or recognition?: A political-philosophical exchange*. London: Verso.

Genel, K. (2006). The question of biopower: Foucault and Agamben. *Rethinking Marxism: A Journal of Economics, Culture & Society*, 18 (1), 43-62.

Giddens, A. (1983). Four theses on ideology. *Canadian Journal of Political and Social Theory*, 7, 18-21.

Honneth, A. (2008). *Reification: A new look at an old idea*. Oxford: Oxford University Press.

Jonna, R. J. and Foster, J. B. (2016). Marx's theory of working-class precariousness. *Monthly Review*, 67(11). Retrieved from <https://monthlyreview.org/2016/04/01/marxs-theory-ofworking-class-precariousness>.

Menon, N. (2015). Is Feminism about 'Women'? A Critical View on Intersectionality from India. *Economic and Political Weekly*, L (17), 37-44.

Myers, T. (2003). *Slavoj Žižek*. London: Routledge, 2003.

Standing, G. (2011). *The precariat: The new dangerous class*. London: Bloomsbury.

Thompson, S. (2006). *The political theory of recognition. A critical introduction*. London: Polity.

Žižek, S. (1989). *The sublime object of ideology*. London: Verso.

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**Centre for Gandhian Thought and Peace Studies
School of Social Sciences
Central University of Gujarat, Gandhinagar**

27/01/2021

Minutes of the 10th Meeting (Online) of the Centre Board of Studies held on 27/01/2021

Members of the Board of Studies

Prof. Sarita Agrawal(present)

Prof. Manjari Katju (present)

Dr. Ali Ahmed (could not attend)

Prof. Atanu Bhattacharya (could not attend)

Dr. Siba Shankar Mohanty (present)

Dr. Beryl Anand (present)

Dr. Dhananjay Rai (present)

Dr. JagannathamBegari (present)

Mr. Smruti Ranjan Dhal (present)

Dr. Priya Ranjan Kumar (present)

The Tenth Meeting (online) of Board of Studies of Centre for Gandhian Thought and Peace Studies was held online on 27/01/2021, 11 AM. The meeting began with the opening remarks and formal welcome by Prof. Sarita Agrawal, Dean, School of Social Sciences, Central University of Gujarat. Then, Mr. Smruti Ranjan Dhal, Coordinator, CGT&PS read out the minutes of the Ninth meeting of the Center Board of Studies held on 10/8/2020. After the conformation of the Minutes, items to note were read out one by one.

This was followed by the discussion on the Course work for PhD in Gandhian Thought and Peace Studies. This was followed by discussion on the proposals of two certificate course on Gandhian Approach to Peace and Conflict Resolution, and Human Rights.

Decisions Taken

1. The list of papers for coursework of PhD in Gandhian Thought and Peace Studies considered and approved at the Tenth meeting of Centre Board of Studies is mentioned below: (See Annexure 3.1 for the syllabi)

Name of the Paper	Credits	Semester
Gandhi: Select Writings in their Context	4	First
Research Methodology	4	First
Introduction to Peace Studies	4	Second
Research and Publication Ethics	2	Second
Writing Research	2	Second

2. It was decided that the proposals for the certificate courses would be revised and presented in the next meeting of the Centre Board of Studies.


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Annexure 3.1

Course Title: Gandhi – Select Writings in their Context (Core)

Semester I

Programme: Ph.D.

Type of Course: Core

Credits: 4

Contact hours: 60 hours

Pedagogy: classroom teaching, original texts reading and discussion and followed by seminal work by scholars; using visual medium. Students are expected to read the original texts before coming to the class for interactive session.

Objective: This course would give the student an understanding of select works of Gandhi in their context. The works have been selected chronologically and reflect the evolution of Gandhi's ideas and thoughts on various issues of importance.

Evaluation:

Assignment: 25%

Mid-term Examination: 25%

End-term Examination: 50%

COURSE OUTLINE:

1. *An Autobiography or The Story of My Experiments with Truth*
2. *Satyagraha in South Africa*
3. *Hind Swaraj*
4. *Prefaced and Tolstoy's letter to a Hindoo (1908)*
5. *Trial Speech (1922)*
6. *Speech at Round Table Conference (1931)*
7. *From Yeravada Mandir: Ashram Observance (1932)*
8. *Constructive Programme (1945)*
9. *Quit India Speech (1942)*
10. *Speech on the Eve of the Last Fast (1948)*
11. *Last Will (1948)*

Readings:

Ambedkar, B. R. (1991). "What Congress and M. K. Gandhi have done to the untouchables" in Dr. Babasaheb Ambedkar writings and speeches, Vol. 9, (ed. Vasant Moon). Education Department, Government of Maharashtra.

Bilgrami, A. (2003). Gandhi, the philosopher. *Economic and Political Weekly*, 38 (39), 4159-4165.

Brown, J, and Parel, A. (Eds). (2011). *Cambridge Companion to Gandhi*. Cambridge: Cambridge University Press.

Chatterjee, P. (1986). *Nationalist thought and the colonial world: A derivative discourse*. Minneapolis: University of Minnesota Press.

Chatterjee, P. (1987). The constitution of Indian nationalist discourse. In B. Parekh and T. Pantham (Eds.) *Political discourse: explorations in Indian and Western political thought*. New Delhi: Sage Publications.

Coward, H. G. (2003). *Indian critiques of Gandhi*. Albany: State University of New York Press.

Gandhi, M. K. (2019). *The gospel of selfless action, or, The Gita according to Gandhi* (tr. M. Desai). Ahmedabad: Navajivan Publishing House

Gandhi, G. (2019) (Ed.) *The Oxford India Gandhi: Essential writings*. New Delhi: Oxford University Press.

Gandhi, R. (2006). *Mohandas: A true story of a man, his people and an empire*. New Delhi: Penguin Books.

Guha, R. (2015). *Gandhi before India*. New York: Vintage Books.

Guha, R. (2019). *Gandhi 1914-1948: The years that changed the world*. New Delhi: Penguin Books.

Habib, I. (1995). Gandhi and the national movement. *Social Scientist*, 23 (4/6), 3-15.

Iyer, R. (1986) (Ed.). *The moral and political writings of Mahatma Gandhi: Volume i: civilization, politics, and religion* : New Delhi: Oxford University Press.

Iyer, R. (1987) (Ed.). *The moral & political writings of Mahatma Gandhi: Volume iii: Nonviolent resistance and social transformation*. New Delhi: Oxford University Press.

Iyer, R. (1987) (Ed.). *The moral and political writings of Mahatma Gandhi: Volume II: Truth and non-violence*. New Delhi: Oxford University Press.

Johnson, R.L. (Ed.) (2005). *Gandhi's experiments with truth*. Oxford: Lexington Books.

Markovits, C. (2004). *The unGandhian Gandhi: The life and afterlife of the Mahatma*. London: Anthem Press.

Parekh, B. (1989). *Colonialism, tradition, and reform: An analysis of Gandhi's political discourse*. New Delhi: Sage Publications.

Parekh, B. (2001). *Gandhi: A very short introduction*. Oxford: Oxford University Press.

Parel, A. (Ed.) (1997). *Hind swaraj and other writings*. Cambridge: Cambridge University Press.

Skaria, A. (2016). *Unconditional equality: Gandhi's religion of resistance*. Minneapolis: Minnesota Press.

Thakkar, U. and Mehta, J. (2011) (Ed.) *Understanding Gandhi: Gandhians in conversation with Fred J Blum*. New Delhi: Sage Publications

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Title of the Course: Research Methodology

Type of Course: Core

Programme: PhD

Semester I

Credits: 4

Contact hours: 60 hours

Pedagogy: Classroom teaching, reading and discussion and followed by seminal work by scholars. Students are expected to read the books and articles before coming to the class for the interactive session.

Evaluation: Assignment: 25% Mid-term Examination: 25% End-term Examination: 50%

Objectives of the Course: This paper will give exposure to students on the methodology and methods in understanding philosophical and theoretical concepts. It would also discuss the methodology and various methods by which social science research is practiced and help the student in learning to do social science research. Introduction of research techniques will help students to take up research projects. Quantitative and qualitative methods would help them to grasp empirical reality and theoretical nuances comprehensibly.

Unit I: Social Science Research

- a. Philosophy of science
- b. Philosophy of social science
- c. Science and Social Science
- d. The idea of social Science research.

Unit II Explanation and Understanding in Social Science

- a. Reason-action explanation
- b. Causal Explanation
- c. Hermeneutic Understanding

Unit III: Qualitative Methods

- a. Approaches: Postmodern, Feminist, Subaltern, Dialectical
- b. Qualitative content analysis, , Ordinary language analysis
- c. Methods: Ethnography and Historical
- d. Participatory research method
- e. Interview

Unit IV Quantitative Methods

- a. Sampling/Coding
- b. Describing data & analysis of data /Regression Analysis in Social Sciences
- c. Survey/Questionnaire

Readings

March, A. F., (2009). What is comparative political theory? *The Review of Politics*, 71 (4), 531-565

Dallmayr, F. R. (ed.) (2010). *Comparative political theory: An introduction*, New York: Palgrave Macmillan

Sica, A, (ed.) (2006). *Comparative methods in the social sciences*. London: Sage.

Wood, A. W. (2004) 'The Dialectical Method', in Allen W Wood *Karl Marx*. New York: Routledge

Seale, C. (2003) *Social research methods: A reader*. London: Routledge.

Seale, C. (2018). *Researching society and culture* (4th ed.). London: Sage.

Oliver, P. (2008). *Writing your thesis* (3rd ed.). New Delhi: Sage.

- Husserl, E. (2001) The Shorter logical investigations. London: Routledge.
- Troman, G., Jeffrey, B. & Walford, G. (2005). Methodological issues and practices in ethnography (Studies in educational ethnography, vol.11). Bingley: Emerald.
- Simon, J. L. (1978). Basic research methods in social sciences: The art of empirical investigation. New York: Random House.
- Heidegger, M. (1988). The Basic Problems of Phenomenology (tr. Albert Hofstadter). Bloomington: Indiana University Press.
- Howell, M. C. & Prevenier, W. (2001). From reliable resources: An introduction to historical methods. Ithaca: Cornell University Press. American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed). Washington, DC: Author.
- Outhwaite, W. & Turner, S. P. (2007). The Sage handbook of social science methodology. London: Sage.
- Woods, A. & Grant, T. (2002). Reason in revolt: Dialectical philosophy and modern science, Volume I. New York: Algora Publishing
- Walliman, N. (2011). Your research project (3rd ed.). New Delhi: Sage.
- Bryman, A. (2012). Social research methods (4th ed). Oxford: Oxford University Press.
- Dunleavy, P. (2003). Authoring a PhD: how to plan, draft, write and finish a doctoral thesis or dissertation. New York: Palgrave Macmillan Publication.

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 Central University of Gujarat

Title of the Course: **Introduction to Peace Studies**

Credits: 4

Programme: PhD

Semester: II

Type of Course: Core

Contact hours: 60 hours

Pedagogy: classroom teaching, reading and discussion and followed by seminal work by scholars; using visual medium. Students are expected to read the books and articles before coming to the class for interactive session. The assignment will focus on conflict analysis of any ongoing conflict. The case studies may be from the conflict analysis undertaken by students in their assignments, in addition to the case studies mentioned in the syllabus. This will equip students with broader as well as deeper knowledge of prevalent conflicts.

Evaluation:

Assignment: 25%

Mid-term Examination: 25%

End-term Examination: 50%

Objectives:

This course intends to provide students with common language and precision in their understanding and skills for examining the dimensions, obstacles and opportunities in peace and to equip them with critical thinking on conflict resolution and provide appropriate examples and references for future explorations in peace and conflict studies and research.

1. Peace Studies: Theories and Debates

- a. Philosophical and Ideological Traditions of Peace Studies
- b. Evolution of Peace and Conflict Studies
- c. Theories of Peace Studies - Liberal, Marxist, Gandhian, Feminist
- d. Positive and Negative Peace

2. Dimensions of Conflict:

- a. Nature of Conflict: Ethnic/Resources/environment/gender and ideological
- b. Sources and Typologies of Conflict: inter-state, intra-state, resource conflicts, religious conflicts
- c. Clashes of Civilisation and religious conflicts

d. Case studies: Israel-Palestine Conflict, Kashmir

3. Conflict Analysis

a. Approaches to Conflict: Conflict Management, Conflict Settlement, Conflict Resolution and transformation.

b. Actors, Structures and Levels in Conflict Management, Resolution and Transformation

c. Globalisation and Uneven Development

4. Methods to Peace

a. Pacific Settlement of Disputes – Facilitation, Mediation, and Arbitration

b. Processes – Peace keeping, Peace Making, Peace Building, Peace Enforcement

c. Negotiations, Post-Conflict Peace Building, Creating Institutions and Norms,

d. Peace Agreements: Good Friday Agreement (1998), Colombian peace process (2016)

Readings:

Books

Herman Schmid, Peace Research and Politics, *Journal of Peace Research*, Vol. 5, No. 3, pp. 217-232

Boutros Boutros-Ghali (1992) *An Agenda for Peace: Preventive Deployment, Peacemaking, and Peacekeeping*, New York; United Nations.

Brown, Michael E., et.al, eds., *Theories of War and Peace*. Cambridge, Mass: The MIT Press.

Burton, John (1990), *Conflict: Resolution and Prevention*. London: Macmillan.

Charles Webel and Johan Galtung (2007), *Handbook of Peace and Conflict Studies*. Routledge, UK.

Chester Crocker (et al. Eds). (2002) *Turbulent Peace: The Challenges of Managing International Conflicts*, Washington D.C.: United States Institute for Peace.

Elshtain, Jean Bethke (1995), *Women and War*. Chicago: University of Chicago Press.

Hugh Miall et al. (2005) *Contemporary Conflict Resolution*, Chapter I and II. Oxford: Polity Press and Blackwell Publishing Ltd.

I.W. Zartmann and J. Rasmussen, (1997) (Eds.) *Peacemaking in International Conflict: Methods and Techniques*, Washington, DC: United States Institute of Peace.

Jacob Bercovitch (2002) (Ed.), *Studies in International Mediation, Program on Negotiation*, Harvard Law School and Palgrave Macmillan.

Tom Woodhouse and Oliver Ramsbotham, (2000) Eds. *Peacekeeping and Conflict Resolution*, London: Frank Cass

Kriesberg, Louis, et.al., eds., *Intractable Conflicts and their Transformation*. Syracuse:

Lakhdar Brahimi (2000) Report of the Panel on United Nations Peace Operations, New York; United Nations

Lederach, John Paul (2004), *Building Peace: Sustainable Reconciliation in Divided Societies*. Princeton: Princeton University Press.

Lorentzen, Lois Anne and Jennifer Turpin, eds. (1998). *The Women and War Reader*, (New York: New York University Press

Louis Kriesberg, (2009) "The Evolution of Conflict Resolution." In Jacob Bercovitch, Victor Kremenyuk, and I. William Zartman (Eds.) *Handbook of Conflict Resolution*. London: Sage.

Miall, Hugh, Ramsbotham and Woodhouse, Tom (1999), *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Conflicts*. Cambridge: Polity Press.

Michael, C. R.(1981). *The Structure of International Conflict*. London: Macmillan.

Parekh, B (1989), *Gandhi's Political Philosophy: A Critical Examination*, London

Articles:

Boulding, Kenneth (1965). "Twelve Friendly Quarrels with Johan Galtung" in *Journal of Peace Research*, Vol.16 No. 2

Caprioli, Mary (2000): "Gendered Conflict", *Journal of Peace Research*, Vol. 37, no. 1

Fox, Jonathan (2001): "Two Civilizations and Ethnic Conflicts: Islam and the West", *Journal of Peace Research*, Vol. 38, no. 4

Galtung, Johan 'On the Meaning of Non-Violence', *Journal of Peace Research*, vol.2, no.3, 1965, pp. 228-257.

Patomaki, Heikki 'The Challenge of Critical Theories: Peace Research at the Start of the New Century', *Journal of Peace Research*, vol.38, no.6, 2001, pp.723-737.

Takeshi, Ishida, "Beyond the Traditional Concepts of Peace in Different Cultures", *Journal of Peace Research*. No. 2 (1969)

Weber, Thomas 'Gandhian Philosophy, Conflict Resolution Theory and Practical Approaches to Negotiation', *Journal of Peace Research*, vol.38, no.4, 2001, pp.493-513.

Course Title:

- **Research and Publication Ethics (RPE)**-Course for awareness about the publication ethics and publication misconducts.

Course Level:

- 2 Credit course (30 hrs.)

Eligibility:

- M.Phil., Ph.D. students and interested faculty members (It will be made available to post graduate students at later date)

Fees:

- As per University Rules

Faculty:

- Interdisciplinary Studies

Qualifications of faculty members of the course:

- Ph.D. in relevant subject areas having more than 10 years' of teaching experience

About the course**Course Code: CPE-RPE****Overview**

- This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

Pedagogy:

- Class room teaching, guest lectures, group discussions, and practical sessions.

Evaluation

- Continuous assessment will be done through tutorials, assignments, quizzes, and group discussions. Weightage will be given for active participation. Final written examination will be conducted at the end of the course.

Course structure

- The course comprises of six modules listed in table below. Each module has 4-5 units.

Modules	Unit title	Teaching hours
Theory		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
Practice		
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Databases and Research Metrics	7
	Total	30

Syllabus in detail

THEORY

- RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)**
 - Introduction to philosophy: definition, nature and scope, concept, branches
 - Ethics: definition, moral philosophy, nature of moral judgements and reactions

RPE 02: SCIENTIFIC CONDUCT (5hrs.)

- Ethics with respect to science and research
- Intellectual honesty and research integrity
- Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
- Redundant publications: duplicate and overlapping publications, salami slicing
- Selective reporting and misrepresentation of data

RPE 03: PUBLICATION ETHICS (7 hrs.)

- Publication ethics: definition, introduction and importance
- Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
- Conflicts of interest
- Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types
- Violation of publication ethics, authorship and contributorship

6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

• RPE 04: OPEN ACCESS PUBLISHING (4 hrs.)

1. Open access publications and initiatives
2. SHERPA/ROMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, SpringerJournal Suggester, etc.

RPE 05: PUBLICATION MISCONDUCT (4hrs.)

A. Group Discussions (2 hrs.)

- a. Subject specific ethical issues, FFP, authorship
- b. Conflicts of interest
- c. Complaints and appeals: examples and fraud from India and abroad

B. Software tools (2 hrs.)

Use of plagiarism software like Turnitin, Urkund and other open source software tools

RPE 06: DATABASES AND RESEARCH METRICS (7hrs.)

A. Databases (4 hrs.)

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics (3 hrs.)

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, CiteScore
2. Metrics: h-index, g index, i10 index, altmetrics

References

Bird, A. (2006). *Philosophy of Science*. Routledge.

MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.

P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN: 9789387480865

National Academy of Sciences, National Academy of Engineering and Institute of Medicine.

(2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third*

Edition. National Academies Press. Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10. Retrieved from

<https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm> Beall, J. (2012).

Predatory publishers are corrupting open access. *Nature*, 489(7415), 179–179.

<https://doi.org/10.1038/489179a> Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN: 978-81-939482-1-7.

<http://www.insaindia.res.in/pdf/Ethics Book.pdf>


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Course Title: Writing Research

Type of Course: Core

Programme: PhD

Semester: II

Credits: 2

Contact Hours: 30

Pedagogy: Classroom teaching, Interactive Learning

Course Objective: The paper aims at preparing the students for finding the research topic to its logical culmination of completing the thesis. During the course the student gets familiar with different stages of PhD process.

Evaluation: Assignment: 25%, Mid-semester Examination: 25%, and End-semester Examination: 50%

Course Structure:

Unit One: Planning Your Research

- a. Finding a topic and research Problem
- b. Research objective and questions
- c. Hypothesis
- d. Role of supervisor and student

Unit Two: Finding and reviewing literature

- a. Sources of literature: primary and secondary
- b. Using library and internet
- c. How to read a text?
- d. Reviewing the literature

Unit Three: Research Design, Methodology and Data Analysis

- a. Research design
- b. Qualitative/quantitative
- c. Use of technological tools
- d. Data collection, management, analysis and preservation

Unit Four: Writing Thesis

- a. Grammar and Punctuation
- b. Academic writing style
- c. Chapters
- d. Referencing Style: MLA, APA, Chicago and Harvard

Readings:

Oliver, P. (2014). *Writing your thesis* (Third Edition). Sage Publishing

Seale, C. (2017). *Researching society and culture* (Fourth Edition). Sage Publishing

Walliman, N. (2019). *Your research project: designing, planning and getting started* (Fourth Edition). Sage Publishing

The University of Chicago (2017). *The Chicago Manual of Style*.

American Psychological Association. Publication Manual of the American Psychological Association.

Modern Language Association (2016). *MLA handbook*, eighth edition.

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 सामाजिक विज्ञान संस्थान
 School of Social Sciences
 गुजरात केंद्रीय विश्वविद्यालय
 Central University of Gujarat



गुजरात केन्द्रीय विश्वविद्यालय
(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)

CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

**Central University of Gujarat
School of Chemical Sciences**

With reference to the notification No. 16/AA-2020-21, and F. No. 55-47/2019-20-ACD/95, dated 23.09.2020, the Board of Studies (BOS), School Chemical Sciences, was constituted by the competent authority of the University. The BOS meeting was conducted online, on 14/06/2021 at 11:00 AM, to revise the academic curricula for four-semester MSc and two-semester PhD courses in the School of Chemical Sciences (SCS).

The following members have attended the meeting.

1. Prof. Man Singh, SCS, CUG	Chairperson
2. Prof. N. B. Singh, Sharda University	External Member
3. Prof. N. S. Gajbhiye, Sagar University and Gorakhpur University	External Member
4. Prof. A. K. Singh, (Ex-IIT Bombay)	External Member
5. Prof. R. N. Yadav, Sagar University	External Member
6. Prof. Gurmeet Singh, Pondicherry University	External Member
7. Prof. V. B. Singh, Banaras Hindu University	External Member
8. Prof. Dinesh Kumar, SCS, CUG	Member
9. Dr. Dandamudi, V. Lenin, SCS, CUG	Member
10. Dr. Dhananjay Mondal, SCS, CUG	Special Invitee
11. Dr. Gururaja G. N., SCS, CUG	Special Invitee
12. Dr. Panchami Prabhakaran, SCS, CUG	Special Invitee

The detailed deliberations were made to revise the syllabi of the ongoing four-semester MSc chemical sciences and two-semester PhD chemical sciences in the SCS, CUG. The suggestions made by the hon'ble members were incorporated in the syllabus and the revised e-copy was sent to the hon'ble members for their kind consideration. The valuable inputs regarding the reference books, academic contents, and synchronization for PhD course work were recommended by the hon'ble members. Their recommendations were incorporated and the same was sent for the kind approval of the hon'ble members to proceed with the same syllabus to get approved by the Academic Council (AC) and Executive Council (EC) of the University. The academic contents of the revised syllabus are aimed to help the students

1. to qualify the state/ national/ international level examinations including NET/ SLET/ GATE/ GMAT/ CAT/ civil services/ state government examinations
2. to the employment in industries and educational institutions and initiation to the self-employment by floating industries in chemical sciences.
3. to develop model academic curricula for the MSc and PhD students of the SCS, CUG.
4. for the intensified project work in the 4th semester in the topic of their best choice.

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5. for wider exposure to the instrumental and analytical techniques for the deeper understanding of PhD students in their respective research works.
6. for the incorporation of reference books and other relevant contents to enhance the interest of the PhD students and advance their research activities and quality of the publications/patents.

The sincere, devoted and knowledgeable efforts of the hon'ble members have been extremely helpful and are highly acknowledged and appreciated. The hon'ble members are requested to sign/ digital signature, please send the signed document to the email ID: scsoffice@cug.ac.in by 10th August, 2021, afterwards the revised syllabus will be sent to the registrar office, CUG for further necessary process.

Prof. N. B. Singh
(External Member)

05/08/2021

Prof. A. K. Singh
(External Member)

Prof. N. S. Gajbhiye
(External Member)

(V.B. Singh)

Prof. Gurmeet Singh
(External Member)

Prof. V. B. Singh
(External Member)

Prof. R. N. Yadav
(External Member)

Dr. Dinesh Kumar
(Member)
Dr. Dandamudi, V. Lenin
(Member)
Dr. Dhananjay Mondal
(Special Invitee)
Dr. Gururaja G. N.
(Special Invitee)
Dr. Panchami Prabhakaran
(Special Invitee)
Prof. Man Singh
(Chairperson)

CENTARE FOR GUJARATI LANGUAGE AND LITERATURE
SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES
CENTRAL UNIVERSITY OF GUJARAT

SYLLABUS

NAME OF PROGRAMME : CARTFICETE COURSE IN BASIC GUJARATI LANGUAGE

COURSE NO	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	ગુજરાતી વર્ણમાળા પરિચય અને ઉચ્ચારણ તંત્ર Introduction to Gujarati Alphabets and Phonetics	GUJ-701	50/50	04
CORE-2	ગુજરાતી ભાષાનું શબ્દભંડોળ અને વાક્ય રચના Gujarati Vocabulary and Sentence Structure	GUJ-702	50/50	04
CORE-3	ગુજરાતી વાંચન અને લેખન કૌશલ Reading and Writing Skills in Gujarati	GUJ-703	50/50	04
	TOTAL CREDIT			12



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Syllabus
(Choice-Based Credit System)

**M.A. in Politics and International
Relations**

(For Admissions – Academic Year 2020-21 Onwards)

School of International Studies
Central University of Gujarat
Sector 29, Gandhinagar
Gujarat

Course Structure

Course Code	Course Title	Core/ Optional	Credits
First Semester (All Core) 18 Credits (Students have to register for all 04 Core papers & INP 441)			
INP-401	Introduction to Political Theory	Core	04
INP-402	Theories of International Relations	Core	04
INP-403	History of International Relations	Core	04
INP-405	India's Foreign Policy – I	Core	04
INP-441	Soft Skill Development	Compulsory	02
Second Semester (All Core) 18 Credits (Students have to register for all 04 Core papers & INP 491)			
INP-455	International Organization and Global Governance	Core	04
INP-456	Geopolitics	Core	04
INP-457	India's Foreign Policy – II	Core	04
INP-458	State and Politics in India	Core	04
INP-491	Communication Skills and Computer Applications	Compulsory	02
Third Semester (18 Credits) Students can register for any 4 optional courses plus INP-542			
INP-542	Introduction to Research Methodology	Compulsory	02
INP-521	Peace and Conflict Analysis	Optional	04
INP-529	United Nations: Conflicts, Diplomacy and Intervention	Optional	04
INP-532	Introduction to International Political Economy	Optional	04
INP-533	Comparative Politics	Optional	04
INP-534	Contemporary Political Theory	Optional	04
INP-535	Contemporary South Asia	Optional	04
Fourth Semester (18 Credits) Students can register for any 4 optional courses plus INP-591			
INP-591	Research Paper	Compulsory	02
INP-571	Introduction to Diplomacy	Optional	04
INP-573	Security and Politics of India's Extended Neighbourhood	Optional	04
INP-580	American Foreign Policy since 1945	Optional	04
INP-584	Asian Thinking on International Relations	Optional	04
INP-585	Emerging Trends in Indo-Pacific	Optional	04
INP-586	International Law	Optional	04
INP-587	International Peace and Security	Optional	04

FIRST SEMESTER

INTRODUCTION TO POLITICAL THEORY

Course Code: INP-401

Course Type: Core

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: The course has been designed keeping in view the interdisciplinary nature of the programme. It is a core course for the M.A. programme in Politics and International Relations and is also open to other Master's students of the university under choice based credit system. The course introduces meaning and nature of political theory along with major debates on it. Discussing key political concepts, it engages with diverse perspectives and recent debates on them. The course also covers key political ideologies and discusses the concept of modern state in all its complexity. Discussing the origin and evolution of modern state, the course introduces diverse perspectives on it. The course is to enable students to have a broad understanding of the evolution and usage of political theory and concepts both historically and analytically. This core course lays the foundation to engage with a whole range of issues in contemporary political theory and linkages of political theory with international relations.

Course Objectives

By the end of this course, students should be able to-

- (i) Get an overview of the main concepts and debates in classical and contemporary political theory
- (ii) Critically read and analyse classical and contemporary texts on political theory
- (iii) Apply theoretical concepts in order to understand and critically assess real-world political phenomenon
- (iv) Interrelations between political theory and international relations

Teaching Methods

Teaching will take place through lectures and interactions. For students, regular attendance and participation in the class is essential. Group and individual activities from student participants would supplement classroom engagement. ICT tools would be used extensively during teaching. Students are expected to participate actively in discussions based on their critical understanding of the assigned readings. 70% attendance is necessary to attend the end semester exam.

Mode of Evaluation

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

Term Paper/Assignment- will be approximately of 4000 words in length. The theme should be proposed by the student from the course outline and should

be finalized in consultation with the course instructor. There will be an in-class presentation of the term paper/assignment. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit I: Introduction

- What is political theory?
- Why do we need political theory?

Unit II: Key Concepts

- Liberty
- Equality
- Citizenship
- Nationalism
- Gender
- Justice
- Democracy

Unit III: Concept of the State

- State: Origin and Development
- Rise and Growth of Modern Nation State
- State: Dominant Perspectives

Unit IV: Political Ideologies

- Liberalism and Neo-Liberalism
- Marxism
- Gandhism

Reading List:

Essential Readings:

- Barry, Norman *An Introduction to Modern Political Theory*, London, Macmillan, 1981
- Bhargava, Rajeev and Ashok Acharya, eds. *Political Theory*, Pearson, New Delhi, 2012
- Boucher, D. and Paul Kelly, eds., *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, 2009
- Cobban, 'The Decline of Political Theory', *Political Science Quarterly*, 1953, LXVIII, pp. 321-337

- Held, David. *Political Theory and the Modern State: Essays on State Power and Democracy*, Cambridge, Polity Press, 1989
- Farrelly, Collen. *An Introduction to Contemporary Political Theory*, Sage Publication Limited, 2004
- Kymlicka, W. *Contemporary Political Philosophy: An Introduction*, Oxford, 2014
- McLellan, David. *Karl Marx: Selected Writings*, Oxford: Oxford University Press, 2000
- Miller, D. and L. Siedentop, eds., *The Nature of Political Theory*, Oxford, The Clarendon Press, 1983
- ———, *Political Theory Today*, Cambridge, Polity Press, 1991
- ———, *Models of Democracy*, Polity Press, 2006
- Parekh, Bhikhu. 'Political Theory: Traditions in Political Philosophy', in Robert Goodin and Hans Dieter Klingemann, eds., *A new Handbook of Political Science*, OUP, 1966
- Vincent, Andrew. *Political Theory: Tradition and Diversity*, Cambridge: Cambridge University Press, 1997

E-Resources:

- Introduction to Political Theory (National Programme on Technology Enhanced Learning, NPTEL)
URL - <https://nptel.ac.in/courses/109/103/109103141/>
- What is Theory and Why do we need Social and Political Theory (E-Pathshala)
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Understanding Liberty (E-Pathshala)
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Political Thought of Mahatma Gandhi (Consortium for Educational Communication, New Delhi, India)
URL - <https://www.youtube.com/watch?v=JhXa8TiZx5w&list=PLNsppmbLKJ8KOOGzYe8WSYTNq2WCHysVN&index=61>
- Democracy - (Consortium for Educational Communication, New Delhi, India)
URL - <https://www.youtube.com/watch?v=j2FFuxXBDeM&list=PLNsppmbLKJ8KOOGzYe8WSYTNq2WCHysVN&index=171>

Desirable Readings:

- Barry, B. *Democracy, Power and Justice: Essays in Political Theory*, Oxford, Clarendon Press, 1989
- Bell, D. *The End of Ideology*, New York, The Free Press, 1960
- Burns, M. *Ideas in Conflict: The Political Theories of the Contemporary World*, London, Methuen, 1963
- Dahl, Robert A. et al, eds., *The Democracy Source Book*, The MIT Press, 2003

- Dryzek, John B Honning and Anne Philips, eds., *A Handbook of Political Theory*, Oxford: OUP, 2006
- ———, *The Liberal Theory of Justice*, Oxford, The Clarendon Press, 1973
- Dunn, John. *The History of Political Theory and Other Essays*, Cambridge, Cambridge University Press, 1996
- Dyke, V. Van. *Political Theory: A Philosophical Analysis*, Stanford, CA, Stanford University Press, 1960
- Easton, D. *The Political System: An Inquiry into the State of Political Science*, New York, Wiley, 1953
- Fukuyama, F. *The End of History and the Last Man*, Harmondsworth, Penguins, 1992
- Goodin, R. E. and P. Petit, eds., *A Companion to Contemporary Political Philosophy*, Oxford, Basil Blackwell, 1993
- Goodin, R. E. and H. D. Klingemann, eds., *A New Handbook of Political Science*, Oxford, Oxford University Press, 1996
- Hampton, J. *Political Philosophy*, USA, Westview Press, 1997
- Pateman, Carol and Gross, Elizabeth, eds., *Feminist Challenges : Social and Political Theory*, Boston, Northeastern University Press, 1989
- Leo, Strauss, and Joseph Cropsey. 1987. eds. *History of Political Philosophy*, University of Chicago Press
- Plamenatz, John. "The Use of Political Theory", in A Quinton (ed.), *Political Philosophy*, London: Oxford University Press, 1967
- Sabine, G H *A History of Political Theory*, Dryden Press, 1973
- Sandel, M. *Liberalism and the Limits of Justice*, Cambridge, Cambridge University Press, 1982
- Sandel, M. ed., *Liberalism and Its Critics*, Oxford, Basil Blackwell, 1984
- Skinner, Q. *Meaning and Understanding in the History of Ideas*, History and Theory, 1969, 8, pp.3-53
- Wolff, J. *An Introduction to Political Philosophy*, Oxford, Oxford University Press, 1996

Magazines/Journals

- Political Theory
- Economic and Political Weekly
- Critical Inquiry
- Social Scientist

THEROIES OF INTERNATIONAL RELATIONS

Course Code: INP-402

Course Type: Core

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Introduction: This is an M.A. level course which will familiarize students with International Relations (IR) theory. It is structured around the classical and contemporary theories of International Relations and it will survey both mainstream and critical approaches, examine how these theories conceptualize international relations as a field of study and studies the relationship between the theory and practice of international relations.

Objective

The course aims to enable students:

- To familiarize and develop an understanding of the key IR theories.
- To demonstrate how theory provides a map to examine international events and processes.

Evaluation Method:

End Semester Exam for 50 marks

Mid Semester Exam for 30 marks

Term paper and presentation for 20 marks

Pedagogy: The pedagogical approach would involve classroom lectures accompanied with use of power points wherever required. Classroom teaching will also include group discussion and presentations by the students.

Course Units

Unit 1: What is Theory?

- What is International Relations (Cold War and Post Cold War major issue)
- What is Theory and how is theory useful?
- What is I.R. Theory?

Unit 2: Realist Theories of International Relations

- Realist Traditions
- Classical Realism
- Neo Realism / Structural Realism
- Criticism of Structural Realism

Unit 3: Liberal Institutionalism and Regime Theory

- Liberalism/ Neo-Liberalism
- International Regimes
- Liberal Institutionalism
- Domestic Politics and International Behaviour

Unit 4: Alternative Approaches to Theorizing International Relations

- Critical Theory
- Feminist Theory
- Constructivism
- Debates on IR Theory from Global South

Reading List:

Unit 1 - Readings

- Robert Jackson and Georg Sorenson (2013) "Introduction to International Relations Theories and Approaches", ch. 1 & 2.
- Kenneth Waltz, "Laws and Theories," in Robert O. Keohane, ed. *Neorealism and Its Critics*,
- James Rosenau, "Thinking Theory Thoroughly. 19-26. Originally published in James N. Rosenau, *The Scientific Study of Foreign Policy*, London: Frances Pinter, 1980, 19-31.
- Martin Wight, "Why is There No International Theory," in H. Butterfield and Martin Wight (Eds.), *Diplomatic Investigations*, Harvard University Press, 1996, pp. 17-34.
- Mark V. Kauppi and Paul R. Viotti (2020) "International Relations Theory", ch.1

Unit 2 - Readings

- Thucydides, "The Melian Dialogue", from *History of the Peloponnesian War*.
- Niccolo Machiavelli, "On Princes and the Security of their States", from *The Prince*.
- Thomas Hobbes, "Of the Natural Condition of Mankind", from *Leviathan*.
- Jean Jacques Rousseau, "The State of War: Confederation as Means to Peace in Europe".
- Hans J. Morgenthau, "Chapter 1: A Realist Theory of International Politics" from Hans J. Morgenthau, *Politics Among Nations*, pp 1-15.
- Hans J. Morgenthau, "Chapter 14: Evaluation of the Balance of Power" from Hans J. Morgenthau, *Politics Among Nations*, pp 204-223.
- E.H. Carr, "The Nature of Politics" from E.H. Carr, *The Twenty Years' Crisis 1919-1939*, pp. 91-96.
- Hedley Bull, "International Theory: The Case for a Classical Approach," in *Contending Approaches to International Politics*.
- Kenneth Waltz, "Explaining War: The Levels of Analysis", from *Man, the State and War*.

- Kenneth Waltz, "Reductionist and Systemic Theories in *Theories of International Politics*, pp. 60-78.
- Robert O. Keohane, "Theory of World Politics: Structural Realism and Beyond", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 158-201.
- John Gerard Ruggie, "Continuity and Transformation in World Polity: Towards Neo-realist synthesis", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 131-157.

Unit 3- Readings

- Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games" in Peter B. Evans, Harold K. Jacobson and Robert D. Putnam, eds. *Double Edged Diplomacy*, pp. 431-468.
- "Introduction: Three perspectives on international regimes" in Andreas Hasenclever, Peter Mayer and Volker Rittberger, *Theories of International Regimes*, Cambridge: Cambridge University Press
- John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security*, Vol. 23, No. 3, Winter 1998-1999, pp. 43-78.
- Robert O. Keohane and Joseph S. Nye, "Realism and Complex Interdependence", in *Power and Interdependence*, pp. 23-37.
- Robert Jervis, "Security Regimes", *International Organization*, Vol. 36, No. 2, Spring 1982, pp. 357-378.
- Joseph M. Greico, "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism", *International Organization*, Vol. 42, No. 3, Summer, 1988, pp. 485-507.

Unit 4 – Readings

- Richard Devetak, "Critical Theory", in Scott Burchill and Andrew Linklater, eds, *Theories of International Relations*, London, Macmillan Press, 1996, pp. 145-178.
- J. Ann Tickner, "Hans Morgenthau's principles of Political Realism" A Feminist Reformulation".
- Carol Cohn, "Sex and Death in the Rational World of Defence Intellectuals", *Signs: Journal of Women in Culture and Society*, Vol. 12, no. 4, pp. 687-718.
- Wendy Brown, *Manhood and Politics: A Feminist Reading in Political Theory*, Rowman and Littlefield, 1988. (Selected Sections).
- Alexander Wendt, "Anarchy is What States Make of it: The Social Construction of Power Politics, *International Organization*, Vol. 46, no. 2, 1992, pp. 391-425.
- Mohammed Ayoob, "Defining Security: A Subaltern Realist Perspective", in Krause and Williams eds, *Critical Security Studies*, pp. 121-146.
- Amitav Acharya, "The Periphery as the Core: The Third World and Security Studies", in Krause and Williams eds. *Critical Security Studies*, pp. 299-327.

- Geeta Chowdhry and Sheila Nair (eds.), *Power, Postcolonialism and International Relations: Reading Race, Gender and Class* (London: Routledge, 2004).
- Sanjay Seth (ed.), *Postcolonial Theory and International Relations: A Critical Introduction* (New York: Routledge, 2013).

HISTORY OF INTERNATIONAL RELATIONS

Course: INP-403

Course Type: Core

Credit: 4

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description

The course provides a comprehensive introduction to the study of international relations. It presents abroad framework for understanding international relations in their full diversity as well. The students will learn the historical context which has shape states' behaviour and how they interact each other across national boundaries. The aim of the course is to teach students basic concepts and issues/problems in the changing world that are useful for making sense of contemporary debates and challenges in international politics.

Objective:

By the end of this course, students will be able to:

- Develop the critical thinking and independence of thought about the past, and how it does matter in understanding the challenges facing in today's world.
- Demonstrate how the modern concept of nation-state emerged as a main actor of international politics.
- Study the most vital issues/problems affecting the modern world and understand their historical backgrounds
- Learn who hold power and why?

Mode of Evaluation:

- 20% - Participation (class room discussion and Presentation) and Assignment/Term Paper
- 30% Mid-semester exam
- 50% End-semester exam

Teaching methods:

The course is a general introduction to theory and practice of international relations with the historical overview and the issues/ problems in the changing nature of the international relations. The methods of teaching will

involve classroom lectures and group discussions. Classroom teaching will also combine with the use of the PowerPoint presentation, screening documentaries. At the end of every Unit, there will be a presentation by the students followed by group discussion.

Course content

UNIT -1:

INTRODUCTION: Historical Context

- Why Study International Relations?
- The Evolution of the Discipline
- Modern State System
- Anarchy and World Politics

UNIT- 2:

GREAT POWER RIVALRIES AND INTERNATIONAL RELATIONS

- Colonialism and Imperialism : Causes, Phases and Impact
- The First World War, The Second World War: Causes and Consequences
- Post War Developments: Decolonisation, Emergence of Third World
- Cold War: Causes, Phases and Impact

UNIT – 3:

GLOBALISATION AND POST-COLD WAR INTERNATIONAL RELATIONS

- Globalisation and the post-Cold War Order
- Transnational Actors in Global Politics
- Emergence of Regional Organisations
- Major players and regions

UNIT - 4:

PROBLEMS IN CONTEMPORARY INTERNATIONAL RELATIONS

- New pattern of War and Peace
- Environment Issues, and International Terrorism
- Refugees and Migration

- Human Rights and Human Security

Reading List:

Unit-1: Introduction: Historical Context

- Chapter 1 and 2: of Robert Jackson and Georg Sorenson (2010), *“Introduction to International Relations: Theories and Approaches”*.
- Chapter 1: “The Rise of the Western World” from Paul Kennedy’s book *‘The Rise and Fall of the Great Power’*
- Chapter 1 and 2: of Peter Sutch and Juanita Elias’s book *‘The Basic: International Relations’*.
- Chapter 11: ‘The Balance of Power’ from Hans J. Morgenthau’s book *Politics Among Nations*
- Chapter 3, 4 and 5: from Robert J. Art and Robert Jervis, *‘International Relations: Enduring Concepts and Contemporary Issues,’* (2007).

Unit- 2: Great Power rivalries and International Relations

- Chapter 5: “The Struggle for Power: Imperialism”, from Hans J. Morgenthau’s book *Politics Among Nations*
- Chapter 2: Susan L. Carruthers “International History 1900-1945”, in John Baylis and Steve Smith’s edited book *“ The Globalisation of World Politics: An Introduction to International Relations”*.
- E.H. Carr, *‘The twenty years’ crisis: 1919-1939: An Introduction to the Study of International Relations,’* Palgrave Publ. Columbia University Press.
- Chapter 7, 8, 9 of Norman D. Palmer and Howard C. Perkins *“International Relations: The World Community in transition’*,
- Chapter 3: ‘Great power rivalries and international relations,’ from Charles William Kegly and Shannon L. Blanton (ed.), *World Politics: Trend and Transformation’*,

Unit – 3: Globalisation and Post-cold war International Relations

- Chapter 9: of Chris Brown with Kirsten Ainley (ed.), *Understanding International Relations* (Third Edition), 2005.
- Ian Clark, ‘Globalization and the post-cold war order’, in John Baylis and Steve Smith’s edited book *“ The Globalisation of World Politics: An Introduction to International Relations”*.
- Chapter 5: ‘Nonstate actors and the quest for global community’, from Charles William Kegly and Shannon L. Blanton (ed.), *World Politics: Trend and Transformation’*,
- Chapter 9: ‘Regional Organisation’, from Aneek Chatterjee’s book *‘International Relations Today’*,

- e) Chapter 7: Post-Cold War Geopolitics: Major Powers And Regions

Unit- 4: Problems in Contemporary International Relations

- a) Chapter 3: Len Scott “International History 1945-1990’, in John Baylis and Steve Smith’s edited book “ *The Globalisation of World Politics: An Introduction to International Relations*”.
- b) Chapter 10: ‘Key Issues in Contemporary IR’, from Robert Jackson and Georg Sorenson (2010), “*Introduction to International Relations: Theories and Approaches*”.
- c) Chapter 1: “Refugees in International Relations,’ from Alexander Betts and Gil Loescher (ed.), *Refugees in International Relations*, New York: Oxford University Press (2011).
- d) Samuel P. Huntington “The Clash of Civilization”, *Foreign Affairs*, Vol. 72, No. 3 (Summer, 1993), pp. 22-49.
- e) Chapter 4: Michael Cox, “From Cold War to the War on terror” in John Baylis; Steve Smith and Patricia Owens (eds) book ‘*The Globalization of World Politics*’.
- f) Robert Jervis, ‘*The era of leading power peace*’,
- g) John Browne, ‘*Beyond Kyoto*’,

INDIA'S FOREIGN POLICY - I

Course Code: INP-405

Course Type: Core

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: Foreign policy is a tool that a sovereign state uses to pursue its national interests in the international arena. This course aims at providing a comprehensive introduction to the key issues in India's foreign policy. It discusses the origins and determinants of India's foreign policy, the theory and practice of nonalignment, key episodes and trends in the history of India's foreign policy, the reasons for its transformation during the late-1980s and early-1990s, and the features of contemporary foreign policy. The course also covers key bilateral relations, regions and issue areas and culminates with discussions on the enduring themes in India's relations with the world and the skill of analysing foreign policy.

Teaching methods: A significant portion of teaching would involve classroom lectures. Group discussions and presentations would be initiated when these activities would be useful from the point of view of the course.

Learning outcomes: Students crediting this course can expect to:

- Acquire a comprehensive understanding of the historical outlines of India's foreign policy
- Become familiar with the enduring themes in India's foreign policy
- Be skilled in the analysis of foreign policy
- Possess a fair understanding of India as an international actor
- Understand the key challenges before contemporary Indian foreign policy

Requirements: Students are expected to read the material given by the course instructor in advance and be prepared for each class. They are also expected to respect deadlines.

Evaluation

20 percent – term paper plus presentation

30 percent – mid-semester exam

50 percent – end-semester exam

Course Units

Unit I: Introduction, Structure and Determinants of India's Foreign Policy

1. The meaning, objectives / goals of foreign policy and its relation to national interest

2. Sources and key determinants of India's foreign policy
3. Evolution of India's foreign policy

Unit 2: India's Foreign Relations

4. India and South Asia
5. Extended neighbourhood – West (Look West), Central and South East Asia (Look East and Act East)
6. Key bilateral relations: United States, Russia, China, European Union, Japan, Israel, Africa

Unit 3: India and International Institutions

7. India and the UN
8. India and Regional Organisations – NAFTA, ASEAN and SAARC, BRICS, IBSA, SCO
9. India and sub-regional cooperation - BBIN, BIMSTEC, SASEC, IBM-SRC, Mekong-Ganga

Unit 4: Major Issues in India's Foreign Policy

10. India's nuclear policy
11. Global issues – international terrorism, technology and security
12. India's Maritime Policy

Reading List

Required

- The books and articles listed below are required to be read for this course. Articles are to be read in full. Book chapters are to be read according to the syllabus topic under discussion. The course instructor will specify the chapters to be read.
- Appadorai, A. (1949). 'India's Foreign Policy'. *International Affairs*, 25(1): 37-46.
- Ganguly, Sumit and Rahul Mukherji (2011). *India Since 1980*. New York: Cambridge University Press.
- Lal, Deepak. (1967). 'Indian Foreign Policy, 1947-64'. *Economic and Political Weekly*, 2(19): 879+881-883+885-887.
- Malone, David M., C. Raja Mohan and Srinath Raghavan (eds.) (2015). *The Oxford Handbook of Indian Foreign Policy*. Oxford and New York: Oxford University Press.
- Mehta, P.B. (2009). 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India'. *India Review*, 8(3): 209-233.
- Misra, K.P. (1981). 'Towards Understanding Non-Alignment'. *International Studies*, 20(1-2):23-37.
- Mohan, C. Raja (2003). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. New Delhi: Viking Books.
- Nehru, Jawaharlal. (1946/2012). *The Discovery of India*. New Delhi: Penguin Books.
- Noorani, A.G. (1979). India's Foreign Policy. *Asian Affairs*, 6(4): 231-242.

- _____ (1978). Foreign Policy of the Janata Party Government. *Asian Affairs*, 5(4): 216-228.
- Prasad, Bimal (1962). *The Origins of Indian Foreign Policy: The Indian National Congress and World Affairs, 1885-1947*. Calcutta: Bookland.
- Rajagopalan, Rajesh (2013). 'Nuclear Weapons, Indian Strategy, and International Politics' in Navnita Chadha Behera (ed.) *India Engages the World*, New Delhi: Oxford University Press, 271-330.
- Rajan, M.S. (1968-69). 'India and World Politics in the Post-Nehru Era'. *International Journal*, 24(1): 138-158.
- Rana, A.P. (1969). 'The Intellectual Dimensions of India's Nonalignment'. *The Journal of Asian Studies*, 28(2): 299-312.
- Khilnani, S. et.al (2013). *Non-Alignment 2.0: A Foreign and Strategic Policy for India in the Twenty First Century*. New Delhi: Penguin.
- Shyam Sharan, How India sees the world, from Kautilya to the 21st century, Juggernaut, 2017

Recommended

The books and articles listed below are recommended readings should students want to read more on any of the key aspects covered in the course.

- Appadorai, A. (1981). *The Domestic Roots of India's Foreign Policy, 1947-1972*. Delhi: Oxford University Press.
- Dixit, J.N. (2004). *Makers of India's Foreign Policy*. New Delhi: HarperCollins.
- Keenleyside, T.A. (1980). Prelude to Power: The Meaning of Non-Alignment Before Indian Independence. *Pacific Affairs*, 53(3): 461-483.
- Rajan, M.S. (1997). *Recent Essays on India's Foreign Policy*. Delhi: Kalinga Publications.
- Harshe, Rajan and K.M. Seethi (eds.) (2009). *Engaging with the World: Critical Reflections on India's Foreign Policy*. New Delhi: Orient Blackswan.
- Raghavan, Srinath (2010). *War and Peace in Modern India: A Strategic History of the Nehru Years*. Ranikhet: Permanent Black.
- Thakur, Ramesh (1992). 'India After Nonalignment'. *Foreign Affairs*, 71(2): 165-182.
- Malone, David M. (2012). *Does the Elephant Dance?: Contemporary Indian Foreign Policy*. Oxford: Oxford University Press.
- Sidhu, W.P.S., P.B. Mehta and Bruce Jones (2013). *Shaping the Emerging World: India and the Multilateral Order*. Washington, D.C.: Brookings Institution Press.
- Abraham, Itty (2014). *How India Became Territorial: Foreign Policy, Diaspora, Geopolitics*. Stanford, C.A.: Stanford University Press.
- Chaudhuri, R. (2013). *Forged in Crisis: India and the United States Since 1947*. London: Hurst.
- Cohen Stephen P. (2013). *Shooting for a Century: The India-Pakistan Conundrum*. Noida: HarperCollins Publishers.
- Garver, J. (2001). *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*. Seattle, W.A.: University of Washington Press.

SOFT SKILLS DEVELOPMENT

Course Code: INP-441

Course Type: Compulsory

Credits: 02

Teaching and Contact Hours: 3 per week (including 1 consultation/tutorial)

DESCRIPTION:

The course has been specially developed to enhance personal skills of students. It will help them to improve interpersonal skills, team work abilities, leadership quality etc. In addition, it will also help them improve their communication skills and confidence that could further benefit them in facing interviews for job or academic admissions.

OBJECTIVE:

- It helps students to develop competencies and capability
- It develops and strengthens several skills making them competent and confident
- It helps students to bring in behavioural change among them
- It helps students to acquire employability skills and it develops interpersonal communication, team building and leadership skills.

Mode of Evaluation

Mid- Semester exam : 50%

End-Semester exam : 50%

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit 1: Interpersonal and Team Skills

- Interpersonal Communication, Assertiveness, Aggressiveness, Submissiveness
- Confrontation, Conflict Resolution, Team Skills
- Team Building, Negotiations, Mediations, Arbitrations
- Definition of Personality, Need for Personality Development

Unit 2: Leadership Quality Skills

- Leadership Skills, Team Building and Leadership
- Common Leadership mistakes, Best Practices of Leadership
Successful Leadership
- Identifying your Individual Leadership Style, Managing change

- Strategies for Self-Motivation, Problem Solving, Creativity

Reading List:

- Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata Mc Graw Hill.
- Robbins, S.B.(2005). Organizational Behaviour. New Delhi: Prentice Hall of India.
- Pravesh Kumar (2005). All about self- Motivation. New Delhi: Goodwill Publishing House.
- Smith, B (2004). Body Language. Delhi: Rohan Book Company.
- Mile, D.J (2004). Power of positive thinking. Delhi: Rohan Book Company.

SECOND SEMESTER

INTERNATIONAL ORGANIZATION AND GLOBAL GOVERNANCE

Course Code: INP- 455

Course Type: Core

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description:

The course examines the role and relevance of international organizations (IOs) and the major concepts and theoretical approaches to study IOs and assess their contribution in policy areas such as economic development, security, trade, environment, human rights and humanitarian assistance. It focuses on understanding global governance both as a paradigm and as an emerging field of inquiry in international relations. It explores what is meant by 'global', what is being governed, how and by whom. The course introduces students to debates, challenges, the driving forces and processes, that characterise governance in an increasingly interconnected and politicised global context.

Objectives:

- To understand why states cooperate and create institutions to address collective action problems.
- To understand the design and functioning of IOs and their interactions with states and non-state actors.
- To understand multilateral diplomacy through international institutions, regimes, transnational networks.
- To be familiar with key issues, actors, sources of authority, challenges and trends in global governance.

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

Learning Outcomes:

- To critically evaluate the process of decision-making at the global level in major policy domains.
- To use concepts and theoretical approaches for case studies.
- To develop insights into possible future scenarios and research in the field.

Course Units

Unit 1: Introduction to IOs and Global Governance

- Historical evolution
- Definition, Typology, Roles and Functions
- Governance in a globalizing world

Unit 2: Concepts and Theoretical Approaches

- Realism and Liberal Institutionalism
- Regime Theory
- Functionalism and Neo-functionalism
- Multilateralism
- Power, IOs and Global Governance

Unit 3: Actors and Institutions in Global Governance

- The UN System – Evolution in a changing global context
- World Bank, IMF; WTO
- G20, BRICS
- Regional Organisations (EU, ASEAN, SAARC)
- Non-state Actors (Global Civil Society, Networks & Movements, NGOs, TNCs)

Unit 4: Global Governance and Role of IOs: Key Thematic Issues

- Collective security and use of force
- Peace building and post-conflict reconstruction
- Trade, finance and development
- Human Rights and Human Security
- Environment and Health

Reading List:

Unit 1

- Diehl, Paul F. (ed.) (2005). *Politics of Global Governance: International Organizations in an Interdependent World*, Boulder, CO: Lynne Rienner.
- Dingwerth, Klaus and Philipp Pattberg (2006). Global Governance as a Perspective on World Politics. *Global Governance*, 12: 185-203.
- Finkelstein, Lawrence (1995). What is Global Governance? *Global Governance*, 1(3): 367-372.
- Abbot, Kenneth and Duncan Snidal (1998). Why States Act through Formal Organizations. *Journal of Conflict Resolution*, 42: 3-32.
- Archer, Clive (2015). *International Organisations*, London: Routledge.
- Hurd, Ian (2018). *International Organizations: Politics, Law, Practice*, New York: Cambridge University Press.
- Karns, M. P. and Mingst, K.A. (2004). *International Organizations: The Politics and Processes of Global Governance*, Boulder, CO: Lynne Rienner.
- Reinalda, Bob (2009). *Routledge History of International Organizations: From 1815 to the Present Day*, London: Routledge.

Unit 2

- Keohane, Robert O. and Lisa L. Martin (1995). The Promise of Institutional Theory,” *International Security*. 20(1), pp. 39-51.
- Grieco, Joseph (1988). Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism. *International Organization*, 42(3): 485-507.
- Barnett, Michael N. and Martha Finnemore (1999). The Politics, Power, and Pathologies of International Organizations. *International Organization*, 53(4): 699-732.
- Ruggie, John Gerard (1992). Multilateralism: The Anatomy of an Institution. *International Organization*, 46(3): 561-598.
- Mearsheimer, John J (1994). The False Promise of International Institutions. *International Security*, 19(3): 73-91.

Unit 3

- Craig, Campbell (2008). The Resurgent Idea of World Government. *Ethics & International Affairs*, 22 (2): 133-142.
- Dutt, Sagarika (2012). The UN and Global Governance: Do Ideas Alone Help? *India Quarterly*, 68(2): 187-194.
- Kaldor, Mary (2003). The Idea of Global Civil Society. *International Affairs*, 79 (3): 583-593.
- George Weiss and Ramesh Thakur (eds.) (2010), *Global Governance and the UN: An Unfinished Journey*, Bloomington: Indiana University Press.

- Goodrich, Leland M. (1947). From League of Nations to United Nations. *International Organization*, 1(1): 3-21
- Cooper, Andrew (2010). The G20 as an Improvised Crisis Committee and/or a Contested 'Steering Committee. *International Affairs*, 86 (3): 741-757.
- Cronin, Bruce (2002). The Two Faces of the United Nations: Between Inter-governmentalism and Transnationalism. *Global Governance*, 8(1): 53-71.
- Hettne, Björn and Fredrik Söderbaum (2006), The UN and Regional Organizations in Global Security: Competing or Complementary Logics? *Global Governance*, 12(3): 227-232.
- Bexell, Magdalena; Jonas Tallberg and Anders Uhlin (2010). Democracy in Global Governance: The Promises and Pitfalls of Transnational Actors. *Global Governance*, 16 (1): 81-101.

Unit 4

- Lipson, Michael (2007). Peacekeeping: Organized Hypocrisy? *European Journal of International Relations*, 13: 5-34
- Woodward, Scott (2012). The Responsibility to Protect: The Time is Now, *Mediterranean Quarterly*, 23 (3): 82-97.
- Woods, Ngaire (2007). *The Globalizers: The IMF, the World Bank, and Their Borrowers*, Ithaca: Cornell University Press.
- Ng N, Ruger J (2011). Global health governance at the crossroads. *Global Health Governance*, 3(2): 1-37.
- Lee, Kelly and Adam Kamradt-Scott (2014). The multiple meanings of global health governance: a call for conceptual clarity. *Globalization and Health*, 10 (28),
- Woods, Ngaire (2010). Global governance after the financial crisis: a New multilateralism or the last gasp of the great powers?. *Global Policy*, 1: 51-63.
- Newell, Peter (2008). The Political Economy of Global Environmental Governance. *Review of International Studies* 34 (3): 507-529

JOURNALS

- International Organization
- Global Governance
- Global Society
- Global Policy
- The Review of International Organizations

VIDEOS

- Rise of WTO
<https://www.youtube.com/watch?v=1Xp75Egtvi8>
- Transnational crime

<https://vimeo.com/56937394>

- EU migration crisis: the inside story
<https://www.youtube.com/watch?v=YnYzcl4QRgY>
- A world on the move: Refugees and Migrants
<https://www.youtube.com/watch?v=vpkcHYfXC0w>
- Life As A UN Peacekeeper In The Democratic Republic Of The Congo
<https://www.youtube.com/watch?v=T1xiS8mBpBs>

GEOPOLITICS

Course Code: INP-456

Course Type: Core

Credits: 04

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Introduction:

This course studies the effect of geography on military-political affairs. The main purpose is to familiarize the student with the fields of study that comprise Geopolitics and Geostrategy and the analytical processes involved in the assessment of various Geostrategies. During the course period, students will study the concepts and development of geopolitical theory. With this, students will also be able to answer some of the key questions: how sea powers and land powers craft effective grand strategies? In what historical periods have landpowers/ seapowers tended to be dominant in the international system? How has the development of airpower affected geopolitical thinking? Finally, students will study the contemporary issues in geopolitics.

Mode of Evaluation:

30% = Mid Semester Examinations

20% = Assignments + Class Participation + Class Attendance

50% = End Semester Examinations

UNIT – 1: Introduction to Geopolitics

Meaning and Components

Global Geopolitical and Geostrategic Patterns

Changing Perspectives and Perceptions of a World Order: Special Focus on The Indian and Chinese outreach

UNIT- 2: Major Geopolitical Thinkers

Sun Tzu, Kautilya, Mackinder, Mahan, Spykman, Friedrich Ratzel and Haushofer

UNIT-3: Geopolitics of War and Peace

Decolonization

Cold War: Alliances and Containment

Geopolitics and Geo-economics in the Age of Globalization

UNIT- 4: Issues in Geopolitics

Geopolitics and terrorism

Global Environment Issues

Geopolitics of Energy

Reading List:

- Chapter -1: “A Framework for Understating Geopolitics” in Colin Flint, Introduction to Geopolitics, Routledge, 2006.
- Chapter – 1: “Introduction to Geopolitical Traditions: A Century Of Geopolitical Thought” in Atkinson, David, and Klaus Dodds, eds., Geopolitical traditions: Critical histories of a century of geopolitical thought Routledge, 2002.
- Chapter – 1 “Why Geopolitics?” in Gray, Colin S. And Geoffrey R. Sloan, Eds. Geopolitics, Geography, And Strategy, Psychology Press, 1999.
- The Geographical Pivot of History by Halford J. Mackinder
- Chapter No 6 “Halford Mackinder the theory of Hartland” in Adhikari, Shekhar. Modern Strategic Thought: Machiavelli to Nuclear Warfare. Kilaso Books, 2004
- Mahan Alfred Thayer, The influence of Sea Power upon History
- Chapter No 3: Geoffrey R. Sloan, (eds.), An geopolitics, geography and strategy. Psychology Press, 1999.
- Chapter No 5 : Adhikari, Shekhar. Modern Strategic Thought: Machiavelli to Nuclear Warfare. Kilaso Books, 2004.
- Geography and Foreign Policy –I by Nicholas J. Spykman
- Geography and Foreign Policy –II by Nicholas J. Spykman
- Chapter -4: “Spykman and Geopolitics”, by David Wilkinson in Ciro E. Zoppo Charles Zorgbibe edited book ‘ON Geopolitics: Classical and Nuclear, Springer
- P. K. Gautam, Saurabh Mishra and Arvind Gupta, *Indigenous Historical Knowledge: Kautilya and His Vocabulary*, New Delhi, IDSA/Pentagon Press, 2016
- Sun Tzu: *The Art of War*. Translated and with an Introduction by SAMUEL B. GRIFFITH, with a foreword by B. H. Liddell Hart. Oxford: Clarendon Press, 1963

- RashedUz Zaman, Kautilya: The Indian Strategic Thinker and Indian Strategic Culture, *Comparative Strategy*, 25:3, pp. 231-247
- Liebig, Michael. 2013. "Kautilya's Relevance for India Today." *India Quarterly* 69 (2): 99–116. <https://doi.org/10.1177/0974928413481881>.
- Mishra, Malay. 2016. "Kautilya's Arthashastra: Restoring its Rightful Place in the Field of International Relations." *Journal of Defence Studies* 10(2): 77-109.
- Mitra, Subrata K. and Michael Liebig. 2017. *Kautilya's Arthashastra: An Intellectual Portrait: The Classical Roots of Modern Politics in India*. New Delhi: Rupa Publications.
- Modelski, George. 1964. "Kautilya: Foreign Policy and International System in the Ancient Hindu World." *Cambridge University Press* 58 (3): 549–60. <https://doi.org/10.2307/1953131>.
- Chapter No 1: "Postmodern Geopolitics?" Tuathail, Gearoid O. *Rethinking geopolitics* Routledge 1998.
- Agnew, John (2003), *Geopolitics- Revisioning World Politics*, Routledge: London
- Agnew, John (ed.)(1997), *Political Geography: A Reader*, Arnold: London
- Blouet, Brian W. (2001), *Geopolitics and Globalization in the Twentieth Century*, Reaktion Books: London.
- Cohen, Saul B. (2003), *Geopolitics of the World System*, Rowman and Littlefield: Lanham.
- Dodds, Klaus and David Atkinson (eds.)(2000), *Geopolitical Traditions: A Century of Geopolitical Thought*, Routledge: New York.
- Dodds, Klaus (2000), *Geopolitics in a Changing World*, Prentice Hall: Essex, England.
- Glassner, Martin Ira and Chuck Fahrer (2004), *Political Geography*, John Wiley: Danvers, Massachusetts.
- Harvey, David (1990), *The Condition of Postmodernity*, Blackwell: Oxford.
- Kupchan, Charles A. (ed.)(2001), *Power in Transition: The Peaceful Change of International Order*, United Nations University Press: Tokyo.
- Nayar, Baldev Raj (2005), *Geopolitics Of Globalization*, Oxford University Press: New Delhi.
- Paret, Peter (ed.)(1986), *Makers Of Modern Strategy: from Machiavelli to the Nuclear Age*, Princeton University Press: Princeton.
- Prescott, J.R.V. (1987), *Political Frontiers and Boundaries*, Allen and Unwin: London.
- Tuathail, Gearoid O. and Dalby, Simon (1998) (eds.), *Rethinking Geopolitics*, Routledge: London.
- Wolch, Jennifer and Michael Dear (eds.)(1989), *The Power of Geography: How Territory Shapes Social Life*, Unwin and Hyman: London.

Journals in Geopolitics

- 1) Geopolitics 2) The Journal of Strategic Studies 3) Political Geography
- 4) Progress in Human Geography 5) Antipode

INDIA'S FOREIGN POLICY – II

Course Code: INP-457

Course Type: Core

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

COURSE DESCRIPTION

The course investigates the economic and socio-cultural aspects of India's foreign policy. The objectives of foreign policy are guided by the objectives of enhancing national security, promoting and facilitating India's economic transformation, strengthening our mutually beneficial partnerships and building influence in international forums. This paper explores India's interactions with various international economic institutions at multilateral, regional and bilateral levels. Furthermore, the course also explores the socio-cultural dimension: the use of concepts like soft power and the and cultural diplomacy, and how it can be used as a foreign policy tool for nations' power projection in the global calculus.

Teaching Methods

Teaching will take place through lectures and interactions. For students, regular attendance and participation in the class is essential. Group and individual activities from student participants would supplement classroom engagement. ICT tools would be used extensively during teaching. Students are expected to participate actively in discussions based on their critical understanding of the assigned readings. 70% attendance is necessary to attend the end semester exam.

ASSESSMENT AND EVALUATION

Assessment and Evaluation would include term papers/assignments and semester examinations. Please strictly adhere to the submission deadlines.

- Term Paper – 20%
- Mid-Semester Exam – 30%
- End-Semester Exam – 50%

COURSE CONTENT:

Unit I: Evolution of India's Economic Diplomacy

- Nehruvian/Socialist Phase
- Liberalization Phase

- Determinants and Actors of Foreign Economic Diplomacy

Unit II: India's Economic Diplomacy in post-Liberalization Era

- India and the WTO
- India's and Bilateral and Regional Trade Arrangements (SAFTA, FTA, Comprehensive Economic Cooperation Agreement, Regional Comprehensive Economic Partnership)
- India's Role in G20, BRICS
- India's Foreign Aid Policy

Unit III: Diplomacy and Foreign Policy

- Aspects of Indian Diplomacy: Conference, Summit Diplomacy, Track Two Diplomacy
- India and International Institutions: United Nations - Security Council, Peace Keeping Missions, ICJ
- UN Reforms and India

Unit IV: Socio-Cultural Dimensions of India's foreign Policy

- 'Soft Power' in India's Foreign Policy
- Transnational Cultural Linkages and Diaspora as foreign policy's leverage
- Emerging Challenges to foreign policy: Immigration/migration, Trafficking, Climate Change and Energy

Essential Readings

Chan-Wahn Kim, *Economic Liberalization and India's Foreign Policy* (Delhi: Kalpaz Publications, 2006)

Fisher Kaufman, McDonald Azar, Moore Friedman, Rothman Woodrow, Davies BorrisKelmanGurr, *Second Track Citizens' Diplomacy* (Rowman & Littlefield Publishing Group Inc, 2003)

Sengupta, ,*Fifty Years of Development Policy in India*, in HiranmayKarlekar, *Independent India: The First Fifty Years* (ICCR, Oxford, 1998).

Kapur, Devesh ,*Diaspora, Democracy and Development: The Domestic Impact of International Migration from India* (NJ: Princeton University Press, 2010)

Kaufmann, Johan, *Conference Diplomacy: An Introductory Analysis* (Palgrave Macmillan , 1996)

Narlekar , Amrita , *The World Trade Organization: A Very Short Introduction* (Oxford University Press, 2005),

Narlekar , Amrita ed , *International Trade and Developing Countries: Coalitions in the GATT and WTO* (Routledge, 2003).

Sikri , Rajiv , *Challenge and Strategy: Rethinking India's Foreign Policy* (New Delhi: Sage Publications , 2009)

Sridharan, E ,*International Relations Theory and South Asia : Security , Political Economy , Domestic Politics , Identities , and Images* (Oxford: Oxford University, 2011)

Tharoor, Shashi ,*Pax Indica: India and the World of the 21st Century* (New Delhi : Penguin Books, 2013)

Thussu, D., *Communicating India's Soft Power : Buddha to Bollywood* (New Delhi: Sage Vistaar , 2016)

Varadarajan ,Latha , *The Domestic Abroad: Diasporas in International Relations*. (New York: Oxford University Press, 2010)

STATE AND POLITICS IN INDIA

Course Code: INP-458

Course Type: Core

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: This course introduces key aspects of Indian politics. It is a core course for the M.A. programme in Politics and International Relations and is also open to other Master's students of the university under choice based credit system. State and democracy in India are the key themes. The course discusses the origin, evolution and consolidation of state and democracy in India. To understand state and democracy, the course also takes into account key events, political institutions and political processes. It also attempts to understand the distinctness of political process and institutions in India. The course provides a historical background to the Indian politics and strives to cover historical and analytical perspectives on Indian politics.

Course Objectives: At the end of this course, students are expected to:

1. Become comprehensively introduced to the key aspects of Indian politics.
2. Become equipped to think systematically – analytically and historically – on key aspects of Indian politics.
3. Appreciate the salience of politics in modern Indian public life.
4. Appreciate the distinctness of Indian politics

Mode of instruction: As this is a Master's level introductory course, lectures by the course instructor would be the primary mode of instruction. Consultation/tutorial hours are meant for students to seek clarifications on doubts and answers to their questions related to any aspect of course. Regular classroom discussions would be organized. ICT tools would be used extensively for the purpose of teaching. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments / Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

Term Paper/Assignment- will be approximately of 4000 words in length. The theme should be proposed by the student from the course outline and should be finalized in consultation with the course instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit I: State in India

- Historical origins of post-independent India state
- Nature and trajectory of post-independent India state

Unit II: Democracy

- Historical origins of democracy in India
- Nature and trajectory of democracy
- Widening and deepening of democracy
- Key moments, processes and shifts in Indian democracy

Unit III: Key Institutions and Processes

- Indian Federalism – Nature, Evolution, Functioning and Shifts
- The Judiciary in India
- Party System – Era of one-party dominance, rise of regional parties and era of coalition politics
- Regional Mobilizations
- Politics of Social Justice

Unit IV: Debates on Secularism, Globalization and Economic Reforms in India

- Debates on secularism in India
- Implications of Globalization on Indian Politics
- Introduction to economic reform

Reading List:

Essential Reading:

- Bhargava, Rajeev, ed. *Secularism and Its Critics: Themes In Politics*, Oxford University Press: New Delhi, 1999
- Bhargava, Rajeev, ed., *Politics and Ethics of the Indian Constitution*, Oxford University Press, 2009
- Chakrabarty, Bidyut and Rajendra Kumar Pandey, *Indian Government and Politics*. New Delhi: Sage, 2008
- Chanchal Kumar Sharma & Wilfried Swenden (2017) Continuity and change in contemporary Indian federalism, *India Review*, 16:1, 1-13, DOI: [10.1080/14736489.2017.1279921](https://doi.org/10.1080/14736489.2017.1279921)
- Frankel, Francine, Zoya Hasan, Rajeev Bhargava, Balveer Arora, eds., *Transforming India: Social and Political Dynamics of Democracy*, Oxford University Press, 2002

- Hasan, Zoya et al., eds., *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.
- Hasan, Zoya ed., *Parties and Party Politics in India*, Oxford University Press, New Delhi, 2002
- Jayal, Niraja Gopal and Pratap Bhanu Mehta. 2014. *The Oxford Companion to Politics in India*, 6th Impression, Student edition. New Delhi: Oxford University Press.
- Kohli, Atul. *The Success of Indian Democracy*. New Delhi: Cambridge University Press.
- Kumar, Ashutosh, Moving Beyond Nation State: Framing State Level Politics in India, *India Review*, 16:3, 277-303, DOI: [10.1080/14736489.2017.1346404](https://doi.org/10.1080/14736489.2017.1346404)
- Harihar Bhattacharyya, Kham Khan SuanHausing& Jhumpa Mukherjee (2017) Indian federalism at the crossroads: Limits of the territorial management of ethnic conflict, *India Review*, 16:1, 149-178, DOI: [10.1080/14736489.2017.1279934](https://doi.org/10.1080/14736489.2017.1279934)
- Manor, James, India's States: The Struggle to Govern, *Studies in Indian Politics*, Vol 4, Issue 1, pp. 8 – 21, 2016, <https://doi.org/10.1177/2321023016634909>
- Menon, Nivedita, ed., *Gender and Politics in India*, Oxford University Press, 2001
- Pai, Sudha. *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*, Oxford University Press, 2013
- Palshikar, Suhas, *Indian Democracy*, Oxford University Press, 2017
- Suri, K. C. Carolyn Elliot and David Hundt, Democracy, Governance and Political Parties in India, *Studies in Indian Politics*, Vol 4, Issue 1, pp. 1 – 7, 2016, <https://doi.org/10.1177/2321023016634902>
- Verma, Rahul, Jyoti Mishra, Shreyas Sardesai, and Sanjay Kumar, Return of the 'National' in Indian Elections: When do National-level Factors Play a Role in Influencing the Outcomes of State Assembly Elections?, *Studies in Indian Politics*, Vol 2, Issue 1, pp. 81 – 97, June 2, 2014, <https://doi.org/10.1177/2321023014526093>
- Wyatt, Andrew (2017) Paradiplomacy of India's chief ministers, *India Review*, 16:1, 106-124, DOI: [10.1080/14736489.2017.1279932](https://doi.org/10.1080/14736489.2017.1279932)

E-Resources –

- The Judiciary in India (E-Pathshala)
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Regional Autonomy (E-Pathshala)
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Process of Globalization and its Implications on Indian Politics(E-Pathshala)
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Secularism (Consortium for Educational Communication, New Delhi, India)

URL -

https://www.youtube.com/watch?v=WT0eXGdigJg&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr&index=15

- Party and Party System in India (Consortium for Educational Communication, New Delhi, India)

URL -

<https://www.youtube.com/watch?v=09iPQuNKCbo&list=PLNsppmbLKJ8KOOGzYe8WSYTNq2WCHysVN&index=112>

Desirable Readings:

- Anderson, Perry, *The Indian Ideology*. Gurgaon: Three Essays Collective, 2011
- Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Delhi, 1966
- Austin, Granville, *Working a Democratic Constitution: A History of the Indian Experience*, Oxford University Press, Delhi, 1999
- Bajpai, Rochana. *Debating Difference: Group Rights and Liberal Democracy in India*, Oxford University Press, 2011
- Baxi, Upendra, *The Supreme Court in Indian Politics*, Eastern Book Company, New Delhi, 1980.
- Baxi, Upendra and Bhikhu Parekh. eds. *Crisis and Change in Contemporary India*. New Delhi: Sage Publications, 1994.
- Brass, Paul. *Politics of India Since Independence*. New Delhi: Cambridge University Press, 1994.
- Chatterjee, Partha, *The Nation and its Fragments*, New Delhi: Oxford University Press, 1994.
- Chatterjee, Partha, *State and Politics in India*. New Delhi: Oxford University Press., 1998
- Frankel, Francine R. *India's Political Economy 1947–2004: The Gradual Revolution*, Oxford University Press, 2006
- Hasan Zoya, ed., *Politics and State in India*, Sage, New Delhi, 2001
- Kaviraj, Sudipta, ed., *Politics in India*, Oxford University Press, New Delhi, 1997.
- Kaviraj, Sudipta. *The Imaginary Institution of India: Politics and Ideas*, Orient BlackSwan/Permanent Black, 2010
- Kaviraj, Sudipta. *The Trajectories of the Indian State: Politics and Ideas*, Orient BlackSwan/Permanent Black, 2012
- Kaviraj, Sudipta. *The Enchantment of Democracy and India: Politics and Ideas*, Orient Blackswan, 2012
- Kohli, Atul and Prerana Singh. 2013. *Routledge Handbook of Indian Politics*. New Delhi: Routledge.
- Kothari, Rajni, *Politics in India*, 2nd Edition. New Delhi: Orient Blackswan, 1970
- Kothari, Rajni. *Caste in Indian Politics*, 2nd Edition. New Delhi: Orient Blackswan.
- Kothari, Rajni, *Rethinking Democracy*, Orient Longman Private Limited, 2005

- Kothari Rajni, *Politics in India*, Orient Longman, Hyderabad, 2003
- Kothari Rajni, *State against Democracy: In Search of Humane Governance*, Ajanta, Delhi, 1988
- Khilnani S., *The Idea of India*, Penguin, London, 1997
- Mehta, V.R. and Thomas Pantham. Ed. *Political Ideas in Modern India: Thematic Explorations*, Sage Publications, 2006
- Mehta, Pratap Bhanu and Devesh Kapur. *Public Institutions in India: Performance and Design*, Oxford University Press, 2007
- Mohanty, Manoranjan ed., *Caste, Class and Gender*, Sage, Delhi, 2000.
- Parekh, Bhikhu, *Debating India: Essays on Indian Political Discourse*, Oxford University Press, 2015
- Rudolph, Lloyd I. and Susanne Hoeber Rudolph, *Explaining Indian Democracy: A Fifty Year Perspective, 1956-2006*.
- Rudolph, Lloyd I. and Susanne Hoeber Rudolph, *The Realm of Ideas: Inquiry and Theory, Vol. 1*. Oxford University Press, New Delhi, 2008.
- Rudolph, Lloyd I. and Susanne Hoeber Rudolph, *The Realm of Ideas Institutions: State Formation and Institutional Change, Vol. II*. Oxford University Press, New Delhi, 2008
- Rudolph, Lloyd I. and Susanne Hoeber Rudolph, *The Realm of Ideas The Public: Identity and Policy, Vol. III*. Oxford University Press, New Delhi, 2008.
- Shankar, B L and Valerian Rodrigues, *The Indian Parliament: A Democracy at Work*, Oxford University Press, 2014.
- Vanaik, Achin. *The Painful Transition: Bourgeois Democracy in India*. London: Verso, 1990.
- Vanaik, Achin. ed. *ICSSR Research Surveys and Explorations – Vol. 1-4*, Oxford University Press, 2013.

Magazines/Journals

- Economic and Political Weekly
- Seminar Magazine
- Contemporary South Asia
- Studies in Indian Politics
- India Review

COMMUNICATION SKILLS AND COMPUTER APPLICATION

Course Code: INP-491

Course Type: Compulsory

Credits: 02

Teaching and Contact Hours: 3 per week (including 1 consultation/tutorial)

Course Description:

The course is designed to improve the communication and basic computer skills of students. It will support students to enhance communication and understanding abilities in English. At the same time, basic computer application will also be taught during the course which could improve their elementary research skills in terms of study material collection [internet research], collation [data banking] and report preparation (writing skills) for respective subjects.

Course Objectives

By the end of this course, students should be able to-

- i. To enable students to comprehend the concept of Communication
- ii. To make students to build a repertoire of functional vocabulary and communication skills
- iii. To train students in basic computer knowledge, this provides essential skills for the user to get adapted to any work environment.

Teaching Methods

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper:	20%
Mid- Semester exam:	30%
End-Semester exam:	50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor.

There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Contents

Unit I - English Language Skills

- Spoken English Skills, Greeting, Self Introduction, Body Language, Verbal and Non Verbal Communication
- Reading Skills, Writing Skills, Listening Skills, Conversation Skills
- Public Speaking, Interpersonal, Interactive and Presentation Skills

Unit II Basic Computing Skills and Teaching/Learning Applications

- Introduction to Computers- Basic of Computers and Role of Computers in Society
- E-Mail-Reading and Writing, Letter and Report Writing
- Google Form, Google Classroom, Edmodo and Testmoz

Reading List:

1. Sasikumar.V and P.V. Dhamija. 1993. *Spoken English: A Self-Learning Guide to Conversation Practice*. 34th Reprint. Tata McGraw-Hill. New Delhi
2. V. Syamala. 2002. *Effective English Communication for you*. Emerald Publishers, Chennai.

3. Hewings, Martin. 1999. *Advanced English Grammar: A Self-Study Reference and Practice Book for South Asian Students*. Reprint 2003. Cambridge University Press. New Delhi
4. Introduction to Computers – Peter Norton, Tata McGraw Hill
5. Microsoft. 2003. – Jennifer Ackerman Kettell, Guy Hat-Davis, Curt Simmons, Tata McGraw Hill

THIRD SEMESTER

INTRDODUCTION TO RESEARCH METHODOLOGY

Course Code: INP-542

Course Type: Compulsory

Credits: 02

Contact Hours: 3 hours per week (including 1 hr consultation/tutorial)

Introduction: The course will familiarize students with the methods and tools of doing research in Social Sciences, International Relations (IR) and Defence and Strategic Studies. The students will learn the nuances of research writing, data analysis (quantitative and qualitative), selecting and designing a research proposal including framing research questions and hypothesis, reviewing and critically analyzing the existing literature in the area.

Objective:

The course aims to enable students: -

- To identify a research area and research questions to be investigated
- To collect data from online and offline databases
- To write a literature review
- To write research proposal

Evaluation Method:

- Mid Term Evaluation - 50 marks
- End Term Evaluation- 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include preparation of a research proposal and its presentation by the students. Students will be encouraged to do a regular reading of the important books and journals pertaining to the issue area.

Course Units

Unit 1: Introduction to Research Methodology

What is Research and Research Methodology

- Types of Research
- Inductive vs Deductive Method
- Introducing Positivism and Behaviouralism
- Hermeneutics, Falsification and Paradigm

How to prepare a Research Proposal

- Research Ethics and Plagiarism
- Collecting Data using Online and Offline Databases, Using ICT Tools for Citation (Zotero, Endnote)

- Deciding Research Area/Focus
- Literature Review
- Designing Research Questions and Hypothesis

Unit 2: Quantitative and Qualitative Tools and Techniques in Social Science Research

Quantitative Tools and Techniques in Social Science Research

- Data and data collection
- Designing and Selecting samples
- Basics of statistical tools and techniques to analyse data

Qualitative Tools and Techniques in Social Science Research

- Questionnaire
- Field Work
- Interviews

Introduction to Field Trip

- Field Visit to University Departments/ Centres
- Interactions with Think Tanks and Research Institutions
- Meetings/Interactions with Defence Forces, Area Experts and Specialists

Reading List:

1. Stephen Van Evara, *Guide to Research for Students of Political Science*, Cornell: Cornell University Press, 1997.
2. McNabb David, *Research Methods for Political Science: Quantitative and Qualitative Methods*, Prentice Hall, New Delhi 2004.
3. Howard Lune and Bruce L. Berg, *Qualitative Research Methods for Social Sciences*, Pearson, Ninth Ed., 2017.
4. Anselm Strauss and Juliet Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 2nd Edition. Newbury Park, CA: Sage Publications, 1998.
5. William E Wagner, *Using SPSS for social sciences and research methods*, Sage, 2006.
6. N.L. Spoull, *Handbook of Research Methods: A Guide for Practitioners and Students in the Social Sciences*, 2nd Ed., Metuchen, NJ: Scarecrow Press, 1995.

PEACE AND CONFLICT ANALYSIS

Course Code: INP-521

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description

The course is designed to familiarise students to the broad and diverse field of peace and conflict studies. Recent international crises highlight the need for greater understanding of the political, economic and social factors that affect security and stability, as well as the unnecessary loss of lives which results due to such conflicts. The renewed threat of insurgency and terrorism, humanitarian crises in Afghanistan, West Asia, Central Africa and Balkans all indicate the need for more effective strategies for promoting peace and stability.

The course on – Peace and Conflict Analysis focuses on the causes of war and violence, the relationship between security and development, human security, the ethical and legal restraints on war, the politics and practice of humanitarian aid, the role of media in shaping conflict, and the role of international institutions such as United Nations. The course will examine contemporary case studies such as the Genocide in Rwanda, the Arab Spring, and the politics of media representation of war, the challenges of rebuilding Afghanistan, post-conflict situation in Sri-Lanka, among others.

Course Aim

The objective of this course is to introduce students to different theories about the causes of conflict and the development of different approaches to restrain and resolve such conflict and rebuild societies and have due governance in post conflict period.

Course Objectives

By the end of this course student should be able to:

1. Understand the meaning of key terms such as ‘strategy’, ‘deterrence’, ‘peace keeping’, ‘peace making’, ‘conflict resolution’, ‘post conflict reconstruction’, ‘human security’, ‘non-violence’ etc.
2. Have the overview of the international legal and institutional framework in which debates about Peace and Conflict Studies take place.
3. Assess the role of international organisations like United Nations and others engaged in preventing, managing and rebuilding after war.
4. Understand the alternative paradigms for the resolution of violent conflict

Mode of Evaluation

Assignments/Term Paper: 20%
Mid- Semester exam: 30%
End-Semester exam: 50%

Course Units

Unit 1

The causes of war and violent conflict

- What causes war?
- How has the nature of war, from the causes to the ways it is fought, changed in recent history?
- Is war a force that gives us meaning? Can it ever be controlled or eliminated?
- Why according to the international system war is said to be 'inevitable'?

Economics and War

- Whether war is driven by leaders representing the grievances of people or whether they are driven by greed?

Unit 2

Ethnic conflict and complex emergencies

- The incidence of ethnic war.
- Ancient hatred thesis.
- 'New wars and complex emergencies.

Genocide

- What are the causes of genocide?
- The legal prohibition of genocide.
- How genocides end?

Unit 3

Media and its role in war and peace

- Traditional role of media in times of peace and war
- The revolutionary nature of web technology- use of social media sites
- Digital battle spaces and virtual war
- Security in cyberspace.

Ethics and the laws of war

- Ethical traditions on the use of force
- International law on the use of force
- The decision to wage war

Unit 4

Conflict prevention

- Basic concepts of conflict prevention
- Early warning and Negotiations
- The role of international organisations.

Peace-making, Peacekeeping and Peacebuilding

- History and background of peace operations
- Approaches to peacebuilding

Books

- Barry Buzan, *People, States and Fear*, 2d. ed., New York: Harvester Wheatsheaf, 1991.
- Stephen Walt, "The Renaissance of Security Studies," *International Studies Quarterly*, 35 (June 1991), pp.211-39.
- Edward Kolodziej, "Renaissance in Security Studies," *International Studies Quarterly*, 36 (December 1992), pp.421-428.
- Lawrence Freedman, *deterrence*, Cambridge, UK: Polity, 2004.
- Richard Ned Lebow and Janet Gross Stein, "Deterrence and the Cold War", *Political Science Quarterly*, 110, (Summer 1995) pp. 157-182.
- Robert Jervis, "Cooperation Under the Security Dilemma", *World Politics*, vol.30, no.2 (January 1978), pp.167-214.

Journals

Students should get familiarised with some of the field's key journals. They include (* indicates the most important ones):

Bulletin of Peace Proposals

Civil Wars

Contemporary Security Policy

Ethics and International Affairs*

Global Change, Peace and Security

Interdisciplinary Peace Research

International Affairs

International Peacekeeping*

International Relations

International Security

International Studies Quarterly

Journal of Conflict Resolution*

Journal of Peace Research*

Millennium

Peace and Change

Peace Research

Peace Review

Review of International Studies

SAIS Review

Security Dialogue*

Small Wars and Insurgencies

Strategic Analysis

- Barry Buzan, *People, States and Fear*, 2d. ed., New York: Harvester Wheatsheaf, 1991.
- Stephen Walt, "The Renaissance of Security Studies," *International Studies Quarterly*, 35 (June 1991), pp.211-39.
- Edward Kolodziej, "Renaissance in Security Studies," *International Studies Quarterly*, 36 (December 1992), pp.421-428.
- Lawrence Freedman, *deterrence*, Cambridge, UK: Polity, 2004.
- Richard Ned Lebow and Janet Gross Stein, "Deterrence and the Cold War", *Political Science Quarterly*, 110, (Summer 1995) pp. 157-182.
- Robert Jervis, "Cooperation Under the Security Dilemma", *World Politics*, vol.30, no.2 (January 1978), pp.167-214.

Reading List:

The Causes of War and Violent Conflict - Part I: War and Human Nature: Required Readings and Further readings

- Waltz, Kenneth. 1959. *Man, the State and War. First chapters on Human Nature*.
- John Baylis and Steve Smith (eds.), *The Globalisation of World Politics*.
- Blainey, Geoffrey. 1973. *The Causes of War*. London: Macmillan.
- Brown, Seyom. 1994. *The Causes and Prevention of War*. New York: St. Martin's Press.
- Burton, John. 1997. *Violence Explained*. Manchester: Manchester University Press. Especially pp. 1-16.
- *Diehl, Paul (ed.). 2004. *The Scourge of War: New Extensions of an Old Problem*. Ann Arbor MI: University of Michigan Press.
- Fearon, James. 1995. 'Rationalist Explanations for War'. *International Organization* 49(3): 379-414.
- Galtung Johann. 1969. 'Violence, Peace and Peace Research'. *Journal of Peace Research* 6(3): 167-191.
- Gantzel, Klaus. 1981. 'Another Approach to the Theory on the Causes of International War'. *Journal of Peace Research* 18(1): 39-55.
- Gilpin, Robert. 1988. 'The Theory of Hegemonic War'. *Journal of Interdisciplinary History* 18(4): 591-614.
- *Holsti, Kalevi. 1991. *Peace and War: Armed Conflicts and International Order, 1648-1989*. Cambridge: Cambridge University Press.
- *Howard, Michael. 1984. *The Causes of War and other Essays*. Cambridge: Harvard University Press.
- Levi, Werner. 1960. 'On the Causes of War and Conditions for Peace'. *Journal of Conflict Resolution* 4(4): 411-420.
- Levy, Jack. 1985. 'Theories of General War'. *World Politics* 37(3): 344-374.
- Levy, Jack. 1983. 'Misperception and the Causes of War: Theoretical Linkages and Analytical Problems'. *World Politics* 36(1): 76-99.

- Levy, Jack. 1986. 'Organizational Routines and the Causes of War'. *International Studies Perspectives* 30(2): 193-222.
- Levy, Jack. 1987. 'Declining Power and the Preventive Motivation for War'. *World Politics* 40(1): 82-107.
- Nye, Joseph. 1988. 'Old Wars and Future Wars: Causation and Prevention'. *Journal of Interdisciplinary History*. 18(4): 581-590.
- Suganami, Hidemi. 1996. *On the Causes of War*. Oxford: Clarendon Press.
- Van Evera, Stephen. 1999. *Causes of War: Power and the Roots of Conflict*. Ithaca NY: Cornell University Press.
- Wright, Quincy. 1938. 'The Causation and Control of War'. *American Sociological Review* 3(4): 461-474.

The Causes of War and Violent Conflict - Part II: War, the state, and the international system:

Required Readings and Further readings

- Blainey, Geoffrey. 1973. *The Causes of War*. London: Macmillan.
- Brown, Michael. 1988. 'The Causes of Internal Conflict'. In *World Security: Challenges for a New Century*, eds. M. Klare and Y. Chandrani. New York; St. Martin's Press.
- *Brown, Seyom. 1994. *The Causes and Prevention of War*. New York: St. Martin's Press.
- Burton, John. 1997. *Violence Explained*. Manchester: Manchester University Press. Especially pp. 1-16.
- Churchman, David. 2005. *Why We Fight: Theories of Human Aggression and Conflict* (Lanham: University Press of America).
- *Diehl, Paul (ed.). 2004. *The Scourge of War: New Extensions of an Old Problem*. Ann Arbor MI: University of Michigan Press.
- Fearon, James. 1995. 'Rationalist Explanations for War'. *International Organization* 49(3): 379-414.
- Galtung Johann. 1969. 'Violence, Peace and Peace Research'. *Journal of Peace Research* 6(3): 167-191.
- *Holsti, Kalevi. 1991. *Peace and War: Armed Conflicts and International Order, 1648-1989*. Cambridge: Cambridge University Press.
- *Howard, Michael. 1984. *The Causes of War and other Essays*. Cambridge: Harvard University Press.
- Suganami, Hidemi. 1996. *On the Causes of War*. Oxford: Clarendon Press.
- Van Evera, Stephen . 1999. *Causes of War: Power and the Roots of Conflict*. Ithaca NY: Cornell University Press.

Ethnic Conflict and Complex Emergencies:

Required Readings and Further readings

- Berdal, Mats and David Malone, eds. 2000. *Greed and Grievance: Economic Agendas in Civil Wars*. Boulder: Lynne Rienner.
- Brubaker, Roger. 2005. *Ethnicity without Groups*. London: Routledge.

- Byman, Daniel . 2002. *Keeping the Peace: Lasting Solutions to Ethnic Conflicts*. Baltimore: Johns Hopkins University Press.
- *Ignatieff, Michael. 1998. *The Warrior's Honor: Ethnic War and the Modern Conscience*. New York: Henry Holt.
- *Kaldor, Mary. 2001. *New and Old Wars: Organized Violence in a Global Age*. Oxford: Polity.
- *Kaufman, Stuart. 2001. *Modern Hatreds: The Symbolic Politics of Ethnic War*. New York: Cornell University Press.
- *Keen, David. 1998. *The Economic Functions of Violence in Civil Wars: Adelphi Paper 320*. Oxford: Oxford University Press.
- *Keen, David. 2001. 'War and Peace: What's the Difference?' In *Managing Armed Conflicts in the 21st Century*, eds. A. Adebajo and C. Sriram. London: Frank Cass.
- *Munkler, Herfried. 2005. *The New Wars* (Cambridge: Polity).
- *Nitzschke, Heiko and KaysieStuddard. 2005. 'The Legacies of War Economies: Challenges and Options for Peacemaking and Peacebuilding'. *International Peacekeeping* 12(2): 222-239.
- *Ryan, Stephen. 1995. *Ethnic Conflict and International Relations*. Aldershot: Ashgate.

Genocide:

Required Readings and Further readings

- *Martin Shaw, *What is Genocide?*, pp. 1-36.
- Barnett, Michael. 2002. *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca: Cornell University Press.
- Burleigh, Michael. 1997. *Ethics and Extermination: Reflections on Nazi Genocide*. New York: Cambridge University Press.
- Dallaire, Romeo. 2003. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. New York: Carroll & Graff.
- *Jones, Adam (ed.). 2004. *Genocide, War Crimes and the West: History and Complicity*. London: Zed Books.
- *Jones, Adam. 2006. *Genocide: A Comprehensive Introduction*. London: Routledge.
- *Midlarsky, Manus. 2005. *The Killing Trap: Genocide in the Twentieth Century*. Cambridge: Cambridge University Press.
- *Schabas, William. 2000. *Genocide in International Law*. Cambridge: Cambridge University Press.
- *Valentino, Benjamin. 2004. *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca: Cornell University Press.
- *Weitz, Eric. 2003. *A Century of Genocide: Utopias of Race and Nation*. Princeton, NJ: Princeton University Press.

Media and War/Peace:

Required Readings and Further readings

- *Kaempf, Sebastian. 'The mediatization of war in a transforming global media landscape', *Australian Journal of International Affairs* 67/5 (October 2013), pp. 586-604.

- *Stahl, Roger, *Militainment, Inc*, pp. 1-47.
- *Louw, Eric, *The Media and Political Process*, pp. 141-177.

Conflict Prevention:

Required Readings and Further readings

- Ackerman, Alice. 2000. *Making Peace Prevail: Preventing Violent Conflict in Macedonia*. Syracuse: Syracuse University Press.
- Angell, Norman. 1973. *The Intelligent Man's War to Prevent War*. New York: Garland.
- *Bellamy, Williams and Griffin. 2004. *Understanding Peacekeeping*. Cambridge: Polity.
- Boutros-Ghali, Boutros. 1992. *An Agenda for Peace*. Available online at: <http://www.un.org/Docs/SG/agpeace.html>
- *Hampson, Fen Osler and David M. Malone (eds). 2002. *From reaction to conflict prevention: opportunities for the UN system*. Boulder: Lynne Rienner.
- *Kirton, John and Radislava Stepanona (eds). 2004. *The G8, United Nations and Conflict Prevention*. Aldershot: Ashgate.
- *Miall, Ramsbotham and Woodhouse. 2005. *Contemporary Conflict Resolution*. Cambridge: Polity.
- *Schnabel, Albrecht and David Carment (eds). 2004. *Conflict Prevention: From Rhetoric to Reality*. Lanham: Lexington Books.
- *Schnabel, Albrecht and David Carment (eds). 2003, *Conflict Prevention: Path to Peace or Grand Illusion?* Tokyo: UNU Press.
- Wegner, Andreas. 2003. *Conflict Prevention: The Untapped Potential of the Business Sector*. Boulder: Lynne Rienner.

Ethics and the Laws of War:

Required Readings and Further readings

- *Michael Walzer, *Just and Unjust Wars*, pp. 1-43 and pp. 138-159.
- *Wheeler, Nicholas J. 2002. 'Dying for Enduring Freedom: Accepting Responsibility for Civilian Casualties in the War against Terrorism', *International Relations*, 16 (2).
- *Gray, Christine. 2000. 'The UN and Force', in Gray, *International Law and the Use of Force*.
- *Bellamy, Alex. 'Ethics and Laws of War'
- *Kaempf, Sebastian. 'Double Standards in US Warfare: Exploring the historical legacy of Civilian Protection and the complex nature of the Moral-Legal Nexus', *Review of International Studies*, 35 (2009), pp. 651-674.
- *Arend, Anthony Clark and Robert Beck. 1993. *International Law and the Use of Force: Beyond the UN Charter Paradigm*. London: Routledge.
- *Bellamy, Alex J. 2006. *Just Wars: From Cicero to Iraq*. Cambridge: Polity.
- *Coates, A. J. 1997. *The Ethics of War*. Manchester: Manchester University Press.

- *Fullinwider, Robert. 1976. 'War and Innocence', *Philosophy and Public Affairs*, 5 (1): 90-97.
- *Gray, Christine. 2000. *International Law and the Use of Force*. Oxford: Oxford University Press.
- *Johnson, James Turner. 1974. *Ideology, Reason and the Limitation of War: Religious and Secular Concepts 1200-1740*. Princeton: Princeton University Press.
- *Johnson, James Turner. 1981. *Just War Tradition and the Restraint of War: A Moral and Historical Enquiry*. Princeton: Princeton University Press.
- *Johnson, James Turner. 2000. 'Maintaining the Protection of Non-Combatants', *Journal of Peace Research* 37 (4): 421-448.
- *Kaufman, Whitley. 2002. 'What is the Scope of Civilian Immunity in Wartime?', *Journal of Military Ethics*, 2 (3): 186-194.
- *Lang, Anthony (ed.). 2003. *Just Intervention*. Washington: Georgetown University Press.
- *Nardin, Terry (ed.). 1996. *The Ethics of War and Peace: Religious and Secular Perspectives*. Princeton: Princeton University Press.
- *Walzer, Michael. 1977. *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books.
- *Wheeler, Nicholas J. 2000. *Saving Strangers: Humanitarian Intervention in International Society*. Oxford: Oxford University Press.

Required Readings and Further readings

- *Williams, Paul D. and Alex J. Bellamy. 2007. 'Contemporary Peace Operations: Four Challenges for the Brahimi Paradigm', *International Peacekeeping: The Yearbook of International Peace Operations*.
- *Paris, Roland. 2002. 'International Peacebuilding and the 'Mission Civilisatrice'', *Review of International Studies*. 28: 637 – 656.
- *Watch the documentary 'The Peacekeepers' b Paul Cowan. Available online via the library course website.
- *Bellamy, Williams and Griffin. 2004. *Understanding Peacekeeping*. Cambridge: Polity.
- *Bertram, Eva. 1995. 'Reinventing Governments: The Promise and Perils of United Nations Peace Building', *Journal of Conflict Resolution*, Vol. 39, No. 3.
- *Cousens, Elizabeth M. and Chetan Kumar (eds.). 2001. *Peacebuilding as politics: Cultivating peace in fragile societies*. Boulder: Lynne Rienner.
- *Miall, Ramsbotham and Woodhouse. 2005. *Contemporary Conflict Resolution*. Cambridge: Polity.
- *Paris, Roland. 1997. 'Peacebuilding and the Limits of Liberal Institutionalism', *International Security*, Vol. 22, No. 2.
- *Paris, Roland. 2004. *At War's End; Building Peace after Civil Conflict*. Cambridge: Cambridge University Press.

- *Thakur, Ramesh and Albrecht Schnabel (eds). 2001. United Nations Peacekeeping Operations: Ad Hoc Missions, Permanent Engagement. Tokyo: UNU Press.

UNITED NATIONS: CONFLICTS, DIPLOMACY AND INTERVENTION

Course Code: INP-529

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: The United Nations (UN) has been an important organization since the end of the Second World War. The course introduces the students to making and functioning of the UN. It will look at the organizational structure and the political processes of the UN. The course will critically analyse the key missions undertaken by the UN.

Course Objective: The course will help students:

- 1) To understand the evolution of the UN.
- 2) To understand the structure and functioning of the UN
- 3) To understand the UN intervention and its changing nature

To understand the relevance of the UN in contemporary times

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points wherever required. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the national newspapers. The teaching will include the following documentary and fictional movies about the UN:

- 1) The Whistleblower
- 2) Sergio
- 3) Hotel Rwanda
- 4) Shake Hands with the Devil: The Journey of Romeo Dallaire
- 5) The Peacekeepers

70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper: 20%

Mid- Semester exam: 30%

End-Semester exam: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will

also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit 1- The United Nations evolution and basic structure

- 1) A Historical Overview, Principles and Objectives
- 2) General Assembly, Security Council, Economic and Social Council and The International Court of Justice

Unit 2- Specialized agencies and Programmes

- 3) International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO)
- 4) UNICEF, UNDP, UNEP, UNHCR, MDG

Unit 3- Peace Keeping and UN intervention in major conflicts since the Second World War

- 5) What is peacekeeping
- 6) Korean War
- 7) The Suez Crisis
- 8) Arab-Israeli Wars
- 9) India-Pakistan Wars
- 10) Afghanistan Wars
- 11) Former Yugoslavia

Unit 4- Assessment of the United Nations

- 12) Imperatives of Reforms and the Process of Reforms

Reading List:

Unit 1- The United Nations evolution and basic structure

An Historical Overview, Principles and Objectives

- Hanhimäki, Jussi M. (2008), *Very Short Introductions: United Nations*, Oxford: OUP.
- Whittaker, David J. (2002), *The United Nations In Action*, London: Routledge.

General Assembly, Security Council, Economic and Social Council and The International Court of Justice

- Krisch, Nico (2008), "The Security Council and the Great Powers" in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War: The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.
- Whittaker, David J. (2006), *The Making of the Contemporary World: United Nations in the Contemporary World*, Florence: Routledge.
- Bennouna, Mohammed (2014), "The International Court of Justice: Bestriding Past and Present", in Gaja, Giorgio and Stoutenburg, Jenny Grote, (eds.) *Developments in International Law: Enhancing the Rule of Law through the International Court of Justice*, Boston: Leiden

Unit 2- Specialized agencies and Programmes

International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO)

- Swepston, Rogers Gerry and Lee Eddy (2009), *International Labour Organization and the Quest for Social Justice, 1919-2009*, Washington: International Labour Office.
- Whittaker, David J. (2002), *The United Nations In Action*, London: Routledge.
- Desai, Bharat H. (2014) *International Environmental Law Ser.: International Environmental Governance: Towards UNEPO*, Leiden: BRILL.

UNICEF, UNDP, UNEP, UNHCR, MDG

- Slaughter Amy and Jeff Crisp (2008), "A Surrogate the Role of UNHCR in protracted Refugee Situation", in Gil Loescher (ed.) *Protracted Refugee Situations: Political, Human Rights and Security Implications*, Tokyo: United Nations University Press, 2008
- Nwonwu, Francis (2007), *Millennium Development Goals: Achievements and prospects of meeting the targets in Africa*, Pretoria: Africa Institute of South Africa.
- Ali, Shahreen Sardar, and Savitri Goonesekere (2007) *Protecting the World's Children: Impact of the Convention on the Rights of the Child in Diverse Legal Systems*, Cambridge: Cambridge University Press.
- Stokke, Olav (2009) *UN and Development: From Aid to Cooperation*, Bloomington: Indiana University Press.

Unit 3- Peace Keeping and UN intervention in major conflicts since the Second World War

What is peacekeeping

- Berdal, Mats (2008), "Security Council and Peacekeeping", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.
- Cortright, David and George A. Lopez (2008), "The Sanctions Era: Themes and Trends in UN Security Council Since 1990", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.
- Greenstock, Jeremy (2008), "The Security Council in the Post-Cold War World", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

Korean War

- Stueck, William (2008), "The United Nations, The Security Council and The Korean War", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

The Suez Crisis

- Louis, W.M. Roger (2008), "The Suez Crisis and the British Dilemma at the United Nations", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

Arab-Israeli Wars

- Jones, Bruce D. (2008), "The Security Council and the Arab Israeli Wars: Responsibility without Power", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

India-Pakistan Wars

- Roy Choudary, Rahul (2008), "The Security Council and the India-Pakistan Wars", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

Afghanistan Wars

- Doronsoro, Gilles (2008), "The Security Council and the Afghan Conflict", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

Former Yugoslavia

- Nambiar, Satish (2001), "Un Peacekeeping Operations in the Former Yugoslavia: From UNPROFOR to Kosovo", in Ramesh Chandra Thakur and

Albert Schnabel (eds.) *United Nations Peacekeeping Operations: Ad Hoc Missions, Permanent Engagement*, Tokyo: United Nations University Press.

- Smith, Rupert (2008), "The Security Council and the Bosnian Conflict" in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War: The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

Unit 4- Assessment of the United Nations

Imperatives of Reforms and the Process of Reforms

- Lyons, Gene M. (), "Competing Visions: Proposal for UN Reforms", in F. Alger Chadwick and Gene M. Lyons (eds.) *United Nations System: The Politics of Member States*, Tokyo: United Nations University Press.
- Mingst, Karen A. (2009), "Decentralized often Disjointed: The UN and Regional Organizations in Economic Development", in Kaufman, Scott, and Warters, Alissa (ed) *Global Political Studies: United Nations - Past, Present and Future* New York: Nova.
- Moore Jr., John A. (2009), "United Nations and Regional Organizations", in Kaufman, Scott, and Warters, Alissa (ed) *Global Political Studies: United Nations - Past, Present and Future* New York: Nova.

INTRODUCTION TO INTERNATIONAL POLITICAL ECONOMY

Course Code: INP-532

Course Type: Core

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: Introduction to International Political Economy is expected to familiarise students with the theoretical perspectives of international political economy and to introduce them to some of the key issues in international political economy.

Course Objective: The course will help students:

- 1) To understand evolution of the discipline of International political economy.
- 2) To understand the theoretical approaches in International political economy.
- 3) To understand the institutions and issues associated with international political economy.
- 4) To understand globalization and how it has shaped international political economy.

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points wherever required. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the national newspapers. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper: 20%

Mid- Semester exam: 30%

End-Semester exam: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit 1: Introducing International Political Economy

- 1) What is International Political Economy?

Unit 2: Theoretical Approaches in International Political Economy

- 2) Mercantilism and Economic Nationalism
- 3) Classical Liberalism and Neo-Liberalism
- 4) Marxian Perspectives: Imperialism, Dependency and World Systems

Unit 3: Issues in International Political Economy

- 5) International Trade
- 6) Foreign Investment/Multinational Companies
- 7) Development
- 8) Science and Technology
- 9) International Financial Institutions

Unit 4: Globalisation in International Political Economy

- 10) Meaning and dimensions of globalisation, Phases of globalisation and Globalisation and its discontents

Reading List:

Unit 1: Introducing IPE

What is International Political Economy?

- John Ravenhill (2011), *Global Political Economy*, 4thEdn., Oxford University Press.

Unit 2: Theoretical Approaches in International Political Economy

i) Mercantilism and Economic Nationalism

- Alexander Hamilton, 'Report on Manufactures', reproduced in George T. Crane and Abba Amawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2nd Edition, New York, Oxford University Press.
- Friedrich List, *The National System of Political Economy*, translated by Sampson S. Lloyd, 1885, select chapters.
- Jacob Viner (1948), 'Power Versus Plenty as Objectives of Foreign Policy in the Seventeenth and Eighteenth Centuries', *World Politics*, 1(1), pp. 1-29.

ii) Classical Liberalism and Neo-Liberalism

- David Ricardo, 'On Foreign Trade', reproduced in George T. Crane and Abba Amawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2nd Edition, New York, Oxford University Press.

- Adam Smith (1776), *An Inquiry into the Nature and Causes of the Wealth of Nations*, Methuen & Co., Ltd., London, select chapters.
- Milton Friedman (1962), *Capitalism and Freedom*, Chicago University Press, Chicago, Chapters 1, 7 & 13.
- Friedrich A. Hayek (1944), *Road to Serfdom*, University of Chicago Press, Chicago, Chapter 2, 7 & 15.

iii) Marxian Perspectives: Imperialism, Dependency and World Systems

- Karl Marx, 'On Imperialism in India', reproduced in George T. Crane and Abba Amawi, (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2nd Edition, New York, Oxford University Press.
- Lenin V.I. 'The Export of Capital' & 'Imperialism as a Special Stage of Capitalism' reproduced in George T. Crane and Abba Amawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2nd Edition, New York, Oxford University Press.
- Andre Gunder Frank (1966), 'The Development of Underdevelopment', *Monthly Review*, vol. 18, September, pp. 17-31.
- Raul Prebisch (1978), 'Socio-Economic Structure and Crisis of Peripheral Capitalism', *CEPAL Review*, pp. 159-252.
- Immanuel Wallerstein, 'The Three Instances of Hegemony in the History of the Capitalist World-Economy', reproduced in George T. Crane and Abba Amawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2nd Edition, New York, Oxford University Press.

Unit 3: Issues in International Political Economy

iv) International Trade

- Bernard M. Hoekman and Michel M. Kostecki (2010), *The Political Economy of the World Trading System: The WTO and Beyond*, 3rd Edition, Oxford University Press: New York.
- Anne O. Krueger (1998) (Ed.), *The WTO as an International Organization*, University of Chicago Press, Chicago.
- B.L. Das (1998), *An Introduction to the WTO Agreements*, Third World Network.

v) Foreign Investment/Multinational Companies

- John E. Spero and Jeffrey A. Hart (2010), *The Politics of International Economic Relations*, Wadsworth Cengage Learning, Ch.4,8.
- Robert O'Brien and Marc Williams (2013), *Global Political Economy*, 4th Edn., Palgrave Macmillan, Ch. 7.

vi) Development

- John E. Spero and Jeffrey A. Hart (2010), *The Politics of International Economic Relations*, Wadsworth Cengage Learning, Ch.6.

- IBON (2009), *Primer on ODA and Development Effectiveness: Can Aid Be a Key Contribution to a genuine development*, IBON Foundation, Philippines.
- Ravi Kanbur (2006), 'The Economics of International Aid', in Serge-Christophe Kolm and Jean Mercier Ythier (Eds.), *Handbook of the Economics of Giving, Altruism and Reciprocity*, Vol.2, Cornell University, North Holland, pp. 1559-1588.
- Hans Morganthau (1962), 'A Political Theory of Foreign Aid', *The American Political Science Review*, 56(2), pp.301-309.

vii) Science and Technology

- Charles Weiss (2005), 'Science, Technology and International Relations', *Technology in Society*, pp.295-313.
- Eugene B. Skolnikoff (1993), *The Elusive Transformation: Science, Technology and Evolution of International Politics*, Princeton University Press, Princeton, Ch. 4,5.
- P.G. Sampath and Pedro Roffe (2002), *Unpacking the International Technology Transfer Debate: Fifty Years and Beyond*, International Centre for Trade and Sustainable Development, Geneva.

viii) International Financial Organisations

- Arun Ghosh (1987), 'The World Bank and Attack on World Poverty', *Economic and Political Weekly*, 22(44), pp. 1844-1846.
- Graham Bird (2003), *The IMF and the Future: Issues and Options Facing the Fund*, Routledge, London.
- Harold James (1998), 'From Grandmotherliness to Governance: The Evolution of IMF Conditionality', *Finance and Development*, 35 (4), pp.44-47.
- Tyrone Ferguson, (1988), *The Third World and Decision Making in the International Monetary Fund: The Quest for Full and Effective Participation*, Pinter, London.
- Vreeland, James Raymond, (2007), *The International Monetary Fund : Politics of Conditional Lending*, Routledge, London.
- Y.V. Reddy (2003), 'IMF: Concerns, Dilemmas and Issues', *Economic and Political Weekly*, 38(31), pp. 3304-3314.

Unit 4: Globalisation in International Political Economy

ix) Meaning and dimensions of globalisation, Phases of globalisation and Globalisation and its discontents

- Jan Aart Scholte (2005), *Globalization: A critical Introduction*, Macmillan, Basingstoke.
- Paul Hirst and Grahame Thompson and Simon Bromley (2009), *Globalization in Question*, Polity Press, Cambridge.
- Robert Gilpin (2000), *The Challenge of Global Capitalism: The World Economy in the 21st Century*, Princeton University Press, Princeton, Ch.10.

- Susan Strange (1993), *States and markets: An Introduction to International Political Economy*, Printer, London.
- Joseph Stiglitz (2002), *Globalization and its Discontents*, Penguin Books, New Delhi.

COMPARATIVE POLITICS

Course Code: INP-533

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: The course will introduce students with significant concepts, themes and approaches to study a country's politics and different types of political systems. The course will discuss theoretical and methodological options which guide contemporary research in comparative politics and understand patterns of historical development and political behaviour across cases. It will focus on the study of the state, nationalism, modernization, democratization and emerging global protest movements within the comparative framework. One of the central concerns of the course is to take into account the historical experiences of the non-western countries while studying aforementioned concepts and themes.

Course Objective:

The course will help students to:

- Understand evolution of the discipline of Comparative Politics.
- Understand the methods used in comparative approach.
- Understand the state, modernization, development and nationalism in comparative perspective.

Teaching Methods: Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper: 20%

Mid- Semester exam: 30%

End-Semester exam: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will

also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit1- Evolution of the discipline and methods used

- What is comparative politics? Why compare?
- Comparative Politics: A Historical Overview
- The Institutional approach
- Political Systems Approach, Structural-functionalism
- Political Economy Approach
- Culture-centric and Historical approaches.

Unit 2- State in Comparative Framework and Transitions

- Liberal and Welfare State
- Authoritarian State
- State in socialist societies
- Post-colonial State

Unit 3- Comparative Development Experience and Democratization

- Issues of modernization
- Underdevelopment and Dependency
- Democratization and democratic assertion
- Development and Democracy

Unit 4-Debates of Nationalism

- Nationalism in Europe
- Nationalism in post-colonial societies

Reading List:

Essential Readings:

- Lichbach (2005), "What is Comparative Politics?" in Jeffrey Kopstein and Mark
- Hague Rod, Harrop Martine and Breslin Shaun, 2004, *Comparative Government and Politics: An Introduction*, Hampshire, Macmillan.
- Almond G. and G. Powell (1988), *Comparative Politics Today: A Worldview*, Chicago, Foresman

- Chilcote, Ronald (2000), *Comparative Inquiry in Politics and Political Economy*, Boulder: Westview Press.
- Lijphart, Arendt, Comparative Politics and Comparative Method, *The American Political Science Review*, 65(3): pp. 682-693
- Landman, Todd (2000), *Issues and Methods in Comparative Politics: An Introduction*, London: Routledge
- Rose, Richard (1991), "Comparing Forms of Comparative Analysis," *Political Studies*, 39(3): 446-462.
- Almond, Gabriel A. (1956), "Comparative Political Systems," *The Journal of Politics*, 18(3): 391-409.
- Bernhard, Michael, Methodological Disputes in Comparative Politics, *Comparative Politics*, Vol. 41, No. 4 (July 2009), pp. 495-515
- Chandhoke, Neera, Limits of Comparative Political Analysis, *EPW*, Vol. 31, No.4 (Jan. 27, 1996), PE2-PE8.
- CarlesBoix and Susan Stokes (2003), "Endogenous democratization", *World Politics* 55: 517-549.
- Alavi, Amza, The State in Post-Colonial Societies; Pakistan and Bangladesh, *New Left Review*, I/74, July-August, 1974
- Valerie Bunce (2003), "Rethinking recent democratization: Lessons from the postcommunist experience", *World Politics*, 55, pp. 167-192.
- Thomas Carothers(2002), "The end of the transition paradigm", *Journal of Democracy* 13, 5-21
- Hislope, Robert and Anthony Mughan, *Introduction to Comparative Politics: The State and Its Challenges*, Cambridge University Press, 2012
- Adam Przeworski and Ferdinand Limogi (1997), "Modernization: facts and theories" *World Politics*, 49, pp. 155-183.
- Rustow, Deenkwart, Modernization and Comparative Politics: Prospects in Research and Theory, *Comparative Politics*, Vol. 1, No.1, (Oct. 1968), pp. 37-51
- Andre Gunder Frank (1966), 'The Development of Underdevelopment', *Monthly Review*, vol. 18, September, pp. 17-31.
- Raul Prebisch (1978), 'Socio-Economic Structure and Crisis of Peripheral Capitalism', *CEPAL Review*, pp. 159-252.
- Immanuel Wallerstein, 'The Three Instances of Hegemony in the History of the Capitalist World-Economy', reproduced in George T. Crane and AbbaAmawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2nd Edition, New York, Oxford University Press.
- Huntington, Samuel P., The Change to Change: Modernization, Development, and Politics, *Comparative Politics*, Vol.3, No. 3, (April, 1971), pp. 283-322
- Gellner, Ernest (1983), *Nations and Nationalism*, Oxford: Blackwell Publishing
- Anderson, Benedict (2006), *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, New York: Verso.

- Chatterjee, Partha (1991), Whose Imagined Community, Millennium: Journal of International Studies, vol.20, No. 3.

Desirable Readings:

- Boix, Charles and Susan C. Stokes (ed.) (2007), *The Oxford Handbook of Comparative Politics*, New York: Oxford University Press.
- Chilcote, Ronald (1994), *Theories of Comparative Politics*, Boulder: Westview Press.
- Caramani, Daniele (2008), *Comparative Politics*, Oxford: Oxford University Press.
- Migdal, Joel (2001) "Studying the State" in *State in Society: Studying How States and Societies Transform and Constitute One Other*, Cambridge: Cambridge University Press.
- Lichbach (eds.), *Comparative Politics: Interests, Identities and Institutions in a Changing Global Order*, Cambridge: Cambridge University Press.
- Munck, Gerardo L. And Richard Snyder, *Passion, Craft and Method in Comparative Politics*, The Johns Hopkins University Press, 2007
- Kholi, Atul et al, The Role of Theory in Comparative Politics: A Symposium, *World Politics*, Vol. 48, No.1 (Oct. 1995), pp. 1-49
- Kesselman, Mark, et al., ed. *Introduction to Comparative Politics*, Wadsworth, Cengage Learning, 2013
- Chilcote, Ronald M, ed., *The Political Economy of Imperialism: Critical Appraisals*, Springer Science+Business Media, LLC, 1998

Key journals/magazines

- Comparative Politics
- Economic and Political Weekly
- World Politics
- The American Political Science Review

CONTEMPORARY POLITICAL THEORY

Course Code: INP-534

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description- The course aims to map the terrain of contemporary political theory. For that, it has been organized around themes and concepts, rather than the familiar track of political thinkers. Discussing a body of concepts, it covers positions of significant political theorist in all its complexity. It deals with the themes and the concepts of political theory which took center stage in last fifty years or so, and still remains to be the foci of debate. The course will stress on reading original writings, along with going through available secondary literature.

Course Objectives

By the end of this course, students are expected to have-

1. Comprehensive understanding of major debates in contemporary political theory.
2. Critically read and analyze original texts of political theory.
3. Understanding of different conceptualization of political.
4. Apply theoretical concepts in order to understand and critically assess real-world political phenomenon

Teaching Methods

The primary mode of instruction would be regular lectures by course instructor. Class room discussions and interactions would also constitute essential part of class room teaching. For students, regular attendance, preparation and participation are essential. Students will be expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments / Term Paper:	20%
Mid- Semester:	30%
End-Semester:	50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill.

There will be penalties for late submission. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit I: Justice

This unit will examine major debates on justice in last fifty years. It will focus on different conceptualization of justice and the legitimate role of the state in distributing resources of the society. Discussing the writings of John Rawls and Robert Nozick, it will explore the varied meaning of justice in different political tradition. The social justice and libertarian perspectives on justice would be mapped through the writings of aforementioned thinkers.

Unit II: Communitarianism

The unit discusses the launch of new strand within political theory known as communitarianism which emerged as a critique of liberalism in 1980's and 1990's. It traces the communitarian critique of liberalism in general and liberal articulation of political concepts like justice, rights and freedom. The unit would be dealing with the writings of three major thinkers Michael Sandel, Michael Walzer and Charles Taylor

Unit III: Key debates within Marxism and contributions from Habermas

Beyond Soviet Union style Marxism, thinkers from the Europe attempted to redefine Marxism in a significant way. Downplaying the primacy of economic analysis, Western Marxism underlined the role of ideology, culture and other issues, not duly recognized in Soviet Union style Marxism. To understand that, the contribution of Antonio Gramsci and Louis Althusser will be discussed. It also discusses the contributions of Habermas.

Unit IV: Multiculturalism, Group Difference, Feminism and Post-Modernism

Multiculturalism and the issue of group difference emerged as a major concern in contemporary political theory since 1980's. Discussing, multiculturalism and group-difference, this unit would explore the writings of Will Kymlicka, Bhikhu Parekh and Iris Marion Young. Discussing writings of few significant feminist theorists, it will study their critique of political. The focus would on the writing of Iris Marion Young. The unit will also examine new theoretical approaches (post-modernism and post-structuralism), which emerged from the writings of Michel Foucault and Jacques Derrida. It will focus on their articulation of power, and critique of meta-narrative and the truth.

Reading List:

Essential Readings:

- Belsey, Catherine, *Poststructuralism: A Very Short Introduction*, OUP, 2002
- Butler, Christopher, *Postmodernism: A Very Short Introduction*, OUP, 2003
- Farrelly, Collen, *An Introduction to Contemporary Political Theory*, Sage Publication Limited, 2004
- Foucault, Michel, Power, Right and Truth, in Robert E. Goddin and Philip Petit ed. *Contemporary Political Philosophy: An Anthology*, Blackwell Publishers Ltd. 1997
- John Rawls, Justice as Fairness, in Robert E. Goddin and Philip Petit ed. *Contemporary Political Philosophy: An Anthology*, Blackwell Publishers Ltd. 1997
- Nancy Fraser, Recognition or Redistribution, in Farrelly, Collen, *An Introduction to Contemporary Political Theory*, Sage Publication Limited, 2004
- Susan Moller Okin, The Public/Private Dichotomy, in Farrelly, Collen, *An Introduction to Contemporary Political Theory*, Sage Publication Limited, 2004
- Jonathan Wolff, *An Introduction to Political Philosophy*
- Kymlicka, Will, Community and Multiculturalism, in Robert E. Goddin, Philip Pettit and Thomas Pogge, ed. *A Companion to Contemporary Political Philosophy, Vol. II*, Blackwell Publishing Ltd., 2007
- Mansbridge, Jane & Susan Moller Okin, Feminism, in Robert E. Goddin, Philip Pettit and Thomas Pogge, ed. *A Companion to Contemporary Political Philosophy, Vol. II*, Blackwell Publishing Ltd., 2007
- Michael, Sandel, Liberalism and the limits if justice, in Derek Matravers and Jon Pike, ed. *Debates in Contemporary Political Philosophy*, Routledge, 2003
- Nozick, Robert, Distributive justice, in Derek Matravers and Jon Pike, ed. *Debates in Contemporary Political Philosophy*, Routledge, 2003
- Parekh, Bhikhu, Contemporary liberal responses to diversity, in Derek Matravers and Jon Pike, ed. *Debates in Contemporary Political Philosophy*, Routledge, 2003
- Rajeev Bhargava and Ashok Acharya, *Political Theory*, Pearson, New Delhi, 2012
- Parekh, Bhikhu, Political Theory: Traditions in Political Philosophy, in Robert Goodin and Hans Dieter Klingemann ed., *A new Handbook of Political Science*, OUP, 1966

- Sandel, M. ed., *Liberalism and Its Critics*, Oxford, Basil Blackwell, 1984
- Young, Iris Marion, Political Theory: An Overview, in Robert Goodin and Hans Dieter Klingemann ed., *A new Handbook of Political Science*, Oxford University Press, 1966
- Young, Iris Marion, Polity and group difference: a critique of the ideal of universal citizenship, in Derek Matravers and Jon Pike, ed. *Debates in Contemporary Political Philosophy*, Routledge, 2003
- Walters, Margaret, *Feminism: A very Short Introduction*, OUP, 2005
- Young, Iris Marion, Impartiality and the Civic Public: Some Implications of Feminist Critiques of Moral and Political Theory, in S Benhabib and D Cornell, ed. *Feminism as Critique*, Minneapolis: University of Minnesota Press, 1987
- S. Mulhall and A. Swift, *Liberals and Communitarians*, Oxford, Basil Blackwell, 1992
- W. Kymlicka, *Contemporary Political Philosophy: An Introduction*, Oxford, The

Desirable Readings

- Hayek, F.A., *The Road to Serfdom*, University of Chicago Press, 2007
- Kymlicka, Will, *Liberalism, Community and Culture*, Oxford: Clarendon Press, 1989
- G H Sabine, *A History of Political Theory*, Dryden Press, 1973
- Rattansi, Ali, *Multiculturalism: A Very Short Introduction*, OUP, 2011
- MaIntyre, A., *After Virtue*, Notre Dame University Press, 1981
- Nozick, Robert, *Anarchy, State and Utopia*, Basic Book, 2013
- Rawls, John, *A Theory of Justice*, Belknap Press, 1993
- Rawls, John, *Justice a Fairness: A Restatement*, Belknap, 2001
- Rawls, John, *Political Liberalism*, Columbia University Press, 2005
- Sandel, Michael J., *Liberalism and the Limits of Justice*, Cambridge University Press, 1998
- Asad, Talal, *Religion and Politics: An Introduction*, Social Research, Vol. 59, No. 1, Spring 1992, pp. 3-16
- Shanley, M.L., and C Pateman, ed. *Feminist Interpretations and Political Theory*, Penn State Press, 1991
- Taylor, Charles, *Multiculturalism and Politics of Recognition*, Princeton University Press, 1993
- Taylor, Charles, Foucault on freedom and truth, *Political Theory*, 12, 1988, pp. 152-83
- Lyotard, J. F., *The Postmodern Condition*, Minneapolis: University of Minnesota Press, 1984

- White, S. *Political Theory and Postmodernism*, Cambridge University Press, 1991
- Young, Iris Marion, *Justice and the Politics of Difference*, Princeton University Press, 1990
- Wallace, J. 1987, Liberalism, Communitarians and the task of Political Theory, *Political Theory*, 15, 1987, pp. 581-611

Magazines/Journals

- Political Theory
- Economic and Political Weekly
- Critical Inquiry
- Social Scientist

CONTEMPORARY SOUTH ASIA

Course Code: INP-535

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: This course traces the construction of the contemporary South Asia through deeply entangled colonial-imperial histories, partitions, the turbulent process of decolonization and the postcolonial state building. It focuses upon the political, social, economic and cultural trajectories of the individual states -Pakistan, Sri Lanka, Bangladesh, Nepal, Bhutan, Maldives as well as Afghanistan and Myanmar. It situates India's position and policy in relation to the region and also each of the states. It outlines the significance and implications of increasing Chinese presence and engagements in the region. It engages with the processes, institutions, mechanisms of regional integration and also the obstacles, challenges before it. It lays down some of the key issues in various domains such as trade, climate change, nuclear policy, water sharing, governance which implicate the region as a whole.

Evaluation: Assessment and Evaluation would include term papers/assignments and semester examination. Please strictly adhere to the submission deadlines.

Term Paper – 20%

Mid-Semester Exam – 30%

End-Semester Exam – 50%

Course Units

Unit 1: Conceptualizing South Asia

1. National Liberation Movements
2. Decolonisation and Partition
3. Postcolonial Setting

Unit 2: States in South Asia

4. Democracy
5. Civil Military Relations
6. Identity Issues (Religious, Minorities, Linguistic)

Unit 3: Regional Integration

7. SAARC
8. SAFTA
9. Sub-Regional Cooperation

Unit 4: Regional Issues

10. Environment and Climate Change
11. Water Sharing Issues, Dams
12. Disaster Management
13. Cross-border trafficking and crime

Reading List:

Conceptualizing South Asia

Essential:

- Nandy, Ashis (2005), “The idea of South Asia: a personal note on post-Bandung blues”, *Inter-Asia Cultural Studies*, 6 (4): 541-545.
- Singh, Sinderpal (2002), “Framing ‘South Asia’: Whose Imagined Region?”, *Institute of Defence and Strategic Studies (IDSS) working paper no. 9*, Nanyang Technological University, Singapore.
- Aminah, Mohammad Arif (2014), “Introduction. Imaginations and Constructions of South Asia: An Enchanting Abstraction? ”, *South Asia Multidisciplinary Academic Journal* [online] 10.

Suggested:

- Kaviraj, Sudipta (2014), “A Strange Love of the Land: Identity, Poetry and Politics in the (un)Making of South Asia”, *South Asia Multidisciplinary Academic Journal* [online] 10.
- Subrahmanyam, Sanjay (2014), “Afterword. On Region and Nation”, *South Asia Multidisciplinary Academic Journal* [Online], 10.

Histories

Essential:

- Bose, Sugata and Jalal, Ayesha (1997), *Modern South Asia: History, Culture, Political Economy*, 2nd edition, Routledge: New York, London. (Chapters: 1 to 6, p. 1-52 and Ch. 18, 19, p. 167-200).
- Jalal, Ayesha (1995), “Conclusion” (p. 247-257), *Democracy and Authoritarianism in South Asia: A comparative and historical Perspective*, Cambridge University Press: Cambridge.

Suggested:

- Ollapally, Deepa M. (2008), “Situating violent conflict in South Asia” (p. 22-51), *The Politics of Extremism in South Asia*, Cambridge University Press: New York.
- Yong Tan, Tai, Kudaisya, Gyanesh (2000), “Partition and the making of South Asian Boundaries” (p. 75-98) and “Contemporary South Asia and the legacies of Partition” (p. 215-238), *The Aftermath of Partition in South Asia*, Routledge: London.

States in South Asia

Pakistan

Essential:

- Talbot, Ian (2010), "India and Pakistan" (p. 27-40), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Burki, ShahidJaved (2010), "Pakistan's Politics and its Economy" (p. 83-97), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Rahman, Tariq (2010), "Language Problems and Politics in Pakistan", (p. 232-246), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Waseem, Mohammad (2010), "Ethnic and Islamic Militancy in Pakistan", (p. 274-290), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Shah, Aquil (2014), "Conclusion" (p. 254-287), *The Army and Democracy: Military Politics in Pakistan*, Harvard University Press: Cambridge, Massachusetts.

Suggested:

- Kurtis, Lisa (2012), "The reorientation of Pakistan's foreign policy toward its region", *Contemporary South Asia* 20 (2): 255-269.
- Weinbaum, Marvin G., Harder, Jonathan B. (2008), "Pakistan's Afghan policies and their consequences", *Contemporary South Asia* 16 (1): 25-38.
- Aslam, Rabia (2011), "Greed, creed, and governance in civil conflicts: a case study of Balochistan", *Contemporary South Asia* 19 (2): 189-203.

Bangladesh

Essential:

- Raghavan, Srinath (2014), "Epilogue: The Garden of Forking Paths", (p. 264-273), *1971: A Global History of the Creation of Bangladesh*, Harvard University Press: Cambridge, Massachusetts.
- Lewis, David (2011), *Bangladesh: Politics, Economy and Civil Society*, Cambridge University Press: New York, (Ch. 3, p.41-74, Ch. 4 p. 75-108, Ch. 6 p. 136-166)
- Griffiths, Martin, Hasan, Mubashar (2015), "Playing with Fire: Islamism and Politics in Bangladesh", *Asian Journal of Political Science* 23(2):226-241.

Suggested:

- Ollapally, Deepa M. (2008) "Bangladesh: divided politics and geopolitics" (p. 177-208), *The Politics of Extremism in South Asia*, Cambridge University Press: New York.
- Lewis, David (2011), "Population, Natural Resources and Environment" (p. 167-196), *Bangladesh: Politics, Economy and Civil Society*, Cambridge University Press: New York.

- Jasim Uddin, Mohammad (2014), “Microcredit and building social capital in rural Bangladesh – drawing the uneasy link”, *Contemporary South Asia*, 22 (2): 143-156.

Sri Lanka

Essential:

- Vikramsinghe, Nira (2010), “Sri Lanka’s Independence: Shadows over a colonial graft” (p.41-51), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Uyangoda, Jayadeva (2010), “Ethnic Conflict and the Civil War in Sri Lanka” (p. 291-302), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- DeVotta, Neil (2010), “Politics and Governance in post-independence Sri Lanka” (118-130), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London
- Lakshman, W.D. (2010), “Economic Development and Sociopolitical change in Sri Lanka since independence” (p.337-347), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Samarasinghe, S. W. R. de A. (2009), “Sri Lanka: The Challenge of Postwar Peace Building, State Building, and Nation Building”, *Nationalism and Ethnic Politics* 15 (3-4): 436-461

Suggested:

- Bose, Sumantra (2007), “Sri Lanka” (p. 6-54), *Contested Lands: Israel-Palestine, Kashmir, Bosnia, Cyprus, And Sri Lanka*, Harvard University Press: Cambridge, Massachusetts.
- Shankar, Shyalshri (2010), “Executive Sovereignty: The Judiciary in Sri Lanka” (p.203-210), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Fernando, Jude Lal (2014), “Negotiated peace versus victor's peace: the geopolitics of peace and conflict in Sri Lanka”, *Cambridge Review of International Affairs* 27 (2)-206-225.
- Venugopal, Rajesh (2015), “Democracy, development and the executive presidency in Sri Lanka”, *Third World Quarterly* 36 (4)-270-290.

Nepal

Essential:

- Hachhethu, Krishna, Gellner, David L. (2010), “Nepal: Trajectories of democracy and restructuring of the state” (p. 131-146), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.

- Dev Bhatta, Chandra (2013), “External Influence and Challenges of Statebuilding in Nepal”, *Asian Journal of Political Science* 21 (2): 169-188.

Suggested:

- Lawoti, Mahendra (2008), “Exclusionary Democratization in Nepal, 1990–2002”, *Democratization* 15(2): 263-285.
- Adhikari, Monalisa (2012), “Between the Dragon and the Elephant: Nepal's Neutrality Conundrum” *Indian Journal of Asian Affairs* 25 (1/2):83-97.

Bhutan

Essential:

- Turner, Mark, Chuki, Sonam, Tshering, Jit (2011), “Democratization by decree: the case of Bhutan”, *Democratization*, 18 (1)-184-210.

Suggested:

- Giri, B.R. (2004), “Bhutan: ethnic policies in the dragon kingdom”, *Asian Affairs* 35 (3): 353-364
- Kharat, Rajesh (2004), “Bhutan's security scenario”, *Contemporary South Asia* 13 (2): 171-185.
- Bisht, Medha (2012), “Bhutan's Foreign Policy Determinants: An Assessment”, *Strategic Analysis* 36 (1): 57-72.
- Medha (2013), “Bhutan and climate change: identifying strategic implications”, *Contemporary South Asia*, 21 (4): 398-412.

Afghanistan

Essential:

- Hopkins, B.D. (2008), “Introduction” (p. 1-10) and “Epilogue” (p. 163-175), *The Making of Modern Afghanistan*, Palgrave Macmillan: New York.
- Suhrke, Astri (2013), “Statebuilding in Afghanistan: a contradictory engagement”, *Central Asian Survey*, 32 (3): 271-286.

Suggested:

- Ollapally, Deepa M. (2008), “Afghanistan’s changing fortunes” (p. 53-83), *The Politics of Extremism in South Asia*, Cambridge University Press: New York.
- Paliwal, Avinash (2015), “Afghanistan's India–Pakistan dilemma: advocacy coalitions in weak states”, *Cambridge Review of International Affairs*, doi: 10.1080/09557571.2015.1058617.
- Motwani, Nishank, Bose, Srinjoy (2015), “Afghanistan: ‘spoilers’ in the regional security context”, *Australian Journal of International Affairs*, 69 (3): 266-284.
- Murtazashvili, Jeniffer (2015), “Gaming the state: consequences of contracting out state building in Afghanistan”, *Central Asian Survey* 34 (1): 78-92.

Myanmar

Essential:

- Macdonald, Adam P. (2013), "From Military Rule to Electoral Authoritarianism: The Reconfiguration of Power in Myanmar and its Future", *Asian Affairs: An American Review* 40 (1): 20-36.

Suggested:

- Taylor, Robert H. (2007), "British Policy towards Myanmar and the creation of 'Burma' problem" (p. 70-95), in Ganesan, N, Hliang Kyaw Yin (2007), *Myanmar: State, Society, Ethnicity*, Institute of South East Asian Studies: Singapore.
- Steinberg David I. (2010), "The Nature of Burmese Politics" (p. 148-157) and "Issues in Myanmar's future" (p. 157-179), in *Burma/Myanmar: What Everyone needs to know*, Oxford University Press: New York.
- Jones, Lee (2014), "Explaining Myanmar's regime transition: the periphery is central", *Democratization* 21 (5): 780-802.
- Kipgen, Nehginpao (2015), "Ethnicity in Myanmar and its Importance to the Success of Democracy", *Ethnopolitics* 14(1) 19-31.

Regional Integration

Essential:

- Murthy, Padmaja (2000), "Relevance of SAARC", *Strategic Analysis*, 23 (10): 1781-1796.
- Obino, Francesco (2009), "SAARC: The Political Challenge for South Asia and Beyond", *Economic and Political Weekly*, 44 (9):118-125.
- Pattanaik, Smruti S. (2010), "SAARC at Twenty-Five: An Incredible Idea Still in Its Infancy", *Strategic Analysis*, 34 (5): 671-677.
- Ghosh, Partha S. (2013), "An Enigma that is South Asia: India versus the Region", *Asia-Pacific Review*, 20 (1): 100-120.
- Dixit, Kanak Mani (2014), "Semantics to Commerce: The Making of South Asia", *Asian Affairs*, 45 (1): 55-64.

Suggested:

- Mukherjee Reed, Ananya (1997), "Regionalization in South Asia: Theory and Praxis", *Pacific Affairs* 70 (2): 135-151.
- Paranjape, Shrikant (2002), "Development of order in South Asia: Towards a South Asian Association for Regional Cooperation Parliament", *Contemporary South Asia*, 11 (3): 345-356.
- Bailes, Aylson J.K. (2007), "Regional Security Cooperation: A Challenge for South (and North-East) Asia", *Strategic Analysis*, 31 (4): 665-674.
- Dutta, Sujit (2011), "China in SAARC? To What Effect?", *Strategic Analysis*, 35 (3): 493-501.

Regional Issues

Essential:

- Ganguly, Sumit (2008), "Nuclear Stability in South Asia", *International Security*, 33 (2): 45-70.

- De, Prabir (2011), “Why is trade at borders a costly affair in South Asia? An empirical investigation”, *Contemporary South Asia*, 19 (4): 441-464.
- Biswas, Asit K. (2011), “Cooperation or conflict in transboundary water management: case study of South Asia”, *Hydrological Sciences Journal*, 56 (4): 662-670.
- Dadwal, Shebonti Ray (2011), “Can the South Asian Gas Pipeline Dilemma be Resolved through a Legal Regime?”, *Strategic Analysis*, 35 (5): 757-769.
- Gautam, P.K. (2012), “Climate Change and Conflict in South Asia”, *Strategic Analysis*, 36 (1): 32-40.
- Basu, Mrityika, Shaw, Rajib (2013), “Water policy, climate change and adaptation in South Asia”, *International Journal of Environmental Studies*, 70 (2): 175-191.

Suggested:

- Seddon, David (2004), “South Asian remittances: implications for development”, *Contemporary South Asia*, 13 (4): 403-420.
- Lama, Mahendra P. (2007), “Geopolitics of Power Trading in South Asia: Opportunities and Challenges”, *Strategic Analysis*, 31 (2): 339-364.
- Batra, Amita (2007), “South Asia’s Free Trade Agreement: Strategies and Options”, *Economic and Political Weekly*, 42 (38): 3878-3885.
- Ram Mohan, M.P. (2015), “A Nuclear Liability Framework for South Asia” (p. 71-95), *Nuclear Energy and Liability in South Asia: Issues, Legal Frameworks and Risk Assessment within SAARC*, Springer: New Delhi.

FOURTH SEMESTER

RESEARCH PAPER

Course Code: INP-591

Course Type: Compulsory

Credits: 02

Teaching and Contact Hours: 3 per week (including 1 consultation/tutorial)

Introduction: The course will familiarize students in writing a research paper of about 5000 words.

Objective:

The course aims to enable students: -

- To identify a research area and research questions to be investigated
- To collect data from online and offline databases
- To write a literature review
- To write research paper

Evaluation Method:

- Writing the research paper requires weekly one-hour consultation with the assigned faculty guide.
- Research Paper – 60 marks
- Presentation of the research paper to faculty members – 40 marks

Submission Details:

- The research paper should be typed on A4 size paper, with proper references.
- The paper should be an original research and should not be copied or plagiarized.
- The paper should be typed in
Font- 'Times New Roman'
Font Size- 12
Spacing- 1.5
- Research Paper should be submitted in hard and soft copy to the assigned faculty guide.

INTRODUCTION TO DIPLOMACY

Course Code: INP-571

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: This course attempts to provide an introduction to the importance, history, evolution of diplomacy in the international arena. This course aims at introducing the students to the main theories, tasks, types and actors involved in diplomacy.

Objective

The course aims to enable students: -

- provide an introduction to the importance, history, evolution of diplomacy
- Become familiar with the main theories of diplomacy
- Become familiar with the tasks, types and actors involved in diplomacy

Evaluation Method:

- Mid Semester Exam - 30 marks
- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on diplomacy.

Course Units

Unit 1: Introduction to Diplomacy

- Introduction to Diplomacy
- Evolution of Diplomacy: Ancient Medieval, Modern, Changing Nature of Diplomacy
- Diplomacy: 'Old' and 'New'

Unit 2: Types of Diplomacy

- Preventive Diplomacy
- Economic Diplomacy
- Public Diplomacy
- Cultural Diplomacy

Unit 3: Methods of Diplomacy

- Negotiations
- Arbitration and Mediation
- Conference Diplomacy
- Summit Diplomacy

Unit 4: Major Issues in Diplomacy and Case Studies

- Korean War
- Cuban Missile Crisis
- Indo-Pak 1971 War
- UN Peace Keeping
- Permanent Extension of NPT

Reading List:

Unit 1: Introduction to Current World Order and Diplomacy

Introduction to Current World Order

- Henry Kissinger, Diplomacy, "The New World Order", pp. 17-28
- Paul Sharp, "For Diplomacy: Representation and the Study of International Relations," International Studies Review, Vol. 1, No. 1 (Spring, 1999), pp. 33-57.

Introduction to Diplomacy

- "Why and How to Study Diplomacy" in CorneliuBjola and Markus Kornprobst, Understanding International Diplomacy: Theory, practice and ethics, Routledge, 2013, pp: 3-7
- "Introduction: The Challenges of 21st-Century Diplomacy" Andrew F. Cooper, Jorge Heine, and Ramesh Thakur in The Oxford Handbook of Modern Diplomacy, Eds. Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, 2013.

Unit 2: Evolution of Diplomacy: Ancient Medieval, Modern, Changing Nature of Diplomacy

- “Tracing Diplomacy” in CorneliuBjola and Markus Kornprobst, *Understanding International Diplomacy: Theory, practice and ethics*, Routledge, 2013, pp: 9-28.

Unit 3: Main Actors, Types and Tasks of Diplomacy

- “The Main Actors” in *The Oxford Handbook of Modern Diplomacy*, Eds. Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, 2013.
- “Mapping the Diplomatic Field” in CorneliuBjola and Markus Kornprobst, *Understanding International Diplomacy: Theory, practice and ethics*, Routledge, 2013, pp: 61-94.
- “Modes of Practice,” in *The Oxford Handbook of Modern Diplomacy*, Eds. Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, 2013.

Unit 4: Theories of Diplomacy and Major Issues in Diplomacy

Theories of Diplomacy

- “Theorizing Diplomacy,” in B.J.C. McKercher, (Ed.), *Routledge Handbook of Diplomacy and Statecraft*, 2012.

Major Issues in Diplomacy and Case Studies

- Korean War
- Cuban Missile Crisis
- Indo-Pak 1971 War
- UN Peace Keeping
- Permanent Extension of NPT

SECURITY AND POLITICS OF INDIA'S EXTENDED NEIGHBOURHOOD

Course Code: INP-573

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description

The Course 'Security and Politics of India's Extended Neighbourhood' is expected to familiarise students with the term 'extended neighbourhood' which Indian government has woven into its foreign policy formulations in post-cold war era. The students would be exposed to security and political issues in India's extended neighbourhood.

Course Aims

1. To train students to conceptualize 'India's Extended Neighbourhood' as a distinct field.
2. To familiarize students with the concept of India's Extended Neighbourhood as projection of rising power.
3. To demonstrate different policies, systems, actors, events, ideas and processes.
4. To train students to organize their ideas, and write knowledgeably with practicality, about extended neighbourhood
5. To enable students to begin thinking concretely and conceptually about their research areas

Expectations from Students

1. Be punctual and regular. Do not miss classes unless it is absolutely necessary.
2. Maintain high degree of academic integrity. Especially, avoid plagiarism. Plagiarism is a serious academic offence. Please consult the course instructor if you are unsure of what it is.
3. Respect deadlines.

4. Do required readings beforehand. But also do as many recommended readings as possible.

Mode of Evaluation:

- Internal assessment – 50%
 - (Mid-semester examination = 30%)
 - (Assignment = 10%)
 - (Classroom participation and attendance = 10%)
- End Semester examination -50%

Course Outline:

Unit -1: The concept of Extended Neighbourhood

- Concept of India's Extended Neighbourhood
- Its projection for Rising power
- System and Actors in India's extended neighbours

Unit -2: India and South East Asia

- India's Engagement with South East Asia
- The Look East/ Act East Policy
- The Geo-economic Dimension of India-ASEAN Relationship

Unit -3: India and Central Asia

- Geopolitical / Geostrategic Significance of Central Asia
- The Politics of Energy Security
- India's 'Connect Central Asia' policy
- India and SCO

Unit- 4: West Asia and Africa

- India and West Asia

- India's 'Look West' Policy, Gulf Cooperation Council (GCC)
- India's-Africa Engagements: Trade, Security, Capacity Building and Maritime
- India-Africa Forum Summits

Required reading

UNIT -1: India's Extended Neighbourhood Concept: Projection for Rising Power

- David Scott (2009) India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power, *India Review*, 8:2, 107-143
- Sukh Muni and Girijesh Pant, India's Energy Security. Prospects for Cooperation With Extended Neighbourhood (New Delhi: Rupa, 2005), for discussion on Vietnam, Myanmar and Iran.
- Raja Mohan, C. (2015). Foreign policy after 1990s: Transformation through incremental adaptation. In D. Malone, C. Raja Mohan, & S. Raghavan (Eds.), *The Oxford Handbook of Indian Foreign Policy* (pp. 131–144). Oxford: Oxford University Press.
- Chacko, P. (2016). India and the Indo-Pacific from Singh to Modi: Geopolitical and geoeconomic entanglements. In P. Chacko (Ed.), *New regional geopolitics in the Indo-Pacific: Drivers, dynamics and consequences*. New York: Routledge.
- Shekhar V. (2019) Rise of India's 'Extended Neighbourhood' Worldview. In: Ranjan A. (eds) *India in South Asia*. Springer, Singapore

UNIT -2: India's Look East Policy: A Strategic move towards ASEAN

- Haokip, T. (2011). India's Look East Policy: Its Evolution and Approach. *South Asian Survey*, 18(2), 239–257. <https://doi.org/10.1177/0971523113513368>
- Kesavan, K.V. (2020) India's 'Act East' policy and regional cooperation. In ORF Special Report 101 "India and South Korea: Exploring New Avenues, Outlining Goals" ORF, Delhi

- Mohan, C. (2008). India's Geopolitics and Southeast Asian Security, *Southeast Asian Affairs*, 43-60. www.jstor.org/stable/27913351
- Shekhar, V. (2012). Two decades of India's look east policy. In G. Jha & V. Shekhar (Eds.), *Rising India in the changing Asia-Pacific*. Pentagon: New Delhi.
- Strachan, Anna Louise, et al. *India's Look East Policy: A Critical Assessment: Interview with Amb. Rajiv Sikri*. Institute of Peace and Conflict Studies, 2009, www.jstor.org/stable/resrep09289.
- Sudhir Devare, *India and Southeast Asia: Towards Security Convergence* (Singapore: Institute of Southeast Asian Studies, 2006), 1–10.

Unit -3: India and Central Asia

- Rashid, A. (2000). Back to the Great Game: Chronicling the Race for Central Asia. *Harvard International Review*, 22(3), 82-83. www.jstor.org/stable/42762642
- Smith, D. (1996). Central Asia: A New Great Game? *Asian Affairs*, 23(3), 147-175. www.jstor.org/stable/30172401
- Vsevolod Kritskiy (2015) The Great Game 1856–1907: Russo- British relations in Central and East Asia, *Central Asian Survey*, 34:4, 583-585, DOI:10.1080/02634937.2015.1072367
- Fromkin, D. (1980). The Great Game in Asia. *Foreign Affairs*, 58(4), 936-951. doi:10.2307/20040512
- Gidadhubli, R. (2006). Central Asia: Great Game Replayed? *Economic and Political Weekly*, 41(2), 131-132. www.jstor.org/stable/4417671
- Lieven, A. (1999). The (Not So) Great Game. *The National Interest*, (58), 69-80. www.jstor.org/stable/42897222
- Katz, M. (2006). Revolutionary Change in Central Asia. *World Affairs*, 168(4), 157-171. www.jstor.org/stable/20672745

Connect Central Asia:

- Pavilionis, P., & Giragosian, R. (1996). The Great Game: Pipeline Politics in Central Asia. *Harvard International Review*, 19(1), 24-65. www.jstor.org/stable/42762260
- Gidadhubli, R. (1999). Oil Politics in Central Asia. *Economic and Political Weekly*, 34(5), 260-263. www.jstor.org/stable/4407600
- Jaffe, A., & Manning, R. (2000). The Shocks of a World of Cheap Oil. *Foreign Affairs*, 79(1), 16-29. doi:10.2307/20049611
- Jain, B. (2007). Energy Security Syndrome: A New Big Game in Central Asia. *Indian Journal of Asian Affairs*, 20(1/2), 45-58. www.jstor.org/stable/41950482
- Shamil MidkhatovichYenikeeff (2011) Energy Interests of the 'Great Powers' in Central Asia: Cooperation or Conflict?, *The International Spectator*, 46:3, 61-78, DOI:10.1080/03932729.2011.601115
- Misra, A. (2002). The Taliban, Radical Islam and Afghanistan. *Third World Quarterly*, 23(3), 577-589. www.jstor.org/stable/3993543
- Michael Rywkin (2006) Security and Stability in Central Asia: Differing Interests and Perspectives, *American Foreign Policy Interests: The Journal of the National Committee on American Foreign Policy*, 28:3, 193-217
- Akbarzadeh, S. (2004). Keeping Central Asia Stable. *Third World Quarterly*, 25(4), 689-705. www.jstor.org/stable/3993741

China's Expansion into Central Asia:

- Faure, G. (2017). China in Central Asia: Negotiating Cooperation for Mutual Benefits? In Hampson F. & Troitskiy M. (Eds.), *Tug of War: Negotiating Security in Eurasia* (pp. 53-68). McGill-Queen's University Press. www.jstor.org/stable/j.ctt1zrvhbm.8
- Kurlantzick, J. (2008). China's Growing Influence in Southeast Asia. In ROETT R. & PAZ G. (Eds.), *China's Expansion into the Western Hemisphere: Implications for Latin America and the United States* (pp. 193-212). Washington, D.C.: Brookings Institution Press. www.jstor.org/stable/10.7864/j.ctt6wpdz1.12
- Jain, R. (2018). China's Economic Expansion in South Asia: Strengths, Challenges and Opportunities. *Indian Journal of Asian Affairs*, 31(1/2), 21-36. www.jstor.org/stable/26608821

- Tukmadiyeva, M. (2013). Xinjiang in China's Foreign Policy toward Central Asia. *Connections*, 12(3), 87-108. www.jstor.org/stable/26326333
- Merrington, L. (2014). INDIA AND CHINA: Strategic Engagements in Central Asia. In HALL I. (Ed.), *The Engagement of India: Strategies and Responses* (pp. 89-110). Washington, DC: Georgetown University Press. www.jstor.org/stable/j.ctt7zsw9.9

Afghanistan: A Perpetual Security Threat:

- Nojumi, N. (2008). The Rise and Fall of the Taliban. In Crews R. & Tarzi A. (Eds.), *The Taliban and the Crisis of Afghanistan* (pp. 90-117). Cambridge, Massachusetts; London, England: Harvard University Press. www.jstor.org/stable/j.ctvk12qf0.8
- Maley, W. (2011). *CSCAP Regional Security Outlook 2011* (pp. 16-21, Rep.) (Job B. & Williams E., Eds.). Council for Security Cooperation in the Asia Pacific. doi:10.2307/resrep22257.5
- (2014) Central Asia/Caspian Sea Basin Region after the Withdrawal of U.S. and NATO Troops from Afghanistan: Policy Recommendations, American Foreign Policy Interests: The Journal of the National Committee on American Foreign Policy, 36:1, 86-87
- Pant, H. (2012). (Rep.). Strategic Studies Institute, US Army War College. Retrieved June 7, 2020, from www.jstor.org/stable/resrep11447

Unit- 4: West Asia and Africa

- Rizvi, M. Mahtab Alam (2011). West Asia and Oil Politics, *Strategic Analysis*, 35(2), 287-296.
- Kumaraswamy, P.R. (2017). Redefining 'Strategic' Cooperation, *Strategic Analysis* 41(4), 355-368
- Aneja Atul, (2010). Geopolitics of Energy in West Asia: Competing Foreign Interests and Prospects for Regional Realignment, *Strategic Analysis* 34(6), 833-842
- Taylor, Ian (2012). India's Rise in Africa, *International Affairs*, 88(4), 779-798
- Volman, D. (2015). China, India, Russia, and the United States: The Scramble for African Oil and the Militarization of the Continent. In YOUNG T. (Ed.), *Readings in the International Relations of Africa* (pp. 309-321). Indiana University Press. Retrieved June 10, 2020, from www.jstor.org/stable/j.ctt19dzd3j.30

AMERICAN FOREIGN POLICY SINCE 1945

Course Code: INP-580

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: The course will look at the evolution of American Foreign Policy after the Second World War. The course will help to understand the background in which the key decisions and debates associated with American foreign policy emerged; to do so it will investigate specific events which had a direct impact on American foreign policy.

Course Objective: The course will help students to develop an in-depth understanding of development of American foreign policy in the Post Second World War period.

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points wherever required. Classroom teaching will also include group discussion and presentations by the students. The students are required to keep a track of the following newspapers online: The New York Times and Washington Post. Besides this they are required to read the magazine 'The Economist' on a regular basis apart from the Indian national newspapers. 70% attendance is necessary for the students. Lastly it will include the following movies based on key events related to American foreign policy

- a) Dr. Strangelove
- b) The Hunt for Red October
- c) The Missiles of October
- d) Zero Dark Thirty

Mode of Evaluation

Assignments/Term Paper: 20%

Mid- Semester exam: 30%

End-Semester exam: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit 1- Sources of American Foreign Policy

- 1) What are the sources of American Foreign Policy

Unit 2- Containment, Détente and end of Cold War

- 2) Theoretical Explanation
- 3) Containment: Truman Doctrine, Marshall Plan, Alliance Formation, Strategic Doctrines
- 4) Rapprochement with China
- 5) Détente
- 6) Second Phase of Cold War and its End

Unit 3- Key events of Cold War and US

- 7) Korean War 1950-53
- 8) Cuban Missile Crisis
- 9) Vietnam War
- 8) Afghanistan
- 9) Other Engagements of the US- Central America and Iran

Unit 4- Post-Cold War

- 10) Surviving the Cold War
- 11) The Shift from European
- 12) De-hyphenation of policy towards South Asia
- 13) Rise of China
- 14) 9/11 attacks and War on terror
- 15) Middle East and the Arab Spring

Reading List:

Unit 1- Sources of American Foreign Policy

What are the sources of American Foreign Policy

- Brewer, Thomas L. (1986), *American Foreign Policy: A Contemporary Introduction*, New Jersey: Prentice Hall.

Unit 2- Containment, Détente and end of Cold War

Theoretical Explanation

- Saull, Richard (2001), *Rethinking Theory and History in the Cold War: The State, Military Power and Social Revolution*, London: Frank Cass.

Containment: Truman Doctrine, Marshall Plan, Alliance Formation, Strategic Doctrines

- Gaddis, John Lewis (2005), *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*, New York: Oxford University Press.

Rapprochement with China

- Kissinger, Henry (1994), *Diplomacy*, New York: Simon and Schuster. (Chapter 28)

Détente

- Gaddis, John Lewis (2005), *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*, New York: Oxford University Press.

Second Phase of Cold War and its End

- Gaddis, John Lewis (2005), *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*, New York: Oxford University Press.

Unit 3- Key events of Cold War and US

Korean War 1950-53

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 4)

Cuban Missile Crisis

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 29)

Vietnam War

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 17)

Afghanistan

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 19)

16) Other Engagements of the US- Central America and Iran

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 14 & 28)

Unit 4- Post-Cold War

Surviving the Cold War

- Fukuyama, Francis (1992), *End of History and the Last man standing*, Ontario: Macmillan.
- Huntington, Samuel P. (1993), "Clash of Civilizations", *Foreign Affairs*, 72(3): pp 22-28

The Shift from European

- Cook, Steven W and John Spanier(2013)*American Foreign Policy Since World War II*, Washington D.C.: CQ Press. (19th edition, Chapter 10)

De-hyphenation of policy towards South Asia

- Talbott, Strobe (2004), *Engaging India: Diplomacy, Democracy and the Bomb*, Washington D.C.: Brookings Institution Press.(Chapter 8, 9, 10 & 11).
- Kux, Dennis (2001), *The United States and Pakistan 1947-2000: Disenchanted Allies*, Washington D.C: Woodrow Wilson Centre Press.

Rise of China

- [Mastanduno, Michael \(1997\), "Preserving the Unipolar Moment: Realist Theories and U.S. Grand Strategy after the Cold War". *International Security*, 21:4: pp. 49-88.](#)
- [Posen, Barry P. & Ross, Andrew L. \(1997\) "Competing Visions for U.S. Grand Strategy". *International Security* 21: 3: pp. 5-53.](#)

9/11 attacks and War on terror

- Barone, Michael (2004), "Politics After September 11" in Ernest J. Wilson (ed.) *Diversity and U.S. Foreign Policy: A Reader*, New York: Routledge.
- Blackwill, Robert (2011), "Plan B in Afghanistan: Why a de facto Partition is the Least Bad Option", *Foreign Affairs*, 90(1):pp. 42-50.
- Krasner, Stephen (2012) "Talking Tough to Pakistan: How to End Islamabad's Defiance", *Foreign Affairs*, 91(1): 87-96.

Middle East and the Arab Spring

- Kroenig, Matthew (2012), "Time to Attack Iran: Why a Strike is a Least Bad Option", *Foreign Affairs*, 91(1), 76-86.
- Jones, Seth (2013), "Mirage of the Arab Spring: Deal with the Region You Have, Not the Region You Want", *Foreign Affairs*, 92(1), 55-63.
- Berman, Sheri (2013), "Promise of the Arab Spring: In Political Development, No Gain without Pain", *Foreign Affairs*, 92(1), 64-74.

ASIAN THINKING ON INTERNATIONAL RELATIONS

Course Code: INP-584

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: The course introduces the debate about absence of non-Western international theory and reasons for it. Discussing eurocentrism, it would engage with questions, like, what is the need and necessity of non-western international theory and why anybody should take non-Western experience in international relations (IR) seriously. With the focus on Asia and on Asian thinkers, it attempts to map the contributions of non-Western world to IR. Discussing key thinkers from Asia, it attempts to trace the long history of IR traditions in the region that is quite distinct from that of the West. The chosen thinkers are from ancient to modern period.

Teaching Methods: The primary mode of instruction would be regular lectures by course instructor. Class room discussions and interactions would also constitute essential part of class room teaching. For students, regular attendance, preparation and participation are essential. Students will be expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments / Term Paper	: 20%
Mid- Semester	: 30%
End-Semester	: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. There will be penalties for late submission. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit I: Debates regarding IR in Global South

- International Relations and Eurocentrism
- Absence of perspectives from Global South in IR
- Why perspectives from Global South on IR
- Contributions from Global South on IR

Unit II: IR in Ancient Asia

- Sun Tzu
- Confucius
- Kautilya

Unit III: IR in Modern Asia

- Mao Zedong
- M.K. Gandhi
- Jawaharlal Nehru
- Sukarno
- V. D. Savarkar
- M.S. Golwarkar

Unit IV: Beyond Nationalism

- Rabindranath Tagore
- Aurobindo Ghose

Reading List:

Essential Readings:

- Martin Wight, Why is there no International Theory?, in Martin Wight and Herbert Butterfield (eds.), *Diplomatic Investigation*, Allen and Unwin, London, 1966
- Kanti Bajpai and Siddharth Mallavarapu, *International Relations in India: Bringing Theory Back Home* edited by; Orient Longman, New Delhi, 2005
- Kanti Bajpai and Siddharth Mallavarapu, (eds.) *International Relations in India: Theorising the Region and Nation*, Orient Longman, New Delhi, 2005
- Amitav Acharya and Barry Buzan, Why is there no Non-Western International Relations Theory? Ten years on, *International Relations of the Asia-Pacific*, Volume 17, Issue 3, 1 September 2017, Pages 341–370, <https://doi.org/10.1093/irap/lcx006>
- Amitav Acharya and Barry Buzan, *Non-Western International Relations Theory: Perspectives On and Beyond Asia*, Routledge, 2010

- Navnita Chadha Behra, "IR in South Asia: A Realist Past and Alternative Futures" in *IR Scholarship Around the World*, Vol.1, eds., Arlene Tickner and Ole Waever, London: Routledge, March 2009
- Cemil Aydin, *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought*, Columbia University Press, 2007
- Robbie Shilliam, *International Relations and Non-Western Thought: Imperialism, Colonialism and Investigations of Global Modernity*, Routledge, 2011
- Ran Sharan Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarasidas, New Delhi, 2001
- George Modelski, Foreign Policy and International System in the Ancient Hindu World, *American Political Science Review*, vol. 58, no. 3, 1964, pp. 549-60
- Victoria Tin-bor Hui, Towards a Dynamic Theory of International Politics: Insights from Comparing Ancient China and Early Modern Europe, *International Organisation*, vol. 58, no. 1, 2003
- P. K. Gautam, Saurabh Mishra and Arvind Gupta, *Indigenous Historical Knowledge: Kautilya and His Vocabulary*, New Delhi, IDSA/Pentagon Press, 2016
- Alex Young, Western Theory, Global World: Western Bias in International Theory, *Harvard International Review*, Vol. 36, No. 1 (SUMMER 2014), pp. 29-31
- Sun Tzu: *The Art of War*. Translated and with an Introduction by SAMUEL B. GRIFFITH, with a foreword by B. H. Liddell Hart. Oxford: Clarendon Press, 1963
- RashedUz Zaman, Kautilya: The Indian Strategic Thinker and Indian Strategic Culture, *Comparative Strategy*, 25:3, pp. 231-247
- [James H. Ford](#), *The Art of War* by Mao Tse-tung, El Paso Norte Press; Special edition (April 15, 2005)
- Liebig, Michael. 2013. "Kautilya's Relevance for India Today." *India Quarterly* 69 (2): 99–116. <https://doi.org/10.1177/0974928413481881>.
- Mishra, Malay. 2016. "Kautilya's Arthashastra: Restoring its Rightful Place in the Field of International Relations." *Journal of Defence Studies* 10(2): 77-109.
- Mitra, Subrata K. and Michael Liebig. 2017. *Kautilya's Arthashastra: An Intellectual Portrait: The Classical Roots of Modern Politics in India*. New Delhi: Rupa Publications.
- Modelski, George. 1964. "Kautilya: Foreign Policy and International System in the Ancient Hindu World." *Cambridge University Press* 58 (3): 549–60. <https://doi.org/10.2307/1953131>.
- Kanti Bajpai, Indian grand Strategy: Six School of Thought, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 113-150.

- S. Kalyanaraman, Nehru's Advocacy of Internationalism and Indian Foreign Policy, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 151-175.
- John David Legge, Sukarno: A Political Biography, Allen and Unwin, London, 1984
- N. S. Sisodia, economic Modernisation and the Growing Influence of Neoliberalism in India's Strategic Thought, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 176-199.
- Rahul Sagar, 'Jiski Lathi, Uski Bhains': The Hindu Nationalist View of International Politics, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 234-257.
- Siddharth Mallavarapu, Securing India: Gandhian Intuitions, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 258-285.
- Collins, Michael. *Empire, Nationalism and the Postcolonial World: Rabindranath Tagore's Writings on History, Politics and Society*. London and New York: Routledge, 2012.
- Alam, Fakrul, and Radha Chakravarty. *The Essential Tagore*. Eds. Fakrul Alam and Radha Chakrabarty. Cambridge: Harvard University Press and Santiniketan: Visva-Bharati, 2011.
- B. S. Chimni, Retrieving Other Visions of the Future: Sri Aurobindo and the Ideal of Human Unity, in Branwen Gruffydd Jones, (ed.) *Decolonizing International Relations*, Rowman & Littlefield, 2006.

EMERGING TRENDS IN INDO-PACIFIC

Course Code: INP-585

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course outline:

If the rise of the Pacific has altered the course of world's history in the recent past, it is difficult to imagine an Asian century if the critical role of the Indian Ocean is not duly taken cognizance of. Indeed, the rise of the Indian Ocean once again is likely to have far-reaching implications despite being a composition of fragmented yet connected regions. Importantly, the rapidly growing strategic interface and economic interdependence are leading to the "Confluence of the Two Seas"—the Indian and Pacific Oceans. Since regions come into being primarily due to political exigencies and/or economic compulsions, the Indo-Pacific as a geostrategic and geo-economic construct has acquired considerable salience and is a reflection of emerging geopolitical realities. The proposed course will deal with varied dimensions related to the Indo-Pacific and the implications for India.

Teaching Methods

Teaching will take place through lectures and interactions. For students, regular attendance and participation in the class is essential. Group and individual activities from student participants would supplement classroom engagement. ICT tools would be used extensively during teaching. Students are expected to participate actively in discussions based on their critical understanding of the assigned readings. 70% attendance is necessary to attend the end semester exam.

Mode of Evaluation

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

Course Units

UNIT -I: The Regions

- Nomenclature of regions
- The Significance of Indian Ocean: Historical Context, Role, British Colonialism & India Ocean, the causes of decline and now rise of Indian Ocean
- The Significance of Pacific Ocean: China and Pacific Ocean, European Colonialism and the Pacific Ocean, Rise of Japan and the Pacific Ocean

UNIT-II: The Idea of Indo-Pacific Region

- The Evolution of the Indo-Pacific
- Cold War and the Indo-Pacific
- Post-Cold War: East Asia and the Rise of West Pacific Ocean

UNIT-III: Indo-Pacific in the Changed Context

- Rise of new power in Indo-Pacific: United States, Japan, Australia, India, ASEAN
- Geo-economic and Geo-strategic interdependence between the Indian and the Pacific Oceans
- Prospects for regionalism and regional multilateralism in Indo-Pacific

Unit-IV: India and Indo-Pacific Space

- India and the Indo-Pacific Discourse
- Geo-economic and Geostrategic Context and the idea of Quad
- The Maritime Dimension of India's Indo-Pacific

Reading List:

Medcalf, Rory. 2013. The Indo-Pacific: What's in a name? The American Interest. October, 2013.

Bouchard, Christian and Crumplin, William. 2010. Neglected no longer: the Indian Ocean at the forefront of world geopolitics and global geostrategy.

Journal of the Indian Ocean Region. June, 2010, Vol. 6, 1.

Rogers, James. 2009. From Suez to Shanghai: the European Union and Eurasian

maritime security. Occasional Paper 77. Paris: European Union Institute for Security Studies, 2009.

Rehman, Iskander. 2011. An Ocean at the Intersection of Two Emerging Narratives. IDSA Issue Brief. New Delhi: Institute for Defence Studies and Analyses,

2011.

Scott, David. 2012. US Strategy in the Pacific – Geopolitical Positioning in the Twenty-First Century. Geopolitics. 2012, Vol. 17, 3.

Dobbins, James. 2012. War with China. Survival: Global Politics and Strategy. 2012, Vol. 54, 4.

Qi, Xu. 2006. Maritime Geostrategy and the Development of the Chinese Navy in the Early Twenty-First Century. United States Naval War College Review. Autumn, 2006, Vol. 59, 4.

Cook, Malcolm, Heinrichs, Raoul, Medcalf, Rory and Shearer, Andrew.

2010. Power and Choice: Asian Security Futures. Double Bay: Lowy Institute for International Policy, 2010, pp. 51-63.

Yoshihara, Toshi and Holmes, James R. 2006. Japanese Maritime Thought: If Not Mahan, Who? United States Naval War College Review. Summer, 2006, Vol. 59, 3.

Patalano, Alessio. 2002. Japan's Maritime Strategy: The Island Nation Model.

RUSI Journal. April/May, 2011, Vol. 156, 2.

Rehman, Iskander. 2010. From Down Under to Top Centre: Australia, the United States and this century's special relationship. Washington, DC: Transatlantic Academy, 2010.

Mohan, C. Raja. 2010. The Return of the Raj. *The American Interest*. May/June, 2010, Vol. 5, 3.

Scott, David. 2009. India's 'Extended Neighbourhood' Concept: Power Projection for a Rising Power. *India Review*. 2009, Vol. 8, 2.

Pant, Harsh V. 2012. India's growing naval power: Indian Ocean in focus. [book auth.] Geoffrey Till and Patrick C. Bratton. *Sea Power and the Asia-Pacific: Triumph of Neptune?* Abingdon: Routledge, 2012.

Shambaugh, David. 2013. Assessing the US 'pivot' to Asia. *Strategic Studies Quarterly*. Summer, 2013, Vol. 7, 2.

Rogers, James. 2012. Geopolitics and the 'Wider North': The United Kingdom as a

'strategic pivot'. *RUSI Journal*. December, 2013, Vol. 157, 6.

Stokes, Doug and Newton, Paul. 2014. Bridging the Gulf? America's 'Rebalance' and the Middle East Challenge to the UK. *RUSI Journal*. February, 2014, Vol.

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INTERNATIONAL LAW

Course Code: INP-586

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: International Law has gained significant momentum in the global legal order and relations. This is plainly because no state can exist and operate independently of others, however strong and powerful it may be. Virtually there is no area at the global level which is not influenced and governed by International Law at present. Observance of International Law has almost become an indispensable order of/for international relations. This course introduces students to the realm of International Law in terms of its nature, sources, international operation and municipal application. This course is also devoted to address various established concepts and current issues of International Law.

Mode of Evaluation

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

Course Units

UNIT 1: INTRODUCTION, SOURCES AND SUBJECTS OF INTERNATIONAL LAW

1. Introduction to International Law
 - Origin and Nature of International Law
 - Definition of International Law
 - Is International Law a True Law?
 - Bases of International Law
 - Asian African Perspectives on International Law
2. Sources of International Law
 - International Conventions
 - International Customs
 - General Principles of Law Recognized by Civilized States
 - Judicial Decisions and Juristic Works
 - Codification and Progressive Development of International Law
3. Subjects of International Law

- States and International Organizations
- Status of Individuals
- International Non-State Actors

UNIT 2: SOVEREIGNTY, STATE RECOGNITION, SUCCESSION, JURISDICTION AND RESPONSIBILITY

4. Concept of Sovereignty in International Law

- Nature of a State
- Essential Elements of a State
- Rights and Duties of States
- Different Kinds of States
- Sovereign Equality of States

5. Relationship between International Law and Municipal Law

- Theories of Relationship
- State Practices: US and UK
- Indian Position

6. State Recognition and Succession

- Theories of Recognition
- Modes of Recognition
- Legal Effects of Recognition
- State Succession

7. State Jurisdiction

- Acquisition and Loss of State Territory
- Law of Air and Outer Space, Law of the Sea
- Nationality
- Criminal Jurisdiction: Extradition and Asylum
- Diplomatic immunities and Privileges

8. State Responsibility

- Elements of International Responsibility
- Notion of Imputability
- Calvo Doctrine
- State Responsibility for Breach of Treaty or Contractual Obligations
- State Responsibility in respect of Expropriation of Foreign Property
- State Responsibility for Environment
- Responsibility to Protect

UNIT 3: LAW OF TREATIES, LAW OF ENVIRONMENT AND LAW OF INTERNATIONAL ORGANISATIONS

9. Law of Treaties

- Definition and Meaning

- Vienna Convention on the Law of Treaties
- Classification of Treaties
- Parties Competent to Make a Treaty
- Formation and Reservations to Treaties
- Interpretation, Amendment of Treaties
- Termination of Treaties

10. Law of Environment

- Relevance of General International Law for Environment
- International Co-operation for the Regulation of Environmental Conservation
- UN Efforts on the Protection and Preservation of Environment
- Concept of Sustainable Development and Environment

11. Law of International Organizations

- Definition and Evolution of International Organizations
- League of Nations
- United Nations and Its Principal Organs
- Specialized Agencies and other Inter-governmental Organizations

UNIT 4: LEGALITY OF WAR, USE OF FORCE AND HUMAN RIGHTS

12. Legality of War and Use of Force

- Settlement of International Disputes
- Definition of War and Its Legal Character and Effects
- Position within the UN Charter
- Laws of Warfare
- War Crimes and Genocide
- Termination of War and Postliminium
- Non-International Armed Conflicts
- Law of Neutrality

13. Human Rights

- Universal Protection of Human Rights
- Regional Protection of Human Rights
- National Protection of Human Rights

Reading List

- Agarwal, H.O., International Law and Human Rights (20th edn, Jain Book Agency 2014).
- Anand, R. P., Development of Modern International Law and India (Nomos 2005).

- Anand, R. P., *Studies in International Law and History: An Asian Perspective* (Springer 2004).
- Brownlie, Ian., *Principles of Public International Law* (7th edn, OUP 2008).
- Dixon, M., *Textbook on International Law* (OUP 2005).
- Harris, D.J., *Cases and Materials on International Law* (7th rev edn, Sweet & Maxwell 2010).
- Jennings, Robert and Arthur Watts (eds.), *Oppenheim's International Law* (9th edn, Longman 1992).
- Kapoor, SK, *International Law and Human Rights* (18th edn, Central Law Agency 2011).
- Malanczuk, Peter, *Akehurst's Modern Introduction to International Law* (8th rev edn, Routledge 2002).
- Shaw, Malcolm N., *International Law* (6th edn, Cambridge University Press 2008).
- Verma, S.K., *An Introduction to Public International Law* (PHI Learning 1998).

INTERNATIONAL PEACE AND SECURITY

Course Code: INP-587

Course Type: Optional

Credits: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course outline: This paper investigates conventional and non-conventional aspects of international peace and security. It examines the process of evolution of the concept of security. The concept of security evolved during the Cold War became much broader to encompass many problems which are not military in nature, thereby focusing on the non-traditional aspects of security as well. It also introduces a student with the new modes of warfare. And looks into various approaches to deal with the war and peace during the course of history.

Evaluation Method:

- Mid Semester Exam - 30 marks
- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on diplomacy.

Unit I: Definitions and Concepts

- Security , Peace and World Order
- Evolution of the concept of Security

State -centric Approach to Security: (Traditional Security)

Post-Cold War: Critical Security Studies, Copenhagen School, Welsh School

- Approaches to Security and World Order:
Balance of power, Deterrence, Compellance, Alliances
Collective Security, Equal security, Common security, Cooperative Security, and Security Cooperation

Unit II: New Modes of Warfare

- Conventional War, Limited War and Nuclear War
- Revolutionary war, civil war, Guerilla war, Insurgency, Low Intensity Conflict, Proxy War, Hybrid War
- Cyber Security and Asymmetrical warfare (Terrorism)

Unit III: Non-Traditional Security Threats

- Food and Health Security, Energy Security, Environmental Security, Gender Security, Human Security
- MDGs and SDGs
- Information and Communication Warfare, Psychological Warfare.

Unit IV: Approaches to peace and security

- Prevention of Nuclear War and Non-Use of Nuclear Weapons
- Arms Control and Disarmament
- Confidence Building Measures, Functional approaches and Regionalism, Peace Research

Reading List

Keith Krause and Michael C. Williams, “Security and ‘Security Studies’: Conceptual

Evolution and Historical Transformation”, in Alexandra Gheciu and William C. Wohlforth

(eds.), The Oxford Handbook of International Security, Oxford, Oxford University Press,

2018, pp. 14-28.

Richard K. Betts, "Should Strategic Studies Survive?", *World Politics*, 50/1, 1997, pp. 7-33.

David A. Baldwin, "The Concept of Security", *Review of International Studies*, 23/1, 1997,

pp. 5-26.

Thierry Balzacq, Sarah Léonard and Jan Ruzicka, "Securitization revisited: theory and cases", *International Relations*, 30/4, 2016, pp. 494-531.

Shiping Tang, "The Security Dilemma: A Conceptual Analysis", *Security Studies*, 18/3, 2009, pp. 587-623.

Michael Beckley, "China's Century? Why America's Edge Will Endure", *International*

Security, 36/3, 2011/12, pp. 41-78.

Trine Flockhart, "The Coming Multi-Order World", *Contemporary Security Policy*, 37/1,

2016, pp. 3-30.

David M. Edelstein, *Over the Horizon: Time, Uncertainty and the Rise of Great Powers*.

Ithaca, Cornell University Press, 2017. Introduction and Chapter 1, pp. 1-37.

Michael Mann, "Have Wars and Violence Declined?", *Theory and Society*, 47/1, 2018, pp. 37- 60.

Robert Jervis, "From Balance to Concert: A Study of International Security Cooperation",

World Politics 38/1, 1985, pp. 58-79.

Kathleen J. McNinnis, "Lessons in Coalition Warfare: Past, Present and Implications for the

Future", *International Politics Reviews*, 1/2, 2013, pp. 78-90.

Alice Pannier, "Understanding the workings of interstate cooperation in defence: an

exploration into Franco-British cooperation after the signing of the Lancaster House Treaty",

European Security, 22/4, 2013, pp. 540-558.

John Kierulf, *Disarmament under International Law*, Montréal&Kingston, McGill-Queen's University Press. Read pp. 20-51.

Lionel P. Fatton, "The Impotence of Conventional Arms Control: Why do International

Regimes Fail When they are Most Needed?", *Contemporary Security Policy*, 37/2, 2016, pp. 200-222.

Ulrich Kühn, "Conventional Arms Control 2.0", *The Journal of Slavic Military Studies*, 26/2, 2013, pp. 189-202.

Alicia Sanders-Zarke, "The Birth of a Ban: A Comparative Analysis of WMD Prohibition Treaties", *Project on Nuclear Issues*, February 2018, pp. 170-183.

Nicholas L. Miller and Vipin Narang, "North Korea Defied the Nuclear Odds: What can We Learn from its Successful Nuclearization?", *Texas National Security Review*, 1/2, 2018, pp. 59-74.

Scott D. Sagan, and Benjamin A. Valentino, "Revisiting Hiroshima in Iran: What Americans Really Think about Using Nuclear Weapons and Killing Noncombatants", *International Security*, 42/1, 2017, pp. 41-79.

Tim McCormack, "Chemical Weapons and Other Atrocities: Contrasting Responses to the Syrian Crisis", *International Law Studies*, Vol. 92, 2016, pp. 512-544.

Lucas Kello, "The Meaning of the Cyber Revolution. Perils to Theory and Statecraft",

International Security, 38/2, 2013, pp. 7-40.

Michael C. Horowitz, "Artificial Intelligence, International Competition and the Balance of

Power", *Texas National Security Review*, 3/1, 2018.

Denise Garcia, "Future Arms, Technologies and International Law: Preventive Security

Governance", *European Journal of International Security*, 1/1, 2016, pp. 94-111.

Andrea Gilli& Mauro Gilli, "The Diffusion of Drone Warfare? Industrial, Organizational and

Infrastructural Constraints", *Security Studies*, 25/1, 2016, pp. 50-84.

CENTRAL UNIVERSITY OF GUJARAT

***SCHEME OF EXAMINATION
AND
COURSES OF STUDY***

**Master of Science (M. Sc.)
Chemical Sciences**



**CENTRAL UNIVERSITY OF GUJARAT
GANDHINAGAR, SECTOR-30
GUJARAT-382030
INDIA**

	Code	Course	Hours /Week	Credit
Semester I	CORE: THEORY			
	CHE401	Inorganic Chemistry-I	3	3
	CHE402	Physical Chemistry-I	3	3
	CHE403	Organic Chemistry-I	3	3
	CHE404	Chemical Analysis-I	3	3
	CORE: PRACTICAL			
	CHE441	Laboratory Techniques in Inorganic Chemistry –I	4	2
	CHE442	Laboratory Techniques in Physical Chemistry –I	4	2
Semester II	CHE443	Laboratory Techniques in Organic Chemistry –I	4	2
	CORE: THEORY			
	CHE451	Group Theory and Advanced Inorganic Chemistry-II	3	3
	CHE452	Thermodynamics and Electrochemistry-II	3	3
	CHE453	Organic Reaction Mechanisms-II	3	3
	OPTIONAL (03 credits from any of the courses given below)			
	CHE454	Spectroscopic Methods-II	3	3
	CHE455	Green and Supramolecular Chemistry and Nanomaterials-II	3	3
	CORE: PRACTICAL			
	CHE491	Laboratory Techniques in Inorganic Chemistry –II	4	2
Semester III	CHE492	Laboratory Techniques in Physical Chemistry–II	4	2
	CHE493	Laboratory Techniques in Organic Chemistry–II	4	2
	CORE: THEORY			
	CHE501	Advanced Inorganic Chemistry-III	3	3
	CHE502	Photochemistry and Pericyclic Reactions-III	3	3
	CHE503	Interfacial Physical Chemistry-III	3	3
	OPTIONAL (03 credits from any of the courses given below)			
	CHE504	Advanced Organic Chemistry-III	3	3
	CHE505	Separation Techniques-III	3	3
	CORE: PRACTICAL			
Semester IV	CHE541	Laboratory Techniques in Inorganic Chemistry –III	4	2
	CHE542	Laboratory Techniques in Physical Chemistry–III	4	2
	CHE543	Laboratory Techniques in Organic Chemistry –III	4	2
	CORE: THEORY			
	CHE551	Molecular Bio-Physical Chemistry-IV	3	3
	CHE552	Organic Synthesis-IV	3	3
	CHE553	Inorganic Spectral Techniques-IV	3	3
	OPTIONAL (03 credits from any of the courses given below)			
	CHE554	Polymer Chemistry-IV	3	3
Semester IV	CHE555	Advanced Analytical Methods-IV	3	3
	CORE: PRACTICAL			
	CHE591	Project	-	6
	Total			72

Note: In a semester, the students can choose an optional course from one of the branches (inorganic, organic, physical, or analytical chemistry), which are not offered in the core theory courses. In a semester, the student may choose one course from the UGC-SWAYAM list as an/a additional/compulsory course. The SWAYAM course will not be taught by SCS faculty.

Subject Code	M. Sc. Chemical Sciences First Semester	No. of Credits
CHE401	Inorganic Chemistry-I	3
	<p>Unit-I:</p> <p>Molecular Symmetry Symmetry elements and operations, symmetry groups and molecular point groups.</p> <p>Molecular Geometry VSEPR, ligand close packing model, Walsh diagrams, $d\pi$-$p\pi$ bonds, Bent's rule.</p> <p>Coordination Chemistry Bonding theories, Jahn–Teller theorem.</p> <p>Unit-II:</p> <p>Electronic Spectra of Transition Metal Complexes Atomic structure and spectroscopy, spectroscopic ground states, term symbols, Orgel energy level and Tanabe-Sugano diagrams, calculation of calculation of ligand-field parameters, charge transfer spectra, symmetry-based concepts of Orgel energy level diagrams, many-electron systems, and antisymmetric principle.</p> <p>Magnetic Properties of Transition Metal Complexes Microstates, multiplet, multiplet width, hole formalism, zero-field splitting, spin-orbit coupling, quenching of orbital contribution, high spin/low spin equilibrium, anomalous magnetic moments, magnetic exchange coupling and spin cross over.</p> <p>Unit-III:</p> <p>Bioinorganic Chemistry Photosystems, porphyrins, metalloenzymes, oxygen transport, electron-transfer reactions; nitrogen fixation, metal complexes in medicine.</p> <p>Nuclear Chemistry Nuclear reactions, fission and fusion, radio-analytical techniques, and activation analysis.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Inorganic Chemistry Principles of Structure and Reactivity, 4th ed., J. E. Huheey, E. A. Keiter, R. A. Keiter, Pearson Education India, 2006. 2. Inorganic Chemistry, 4th edition, C. E. Housecroft and A. G. Sharpe, Pearson, 2012. 3. Shriver and Atkins' Inorganic Chemistry, 5th Edition, P. Atkins, T. Overton, J. Rourke, M. Weller, F. Armstrong, (W H Freeman & Co; Reprint edition, 2014. 4. Inorganic Chemistry, 7th edition, M. Weller, T. Overton, J. Rourke and F. Armstrong, , OUP Oxford, 2018. 	

	5. Inorganic Chemistry, 5 th ed., Gary L. Miessler, Paul J. Fischer, Donald Tarr, Upper Saddle River, N.J: Pearson Education, 2014. 6. Inorganic Chemistry- Principles of Structure and Reactivity, 4 th edition, J. E. Huheey and O. K. Medhi, Pearson Education India. 2006. 7. Molecular Symmetry and Group Theory, Robert L. Carter, Wiley, 2008. 8. Group Theory and Chemistry, David M. Bishop; Dover Publication, 1993. 9. Modern Nuclear Chemistry, Walter D. Loveland, David J. Morrissey, Glenn T. Seaborg Wiley, 2017. 10. Principles of Bioinorganic Chemistry, Stephen J. Lippard, Jeremy M. Berg, University Science, 1994.	
CHE402	Physical Chemistry-I	3
	<p>Unit-I: Quantum Mechanics Basic principles of quantum mechanics, Postulates, Schrodinger wave equation for hydrogen atom (polar coordinates) and its solution. The radial distribution function and its significance, physical significance of Eigen function and Eigen values. Normalized and orthogonal Wave functions. Application of Schrödinger wave equation to simple systems, Free particle in a box (one dimensional and three dimensional). Rigid rotator, Linear harmonic oscillator, the formal solutions, energy levels, degeneracy, properties of wave functions and selection rules, Approximate methods: Perturbation theory and Self-consistent field theory, chemical bonding and hybridization. Approximate methods: The variation theorem and principles, its use to obtain optimum molecular orbital and energies</p> <p>Unit-II: Kinetics Transition state theory: Eyring equation, thermodynamic aspects. Potential energy surfaces and classical trajectories. Elementary, parallel, opposing, and consecutive reactions. Steady state approximation. Mechanisms of complex reactions. collision and transition state theories of rate constants; Unimolecular reactions. Kinetics of polymerization and enzyme catalysis. Fast reaction kinetics: relaxation and flow methods. Kinetics of photochemical and photophysical processes.</p> <p>Unit-III: Reaction Dynamics Molecular Collisions-Collision cross-section & inter-molecular potentials, orientations of collisions. Potential energy surfaces and their calculations, Elastic molecular collisions, Reaction cross-section methods in molecular reaction dynamics. Photo fragment spectroscopy, Crossed-molecular beam, a case study of F + H₂ and H + D₂ reactions, photocatalytic reactions of</p>	

	graphene. SUGGESTED BOOKS: 1. Physical Chemistry, P.W. Atkins, Juliode Paula, ELBS, 9 th ed.,2011. 2. Physical Chemistry: A Molecular Approach, Donald A. McQuarrie and John D. Simon, Viva, New Delhi, 2001. 3. Quantum Chemistry, N. Levine, Prentice Hall, New Jersey, 6 th ed., 2008. 4. Quantum Chemistry, R.K. Prasad, New Age International, 4 th ed., 2010. 5. Kinetics and Mechanism, A. A. Frost and R. G. Pearson, John-Wiley, New York, 1961. 6. Kinetics and Mechanism of Chemical Transformations, J. Rajaram and J. C. Kuriakose, McMillan, 2011. 7. Introductory Quantum Chemistry, A. K. Chandra, Tata McGraw-Hill. 1988. 8. Basic Physical Chemistry, W. J. Moore, Prentice Hall, 1972. 9. Electro chemical Methods: Fundamentals and Applications, 2 nd Ed., A. J. Bard and L. R. Faulkner, John Wiley & Sons: New York, 2002. 10. Modern Electro chemistry: Ionics 2 nd Ed., J. O' M. Bockris & A. K. N. Reddy, Springer Plenum. 11. Introduction to Molecular Thermodynamics, R. M. Hanson, S. Green, University Science Books, Sansalito, California, 2008.	
CHE403	Organic Chemistry-I	3
	Unit-I: Basic concepts of organic chemistry: Review of basic concepts in organic chemistry: bonding, hybridization, inductive effect, resonance effect, hyperconjugation, tautomerism and steric effect. The concept of aromaticity: delocalized chemical bonding, conjugation, cross conjugation, aromaticity, Hückel's rule, examples of neutral and charged aromatic systems (including annulenes, azulene, tropone and tropolone, benzenoids, mesoionic compounds). Anti and homo-aromatic systems. Alternant and non-alternant hydrocarbons, energy levels in odd and even-alternant hydrocarbons,benzyl cation, benzyl free-radical and benzyl carbanion. Unit-II: Reaction Mechanisms: Generation, structure, stability, and reactivity of reaction intermediates: Carbocations, carbanions, carbon free radicals, carbenes, and nitrenes. Classification of reactions and mechanisms, thermodynamic and kinetic controlled reactions, Hammond postulate, Curtin-Hammett principle. Potential energy diagrams, transition states, and intermediates. Methods of determining mechanisms: Based on the structure of products, determination of the presence of intermediates,isotopic labeling,	

	<p>isotope effects, stereochemical evidence.</p> <p>Acids and bases: Hard and soft acids and bases, effect of structure on the strengths of acids and bases.</p> <p>Heterocyclic compounds: Nomenclature of heterocyclic compounds. Structure, reactivity, synthesis and reactions of pyrazole, imidazole, oxazole, isoxazole, thiazole, pyrimidine, purine and indole.</p> <p>Unit-III:</p> <p>Stereochemistry:</p> <p>Revision of configurational nomenclature: R & S, D & L, E & Z, cis & trans and syn & anti nomenclature. Chirality in molecules with two and more chiral centers. Conformational analysis of open chain compounds. Erythro and threo nomenclature.</p> <p>Topicity and Prostereoisomerism: Topicity of ligands and faces-homotopic, enantiotopic, diastereotopic ligands and faces. Introduction to chemo-selective, regioselective and stereoselective reactions. Stereochemistry of cis- and trans-decalins, conformation and reactivity of cyclohexane and substituted cyclohexanes, cyclohexene/cyclohexanone. ORD, CD, and cotton effect.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Advanced Organic Chemistry-Reactions, Mechanism, and Structure, Jerry March, John Wiley 2008. 2. Stereochemistry of Organic Compounds, D. Nasipuri, 3rd ed., New-Age International, 2011. 3. Organic chemistry, J. Claydon, N. Greeves, S. Warren, P. Wothers, Oxford University Press, 2004. 4. Stereochemistry of Organic Compounds, E.L. Eliel and S. H. Wilen, Wiley, 2008. 5. Basic stereochemistry of organic molecules, S. S. Gupta, Oxford University Press, 2014. 6. A Guidebook to Mechanism in Organic Chemistry, Peter Sykes, 1995. 7. Heterocyclic Chemistry, John A. Joule, Keith Mills, 2013. 8. Organic Chemistry, Paula Bruice, 2016. 	
CHE404	Chemical Analysis-I	3
	<p>Unit-I:</p> <p>Data analysis: Mean and standard deviation; absolute and relative errors; linear regression; covariance and correlation coefficient.</p> <p>Acid – Base Titrations</p> <p>Basic principles, titration curves for mono functional acids and bases, pH calculations, titration curve for diprotic system, theory of indicators.</p> <p>Redox Titrations</p> <p>Equilibrium constants for redox reactions- electrode potentials in</p>	

	<p>equilibrium systems; calculation of equilibrium constants; redox titration curves- formal redox potentials; derivation of titration curves; redox indicators; structural aspect of redox indicators; specific and nonspecific indicators; choice of indicator. Sample preparation- pre-reduction and pre-oxidation.</p> <p>Unit-II:</p> <p>Complexometric titrations</p> <p>Organic complexing agents; amino carboxylic acid titration; EDTA; acidic properties of EDTA; EDTA complexes with metal ions; equilibrium calculations involving EDTA in solution; condition of formation constants; EDTA titration curves; effect of other complexing agents on EDTA; indicators for EDTA titrations; theory of common indicators; titration methods using EDTA- directtitration, back titration and displacement titration; indirectdeterminations; titration of mixtures; selectivity, masking and damasking agents; applications of EDTA titrations- hardness of water.</p> <p>Precipitation titrations</p> <p>Solubility product. Theoretical principles: titration curves, End point detection: Volhard and Fajans titration.</p> <p>Unit-III</p> <p>Karl-Fischer titrations Titration method and applicationGravimetric analysis</p> <p>Introduction; properties of precipitates and precipitating reagents; completeness of precipitates; super saturation and precipitate formation; particle size and filterability of precipitates; colloidal precipitates; crystalline precipitates; purity of the precipitate; co- precipitation, post precipitation; conditions for precipitation; fractional precipitation; precipitation from homogenous solution; washing of precipitates; drying and ignition of precipitates; calculation of results from gravimetric data; applications.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Vogel's Text Book of Quantitative Chemical Analysis; J.Mendham, J.R. C Denney, J.D. Barnes M. Thomas, B. Sivasankar, B. 6th Edn.; 2009. 2. Analytical Chemistry; G. D. Christian, 5th Edn, John Wiley andSons, NY. 3. Fundamentals of analytical chemistry 9th Edn.; Douglas A. Skoog, Donald M. West, F. James Holler, Stanley R. Crouch, publisher Mary Finch. 	
CHE441	Laboratory Techniques in Inorganic Chemistry –I	2

	<p>Qualitative and Quantitative Analysis:</p> <ol style="list-style-type: none"> 1. Qualitative analysis of mixture of salts (soluble and insoluble) containing six radicals including one less common metal ions-Tl, Mo, W, Se, Ti, Zr, Th, Ce, V, and U. 2. Separation and determination of two metal ions Cu-Ni, Ni-Zn, Cu-Fe involving volumetric and gravimetric methods. 3. Quantitative analysis of tri-component mixture of metal ions by gravimetrically, volumetrically, and spectrophotometrically Cu-Ni-Zn and Cu-Ni-Fe. <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Advanced Practical Inorganic Chemistry, Gurdeep Raj, 23rd Ed, Krishna Prakashan Media, Goel Publishing House, Agara, U.P., India, 2013. 2. Vogel's Qualitative Inorganic Analysis, G. Svehla, 7th Ed., Prentice Hall, 2013. 	
CHE442	Laboratory Techniques in Physical Chemistry – I	2
	<p>I. Adsorption</p> <ol style="list-style-type: none"> 1. Determination of Freundlich and Langmuir adsorption isotherm: charcoal-acetic acid or charcoal-oxalic acid system. 2. determine surface area of charcoal for charcoal – acetic acid experiments. 3. Determination of the concentration of the given acid using the isotherms. <p>II. Phase diagrams</p> <ol style="list-style-type: none"> 1. Construction of phase diagrams of simple eutectics binary system. 2. Construction of phase diagram of compounds with congruent melting point: diphenyl amine-benzophenone system. 3. Effect of (KCl/succinic acid) on miscibility temperature of water phenol system. 4. Construction of phase diagrams of three component systems with one pair of partially miscible liquids. <p>III Viscosity</p> <ol style="list-style-type: none"> 1. Determination of viscosity of pure liquids using Survisometer. 2. Determination of the composition of binary liquid mixtures using viscosity data. 3. Determination of the molecular weight of a macromolecule. <p>IV. Refractometry</p> <ol style="list-style-type: none"> 1. Identification of pure organic liquids and oils. 2. Determination of molar refractions of pure liquids. 3. Determination of concentration of solutions (KCl-water, glycerol-water). 4. Determination of molar refraction of solids. 	

	<p>5. Study of complex formation between potassium iodide and mercuric iodide system.</p> <p>V. Chemical Kinetics</p> <p>1. Kinetics of Ester Hydrolysis (acid catalyzed)-Determination of the rate constant.</p> <p>2. Kinetics of Ester Hydrolysis (base catalyzed)-Determination of order of the reaction</p> <p>3. Kinetics of reaction between $K_2S_2O_8$ and KI. Influence of ionic strength on the rate constant of the reaction between $K_2S_2O_8$ and KI</p> <p>SUGGESTED BOOKS:</p> <p>1. Practical Physical Chemistry A. Finlay and J.A. Kitchener, Longman.</p> <p>2. Experimental Physical Chemistry, F. Daniels and J.H. Mathews, Longman.</p> <p>3. Practical Physical Chemistry A. M. James, Churchill. 1967</p> <p>4. Experimental Physical Chemistry D. P. Shoemaker and C. W. Garland, McGraw-Hill.</p> <p>5. Man Singh, Innovative approach to physicochemical analysis, ISBN-13: 9789384588953, Publisher: I K International Publishing House Pvt. Ltd, ISBN-10: 9384588954, Publisher Date: 2020.</p> <p>6. Man Singh and Sunita Singh, Survisometer: Fundamentals, Devices, and Applications, ISBN 9789814774703, Published, 2019 by Jenny Stanford Publishing.</p>	
CHE443	Laboratory Techniques in Organic Chemistry –I	2
	<p>1. Organic synthetic techniques (purification)</p> <p>a. Simple distillation: Ethanol-water mixture using water condenser, nitrobenzene and aniline using air condenser.</p> <p>b. Steam distillation: Naphthalene from its suspension in water or Clove oil from cloves or separation of o- and p- nitrophenols.</p> <p>c. Crystallization: Concept of induction of crystallization</p> <p>i. Crystallization of phthalic acid from hot water using fluted filter paper and stemless funnel.</p> <p>ii. Acetanilide from boiling water or naphthalene from ethanol (anyone).</p> <p>iii. Decolorization and crystallization of brown sugar (sucrose) with animal charcoal using gravity filtration.</p> <p>d. Sublimation: camphor and succinic acid</p> <p>2. Organic mixture separation Three component mixture separation based upon differences in the physical and the chemical properties of the components. elemental and functional group analysis and determination of physical constants of the individual compounds. (Identification of the components is not expected). (Minimum 10 experiments required)</p> <p>SUGGESTED BOOKS:</p>	

	<ol style="list-style-type: none"> 1. Experiments and Techniques in Organic Chemistry, D. Pasto, C. Johnson and M. Miller, Prentice Hall. 2. Organic Experiments, K.L. Williamson, D. C. Heath. Experimental Organic Chemistry, Vol I & II, 3. Vogel's Textbook of Practical Organic Chemistry, A. R. Tatchell, 5th Ed., John Wiley. 1989 	
	M. Sc. Chemical Sciences Second Semester	
CHE451	Group Theory and Advanced Inorganic Chemistry-II	3
	<p>Unit-I: Group Theory Classification of groups; matrix representation of symmetry elements and point groups, matrices of C_{2v}, and C_{3v} point groups, transformation matrices; structure of character tables, reducible representations, determination of symmetry species for translations and rotations.</p> <p>Applications of Group Theory Vibrational Spectroscopy (AB_2 and AB_3), CFT, MOT, VBT and formation of hybrid orbitals in different covalent molecules, Huckel theory for conjugated π-electron systems.</p> <p>Unit-II: Chemistry of inorganic rings, cages and metal clusters Higher boranes, carboranes, metalloboranes and metallocarboranes, compounds with metal-metal multiple bonds, metal carbonyls, and halide clusters.</p> <p>Inner transition elements Spectral and magnetic properties, redox chemistry, analytical applications.</p> <p>Unit III: Synthesis, Reactions, Structure and Bonding in Organometallic Compounds Introduction and scope, classification, nomenclature, valence electron count, Organometallic compounds: - carbonyls, nitrosyls, dihydrogen, tertiary phosphine, π-Coordination of C-C multiple bonds:- alkenes, di- and polyenes, allenes, alkynes, η^n-C_nR_n carbocyclic polyene ligands ($n = 3-8$), σ-Organyls:- alkyls and aryls, Metal-Carbon Multiple Bonding:- carbenes, carbynes, vinylidenes, carbidos.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Chemistry of the Elements 2nd Edition, N. N. Greenwood and A. Earnshaw, Elsevier, 1997. 2. Chemical Applications of Group Theory, 3rd ed., F. A. Cotton, Reprint, John Wiley and Sons, New York, 1999. 3. Molecular Symmetry and Group Theory, Robert L. Carter, Wiley, 2008. 	

	<ol style="list-style-type: none"> 4. Group Theory and Chemistry, David M. Bishop, Dover Publication, 1993. 5. The Organometallic Chemistry of the Transition Metals, 6th Ed., Robert H. Crabtree, Wiley, 2014. 6. Inorganic Chemistry Principles of Structure and Reactivity, 4th ed., J. E. Huheey, E. A. Keiter, R. A. Keiter, Pearson Education India, 2006. 7. Inorganic Chemistry, 7th edition, M. Weller, T. Overton, J. Rourke and F. Armstrong, OUP Oxford, 2018. 8. Inorganic Chemistry, 5th ed., Gary L. Miessler, Paul J. Fischer, Donald Tarr, Upper Saddle River, N.J: Pearson Education, 2014. 9. Inorganic Chemistry- Principles of Structure and Reactivity, 4th edition, J. E. Huheey and O. K. Medhi, Pearson Education India. 2006. 	
CHE452	Thermodynamics and Electrochemistry-II	3
	<p>Unit-I: Thermodynamics Thermodynamic Terms and Concepts, first, second and third law of thermodynamic, Maxwell relations, reversible and irreversible processes, conditions for equilibrium and the definition of Helmholtz and Gibbs free energies, Entropy, molar volume, Partial molar quantities, graphical methods for apparent molar volume determination, Gibb's equation, Gibbs-Duhem equation. Equilibrium constant, Temperature-dependence of equilibrium constant, fugacity and determination by graphical and compressibility factor methods. Activity and activity coefficient and their determination from solubility and EMF.</p> <p>Statistical and Irreversible Thermodynamics Some common terms and basic concepts of statistical thermodynamics, the partition functions, concept of entropy in irreversible processes, thermodynamic fluxes and forces, local thermodynamic equilibrium, Prigogine theory and non-equilibrium systems, relation between Straight and Cross Phenomenological Coefficients, Onsager's Law: the Onsager's reciprocal relationship.</p> <p>Unit-II: Phase Diagrams Gibbs phase rule and phase diagrams, phase diagram of one component system e.g., water and phase diagram of carbon, phase equilibria in two component systems, methods for the study of phase diagrams of condensed (solid-liquid) systems, simple binary eutectic phase diagram, phase diagrams showing congruent and incongruent melting points.</p> <p>Phase Transformations phase-transformations in solids, classifications of phase transitions, martensitic transformations, order – disorder transitions, kinetics of phase transitions, nucleation process during phase transitions, solid solutions,</p>	

	<p>Hume Rothery rules.</p> <p>Unit-III:</p> <p>Electrochemistry</p> <p>Theories of Electrolytic Dissociation; Ostwald's Dilution Law; conductance of strong electrolyte solutions; Debye-Hückel's theory of strong electrolytes; the interionic attraction theory; ionic migration and transport number; electrochemical cells; reversible and irreversible cells; reversible electrodes; thermodynamics of reversible cells and reversible electrodes, the electrode-electrolyte interface: the electrical double layer-zeta potential, the Helmholtz-Perrin parallel plate model, the Gouy-Chapman diffuse-charge model and the Stern model.</p> <p>Advanced Electrochemistry</p> <p>Exchange current density and overpotential. Nernst equation. The symmetry factor and its significance. Brief introduction and applications of various electrochemical methods.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Thermodynamics and Statistical Mechanics - A N Tikhonov, Peter T Landberg, Peter Theodore Landsberg, 1991, Dover Publication 2. Man Singh, Innovative Approach to Physicochemical Analysis, I K International Publishing House Pvt. Ltd; 1st edition. 3. Statistical Mechanics - Landau & Lifshitz , Vol. 5 (2000) 4. Atkins Physical Chemistry – Peter Atkins and Julio de Paula, 12th Edition. 5. An Introduction to Chemical Thermodynamics by R.P. Rastogi and R.R. Mishra. 6. Introduction to Non-equilibrium Physical Chemistry by R. P. Rastogi, Elsevier 7. Introduction to Thermodynamics of Irreversible processes, I. Prigogine Springfield, 1955. 8. Textbook of Physical Chemistry, Samuel Glasstone, MacMillan India Ltd. 1991. 9. Electro chemical Methods: Fundamentals and Applications, 2nd Ed., A. J. Bard and L. R. Faulkner John Wiley & Sons: New York, 2002. 10. Modern Electro chemistry: Ionics 2nd Ed., Springer J. O' M. Bockris & A. K. N. Reddy, Plenum. 	
CHE453	Organic Reaction Mechanisms-II	3
	<p>Unit-I:</p> <p>Nucleophilic substitution reactions:</p> <p>Revision of different nucleophilic substitution reaction S_N1, S_N2, S_Ni etc. Neighbouring group participation with reference to classical and non-classical carbocation.</p>	

	<p>Elimination reactions:</p> <p>E¹, E² and E1cB mechanisms; Hofmann and Saytzeff elimination reactions with mechanism.</p> <p>Aromatic Substitution Reactions:</p> <p><i>Electrophilic substitution reactions:</i> The arenium ion mechanism; <i>Nucleophilic substitution reactions:</i> The S_N¹, S_N², benzyne and S_{RN}¹ mechanisms.</p> <p>Unit-II:</p> <p>Stereoisomerism:</p> <p>Stereoisomerism due to axial chirality, planar chirality and helicity. Stereochemistry and configurational (R/S) nomenclature in appropriately substituted allenes, alkylidene cycloalkenes, spiranes, adamantanes, biaryls, trans-cycloalkenes, cyclophanes and ansa compounds. Atropisomerism in biphenyls and bridged biphenyls. Chirality of organic compounds due to the presence of silicon, nitrogen, phosphorous, arsenic and sulphur atoms. Conformational control in the formation of four, five and six-membered ring.</p> <p>1,2-Addition to carbonyl compounds:</p> <p>Predicting various addition outcomes using different predictive models such as, Cram Chelate, Cornforth, Felkin-Anh. <i>Specific reactions:</i> allylation/crotylation by Brown, Roush, BINOL catalyzed. Vinyl metal additions, aryl metal additions- Metals being Li, Cu, Zn).</p> <p>Unit-III:</p> <p>Rearrangement reactions:</p> <p>Arndt-Eistert, Wagner-Meerwein, benzil benzilic acid, Pinacol, semipinacol, Tiffeneau Demjanov, dienone- phenol, Rupe (Meyer-Schuster) rearrangement, Ferrier rearrangement, Ferrier rearrangement, Petasis rearrangement, Wittig, Favorskii, Stevens, Wolff, Ramberg-Bäcklund Reaction, Fritsch-Buttenberg-Wiechell rearrangement, BakerVenkatraman rearrangement, Bamford-Stevens reaction, Barton decarboxylation, Brook Rearrangement, Pummerer rearrangement, Mislow-Evans rearrangement, Amadori rearrangement, Meisenheimer rearrangement, Overman rearrangement Smiles rearrangement, Sommelet-Hauser rearrangement, Pyne rearrangement.</p> <p>Rearrangements at nitrogen: Hofmann, Curtius, Lossen, Schmidt, Beckmann, Neber, Stieglitz rearrangement. <i>Rearrangements involving fragmentations:</i> Eschenmoser fragmentation.</p> <p>SUGGESTED BOOKS</p> <p>1. March's Advanced Organic Chemistry: Reactions, Mechanisms, and Structure, M. B. Smith, 8th Edn., Wiley, 2018.</p>	
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	<ol style="list-style-type: none"> Advanced Organic Chemistry- Part A: Structure and Mechanisms, A. F. Carey R. J. Sundburg, Springer US, 2007. Advanced Organic Chemistry-Part B: Reaction and Synthesis, A. F. Carey R. J. Sundburg, Springer US, 2007. A Guidebook to Mechanism of Organic Chemistry, Peter Sykes, Longman (2000). Modern synthetic reactions, H. O. House, W. A. Benjamin, California, 2nd ed. 1972. Some modern methods of organic synthesis, W. Carruthers, Cambridge Univ. Press, London, 2nd ed. 1978. Stereochemistry of Organic Compounds, E. L. Eliel and S. H. Wilen, 2008. Molecular Rearrangements in Organic Synthesis, Christian M. Rojas, 2015. Name Reactions: A Collection of Detailed Mechanisms and Synthetic Applications Jie Jack Li, 2021. Clayton's Introduction to Organic Chemistry, C. H. Heathcock, A. Streitwieser and E. M. Kosower 4th Edition, Medtech, 2017. 	
CHE454	Spectroscopic Methods-II	3
	<p>Unit-I:</p> <p>Ultraviolet and Visible Spectroscopy Classification of electronic transitions, Terminology, substituent and solvent effects, UV spectral study of alkenes, polyenes, enones and aromatic compounds. Empirical rules for calculating λ_{max}.</p> <p>IR Spectroscopy Sampling techniques, Group frequencies, factors affecting group frequencies, bond order, mass effect, conjugation, inductive, resonance, steric effects, intramolecular interactions. application of IR in the study of H-bonding and tautomerism. Complementarity of IR and Raman. Problems using UV and IR.</p> <p>Unit-II:</p> <p>Nuclear Magnetic Resonance Spectroscopy Introduction, Magnetic properties of nuclei-Resonance condition, Nuclear spin, population of nuclear spin levels and NMR isotopes, relaxation methods, Instrumentation handling; classical approach and FT-NMR. chemical shift, factors influencing chemical shifts, Pascals triangle-low and high resolution, reference compounds Karplus Curve, diamagnetic and paramagnetic effects and magnetic anisotropy. equivalence of protons-chemical and magnetic equivalence; Spin systems: first order and second order coupling of AB systems, simplification of complex spectra. CIDNP, Nuclear Over Hauser effect (NOE), Factors influencing coupling</p>	

	<p>constants and Relative intensities.</p> <p>^{13}C NMR Spectroscopy</p> <p>Types of CMR spectra-undecoupled, proton decoupled, Off- resonance decoupled (SFORD); Selectively decoupled and gated decoupled spectra. ^{13}C chemical shifts of aliphatic and aromatic compounds; Factors affecting the chemical shifts. Homonuclear Applications of ^{13}C NMR spectroscopy.</p> <p>CW and PFT techniques- types of C-NMR spectra, (^{13}C ^{13}CJ) and heteronuclear (^{13}C-^1H, ^{13}C - ^2HJ) couplings.</p> <p>Unit-III:</p> <p>Mass Spectrometry</p> <p>Basic principles- instrumentation; Ion production: Soft ionization methods: Low energy electron ejection; Chemical ionization; Fast- atom bombardment (FAB), Plasma desorption (PD) and Matrix Assisted Laser Desorption/ionization (MALDI); Electrospray ionization (ESI); Mass spectrum: Unit mass molecular ion and isotope peaks; High resolution molecular ion; recognition of themolecular ion peak; Use of molecular formula; Fragmentation of pattern for common organic compounds; Composite problems; Use of HRMS to determine exact molecular weight of compounds.</p> <p>Application of UV, IR, NMR, and mass methods in the structural elucidation of organic compounds</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Organic spectroscopy, W. Kemp, ELBS London, 2000. 2. Spectrometric identification of organic compounds, 6th ed., R. M. Silverstien, and F. X. Webster, 2004. 3. Mass spectroscopy a foundation course. K. Downard, RSC, Cambridge, 2004. 	
CHE455	Green and Supramolecular Chemistry and Nanomaterials-II	3
	<p>Unit I:</p> <p>Green Chemistry</p> <p>Introduction to Green Chemistry-</p> <p>Need for Green Chemistry, Goals of Green Chemistry, Limitations/ Obstacles in the pursuit of the goals of Green Chemistry.</p> <p>Principles of Green Chemistry</p> <p>Twelve principles of Green Chemistry with their explanations and examples with special reference to prevention/ minimization of hazardous/ toxic products; designing safer chemicals and waste managements.</p> <p>Future Trends in Green Chemistry-</p> <p>multifunctional reagents; Combinatorial green chemistry; Proliferation of solventless reactions; Green chemistry in sustainable development.</p>	

	<p>Unit II: Supramolecular Chemistry Molecular recognition, molecular receptors for different types of molecules including arisonic substrates, design, and synthesis of co- receptor molecules and multiple recognition, supramolecular reactivity and catalysis, transport processes and carrier design, supramolecular devices: electronic, ionic and switching devices, supramolecular photochemistry, some examples of self-assembly in supramolecular chemistry.</p> <p>Unit III: Nanomaterials Introduction to nanomaterials- Definition, Conceptual origins, Fundamental concepts- Larger to smaller: a materials perspective, Synthesis of nanomaterials-Preparation of nanomaterials by physical methods, Chemical precipitation and co-precipitation, Sol-gel synthesis, Microemulsions or reverse micelles, Hydrothermal & Solvothermal synthesis, Synthesis through green routes. Synthesis of carbon nanotubes. Nanocomposites-Introduction, types of nanocomposites and properties Characterization techniques- Microscopic techniques (SEM, TEM and AFM), X-ray diffraction, Debye-Scherer formula, Energy Dispersive X-ray Analysis (EDXA), Properties and applications- Some important properties and applications SUGGESTED BOOKS: 1. Green Chemistry: Frontiers in Benign Chemical Synthesis and Processes, Edited by Paul T. Anastas and Tracy C. Williamson, Oxford University Press, 1998. 2. V.K. Ahluwalia and M.R. Kidwai: New Trends in Green Chemistry, Anamalaya Publishers (2005). 3. Introduction to Nanoscience and Nanotechnology, Gabor L. Hornyak, H.F. Tibbals, Joydeep Dutta, John J. Moore, CRC Press, 2008. 4. Supramolecular Chemistry, J.M. Lehn, VCH, 2006. 5. Introduction to Nanotechnology - Charles P. Poole Jr. and Franks. J. Qwens, Wiley Interscience, 2003. 6. Processing & properties of structural nano materials by Leon L. Shaw (Warrendale, 2003) 7. Chemistry of nanomaterials: Synthesis, properties and applications, CNR Rao, Taylor & Francis 2008. 8. Nanocharacterization - Argus Kirkland and John L Hutchison, RSC publication, 2007.</p>	
CHE491	Laboratory Techniques in Inorganic Chemistry –II	2

	<p>Qualitative and Quantitative Analysis:</p> <ol style="list-style-type: none"> Preparation, purification, and structural studies (magnetic, electronic and IR) of inorganic complex compounds (any 7): trans-potassium diaquabis(oxalato)chromate (III) trans-$K[Cr(ox)_2(H_2O)_2]$. vanadyl bis(acetylacetonate) $[VO(acac)_2]$. sodiumdiamminetetraathiocyanatochromate(III), $Na[Cr(NH_3)_2(SCN)_4]$. bis(acetate)chromate (II), $[Cr(OAc)_2] \cdot 2H_2O$. cis-potassium diaquabis(oxalato)chromate (III) cis-$K[Cr(ox)_2(H_2O)_2]$. tris(acetylacetonato)manganese (III), $[Mn(acac)_3]$ potassium trioxalatoferrate(III) trihydrate, $K_3[Fe(C_2O_4)_3] \cdot 3H_2O$. Prussian blue, $Fe_3[Fe(CN)_6]_3$. sodium hexanitritocobaltate(III), $Na_3[Co(ONO)_6]$. Schiff base complexes of cobalt and nickel. <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> Advanced Practical Inorganic Chemistry, Gurdeep Raj, 23rd Ed, Krishna Prakashan Media, Goel Publishing House, Agara, U.P., India, 2013. Vogel's Qualitative Inorganic Analysis, G. Svehla, 7th Ed., Prentice Hall, 2013. Advanced Experimental Inorganic Chemistry, Ayodhya Singh, Ayushman Publication House, 2012. Applied Analytical Chemistry, Vermani O P., New Age International Publisher, New Delhi, (2005) 	
CHE492	Laboratory Techniques in Physical Chemistry–II	2
	<p>I. Colorimetric methods</p> <ol style="list-style-type: none"> Verification of Beer's Law for Cu^{2+} ions Verification of Beer's Law for Fe^{2+} ions Estimation of Fe^{2+} ions concentration in the given solution by titration of FAS versus $KMnO_4$ through colorimetric method. Estimation of Fe^{2+} ions concentration using EDTA through colorimetric method. <p>II. Conductometric Experiments</p> <ol style="list-style-type: none"> Precipitation titration: conductometric titration of lithium sulphate versus $BaCl_2$ Conductometric titration of weak acid versus weak base. Dissociation constant of weak acid (CH_3COOH) by conductometric method. Determination of Equivalent conductance of a given strong electrolyte. Conductometric titration of strong acid versus strong base. 	

	6. Acid mixture versus NaOH 7. Weak acid with salt versus NaOH 8. Strong acid with salt versus NaOH III. Potentiometric Experiments 1. Determination of single electrode potential of Cu^{2+}/Cu and estimate the given unknown concentration. 7. 2. Determination of single electrode potential of Zn^{2+}/Zn and estimate the given unknown concentration. 8. 3. Titration of AgNO_3 versus KCl. 4. $\text{K}_2\text{Cr}_2\text{O}_7$ versus FAS 5. Acid mixture versus NaOH 6. KMnO_4 versus FAS 7. Titration of weak acid against a strong base and calculation of pK_a and K_a values of the weak acid. IV. pH metry 1. Determination of pH of acetic acid with sodium acetate buffer by pH metry method. 2. Determination of pH of formic acid with sodium formate buffer by pH metry method. 3. Determination of pK_a value of phosphoric acid by pH meter. 4. Determination of pH of a buffer by using quinhydrone electrode and comparison of the pH values obtained with glass electrode. 5. Determination of degree of hydrolysis of aniline hydrochloride at room temperature and calculation of dissociation constant of the base by pH metry. V. UV-vis and IR instruments demonstration and analysis	
CHE493	Laboratory Techniques in Organic Chemistry–II	2
	Organic Synthesis (Minimum 8 synthesis is required) 1. Aliphatic electrophilic substitution: Preparation of iodoform from ethanol & acetone. 2. Oxidation: i) Benzoic acid from toluene ii) Cyclohexanone from cyclohexanol iii) Borneol to camphor using Jones reagent (any one) 3. Reduction: p-nitrophenyl methylcarbinol from p-nitro acetophenone by NaBH_4 and purification of the product through distillation under reduced pressure. 4. Bromination of an alcohol using CBr_4 / triphenylphosphine. 5. Grignard reaction: Triphenylmethanol from benzoic acid ester or benzophenone. 6. Aldol condensation: Dibenzal acetone from Benzaldehyde 7. Acetoacetic ester condensation: Preparation of ethyl-n-butyl acetoacetate. 8. Cannizzaro reaction using 4-chlorobenzaldehyde as substrate.	

	<p>9. Friedel Crafts reaction: using toluene and succinic anhydride.</p> <p>10. Solvent free preparation of coumarin by the Knoevenagel condensation under MW irradiation.</p> <p>Chromatographic Techniques</p> <p>Paper, thin layer and column chromatography with different organic compounds including amino acids and natural products</p> <p>Draw structures using ChemDraw</p> <p>Prediction of structure using IR, NMR and Mass (spectra should be recorded and analysis of 5 compounds).</p> <p>SUGGESTED BOOKS</p> <ol style="list-style-type: none"> 1. Experiments and Techniques in Organic Chemistry, D. Pasto, C. Johnson and M. Miller, Prentice Hall. 2. Organic Experiments, K.L. Williamson, D. C. Heath. Experimental Organic Chemistry, Vol I & II, 3. Experimental Organic Chemistry, Vol. I, P. R. Singh, D.S. Gupta and K.S. Bajpai, Tata McGraw Hill. 	
	<p align="center">M. Sc. Chemical Sciences Third Semester</p>	
CHE501	Advanced Inorganic Chemistry-III	3
	<p>Unit-I:</p> <p>Redox Reactions by Excited Metal Complexes</p> <p>Charge transfer spectra: Intra ligand and charge transfer to solvent state, metal complexes as redox reactants, reducing and oxidizing properties of Ru(bipy)₃, comparison with Fe(bipy)₃, role of spin-orbit coupling, applications of redox processes of low energy reactants into high-energy products and chemical energy into light, water photolysis, metal colloids, dye sensitized solar cell.</p> <p>Unit-II:</p> <p>Inorganic Reactions Mechanisms</p> <p>Metal ligand equilibrium in solution, kinetically indistinguishable schemes, rate scale, mechanistic simulation; associative, dissociative, interchange, nucleophilic, electrophilic pathways; cross reactions and Marcus-Hush theory, Hammett relation.</p> <p>Substitution Reactions</p> <p>Square planar and octahedral complexes, inorganic nucleophilicity scales, proton ambiguity, kinetics of chelate formation.</p> <p>Redox reactions</p> <p>Electron transfer reactions, mechanism of one-electron transfer reactions, outer sphere type reactions, inner sphere type reactions.</p> <p>Photochemical Reactions</p> <p>Unit III:</p> <p>Organometallics Reactions and Catalysis</p>	

	<p>Reactions involving gain and loss of ligands, reactions involving modification of ligands, Metathesis reactions; σ-bond metathesis, π-bond metathesis and Ziegler-Natta polymerization, Commercial Catalytic process; homogeneous, heterogeneous and hybrid catalysts, Isolobal analogy.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Topics in Current Chemistry, Vincenzo Balzani, Sebastiano Campagna, Springer, 2007. 2. Inorganic and Organometallic Reaction Mechanisms, 2nd Ed., J. D. Atwood, VCH, New York, 1997. 3. Inorganic Chemistry Principles of Structure and Reactivity, 4th ed., J. E. Huheey, E. A. Keiter, R. A. Keiter, Pearson Education India, 2006. 4. Inorganic Chemistry, 4th edition, C. E. Housecroft and A. G. Sharpe, Pearson, 2012. 5. Inorganic Chemistry, 5th ed., Gary L. Miessler, Paul J. Fischer, Donald Tarr, Upper Saddle River, N.J: Pearson Education, 2014. 6. Inorganic Chemistry- Principles of Structure and Reactivity, 4th edition, J. E. Huheey and O. K. Medhi, Pearson Education India, 2006. 7. Principles of Inorganic Chemistry, B. W. Pfenning, Wiley, 2015. 8. Inorganic Chemistry, Keith F. Purcell, John C. Kotz, Philadelphia: Saunders, 1985. 9. Mechanisms of Inorganic Reactions - D. Katakis, G. Gordon (Wiley, 1987) 10. Reaction Mechanism of Inorganic and Organometallic systems, 2nd, R. B. Jordan, Oxford, 1998. 11. Mechanisms of Inorganic Reactions, 2nd ed. - F. Basolo, R.G. Pearson, Wiley, 1967. 	
CHE502	Photochemistry and Pericyclic Reactions-III	3
	<p>Unit-I:</p> <p>Radical and carbene chemistry</p> <p>Generation and reactions of free radicals: radical abstraction reactions; nitrogen and oxygen centred cleavage; radical reactions involving nitroso and oximes; hydrogen abstraction reactions; radical addition reactions. Carbenes; generation and reactions of diazo compounds, cyclopropanation reactions. NHC carbene catalysts,</p> <p>Ring closing and cross metathesis: Grubb's various generation, Grubbs Hoveya, Schrock catalysts- Scope and challenges in terms of ring sizes as well as FG tolerance.</p> <p>Unit-II:</p> <p>Photochemistry</p> <p>Photochemistry of functional groups: i) Olefins: Cis-trans isomerism, [2 +</p>	

	<p>2]-cycloaddition, rearrangements. Reaction of conjugated olefins; di-π-methane rearrangements (including oxa- and aza- di-π- methane rearrangements). ii) Ketones: excited state of C=O. Norrish type-I and type-II cleavages. Paterno-Buchi reaction. α, β -unsaturated ketones. [2+2] addition. Rearrangement of cyclohexadienones Cycloaddition of singlet molecular oxygen {[2+2], [4+2]-additions}. Oxidative coupling of aromatic compounds, photoreduction by hydrogen abstraction.</p> <p>Unit-III:</p> <p>Pericyclic reactions</p> <p>Molecular orbital symmetry, Woodward-Hoffmann correlation diagrams. FMO and PMO approaches (anyone); Electrocyclic reactions: Cycloadditions: selectivities in Diels-Alder reactions, Hetero Diels-Alder reaction. cheletropic reactions. Sigmatropic rearrangements: including Walk, Ene, Claisen, Cope, oxy and aza- Cope rearrangements.</p> <p>Protecting functional groups: Protection of NH groups, OH of alcohols, Diols as acetals, carbonyl groups, protection of double and triple bonds, deprotection methods</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Advanced Organic Chemistry–Reactions, Mechanism and Structure, Jerry March 7th Ed., John Wiley (2013). 2. Advanced Organic Chemistry, F. A. Carey and R. J. Sundberg, Plenum (1990). 3. A Guidebook to Mechanism of Organic Chemistry, Peter Sykes, Longman (2000). 	
CHE503	Interfacial Physical Chemistry-III	3
	<p>Unit-I:</p> <p>Electronic structure of solids</p> <p>Free electron theory of solids, results of free electron theory; limitations and success of free electron theory, Fermi distribution, Fermi sphere, volume of Fermi sphere, expression for energy levels in a solid, density of states, expression for the number of energy levels in a Fermi sphere.</p> <p>Electrical properties of Solids</p> <p>Electronic conductivity: Ohm's law, derivation of Ohm's law, Hall Effect, Band theory, Zone theory, Brillion zones, K-space, k-vector, Significance of k-vector, semiconductors, energy bands in a semiconductor, temperature dependence of conductivity in metals and semiconductors, intrinsic and extrinsic semiconductors, Insulators, Piezo and inverse Piezo electric effect. ferro, and pyroelectricity, magnetic properties, physiochemical sensors.</p>	

	<p>Unit-II:</p> <p>Crystal Defects Nucleation and point defects; Schottky, Frenkel and interstitial, line defects and plane defects. Non-stoichiometric defects.</p> <p>Heat Capacity of Solids Definition, Theories of heat capacity of solids: Dulong-petit, Einstein's theory, Debye Theory. Oscillatory mechanism. Problems and their solution.</p> <p>Superconductivity Features of Superconductors, BCS theory, Meisner effect, Type I and Type II superconductors, Cooper pairs.</p> <p>Unit-III: Electroanalytical Techniques: effect of current; ohmic potential; polarization; decomposition potential; over voltage; concentration polarization; Principles and applications of the following techniques: Polarographic, amperometry and voltammetry Corrosion: Corrosion and electrochemical kinetics. Mechanism of electrochemical corrosion. Mixed electrode and mixed potential. Overpotential and polarization. Current density - potential curves and determination of corrosion current density. Hydrogen and oxygen overpotentials and corrosion. Protective film formation and passivity. Types of electrolytic corrosion and forms of localized corrosion, practical cases of corrosion. Corrosion prevention. Corrosion inhibitors. Corrosion Testing. Polarization tests and impedance spectroscopic measurements.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Physical Chemistry, P. W. Atkins, Julio de Paula, ELBS, 9th ed., 2011. 2. Introduction to solids, L.V. Azoroff, McGraw Hill Book Co., New York, 1960. 3. Introduction to solids, L.V. Azoroff, McGraw Hill Book Co., New York, 1960. 4. Solids State Physics, N.W. Ashcroft and N. D. Mermin, Holt Saunders International Ltd., New York 1976. 5. Analytical Chemistry; G. D. Christian, 5th ed., John Wiley and Sons, NY. 6. Catalysis: Principles and Applications (Eds. B. Viswanathan, S.Sivasanker, A.V.Ramaswamy), Narosa Publishing House) 7. Catalysis: Selected Applications, B. Viswanathan, Narosa Publishing House. 8. Man Singh, Innovative approach to physicochemical analysis, ISBN-13: 9789384588953, Publisher: I K International Publishing House Pvt. Ltd, ISBN-10: 9384588954, Publisher Date: 2020. 	
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	9. Man Singh and Sunita Singh, Survismeter: Fundamentals, Devices, and Applications, ISBN 9789814774703, Published, 2019 by Jenny Stanford Publishing.	
CHE504	Advanced Organic Chemistry-III	3
	<p>Unit-I: Biomolecules: Structure, properties, and reactions of mono- and di-saccharides, physicochemical properties of amino acids, chemical synthesis of peptides, structural features of proteins, nucleic acids, steroids, terpenoids, carotenoids, and alkaloids</p> <p>Unit-II: Stereoselectivity: classification, terminology, and principle. Selectivity in chemistry– substrate and product selectivity. Asymmetric synthesis, asymmetric induction. Double diastereoselection and double asymmetric induction. Asymmetric synthesis: Chiral pool, catalysis, auxiliary control, resolution. Determining ee and dr: BINOL catalyzed reactions. Vinyl metal additions, aryl metal additions. Enantioselective synthesis with suitable examples. Diastereoselectivity: Introduction, making single diastereoisomers using stereospecific reactions of alkenes. Asymmetric synthesis: organic ligands, methods of asymmetric induction – substrate, reagent and catalyst controlled reactions.</p> <p>Unit-III: Formation of C-C single bonds using organometallic reagents Organolithium reagents, Organo magnesium reagents, Organolithium reagents, Organocerium reagents, organocopper reagents, organochromium reagents, organozinc reagents, organoboron reagents, organosilicon reagents, palladium catalysed coupling reactions.</p> <p>SUGGESTED BOOKS</p> <ol style="list-style-type: none"> 1. Stereochemistry of carbon compounds, E. L. Eliel, S. H. Wilen and L. N. Mander, John Wiley & Sons, 1994. 2. Some modern methods of Organic Synthesis, W. Caruthers, Cambridge Uni. Press London, 2nd Edn., 1998. 3. Stereochemistry of organic compounds- Principle and applications, D. Nasipuri, 2nd Edn., New Age International Publishers, 2001. 4. Advanced organic chemistry Part B, F. A. Carrey and J. Sundberg, Plenum Press, 1999. 	
CHE505	Separation Techniques-III	3
	<p>Unit-I: Partition Chromatography Introduction; theory; technique of partition chromatography; Liquid-</p>	

	<p>liquid partition chromatography; reversed phase partition chromatography; stationary support materials</p> <p>Paper Chromatography- introduction; principle; theory; types; technique; choice of solvent; two-dimensional paper chromatography; applications.</p> <p>Thin Layer Chromatography (TLC)</p> <p>Definition; mechanism; efficiency of thin layer plates; methodology (technique);</p> <p>Unit-II:</p> <p>Column Chromatography</p> <p>Definition; types; principle; elution in column chromatography experimental requirements; theory of development; Van Deemeter equation and its modern version; qualitative and quantitative analysis; applications.</p> <p>Gel permeation chromatography</p> <p>Gel chromatography; mechanism of gel permeation chromatography (GPC); instrumentation and applications.</p> <p>Unit III:</p> <p>Gas Chromatography</p> <p>Introduction; definition; instrumentation; technique; applications; HPLC: Theory, principles, instrumentation, applications.</p> <p>Hyphenated Techniques</p> <p>Coupled techniques; GC-FTIR, GC-MS, LC-MS, MS-MS.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Analytical Chemistry; G. D. Christian, 5th Edn., John Wiley and Sons, NY 2. Instrumental Methods of Inorganic Analysis; A. I. Vogel, ELBS 3. Fundamentals of Analytical Chemistry; D. A. Skoog; D. M. West, F. J. Holler, 7th Edn 4. Vogel's Textbook of Quantitative Chemical Analysis; J. Mendham, J R C Denney, J. D. Barnes M Thomas, B. Sivasankar, B . 6th Edn.; 2009 	
CHE541	Laboratory Techniques in Inorganic Chemistry -III	2
	<p>1. Separation and Estimation:</p> <ol style="list-style-type: none"> a. Separation of Cu, Co, and Zn on paper strips. b. Separation of Cu and Ni on cellulose column. c. Separation and determination of Zn and Cd using Ionexchanger. d. Separation and determination of Co and Ni using Ionexchanger. e. Separation and determination of chloride and bromide using Ion exchanger. f. Evaporation and determination of chloride and iodide using Ion exchanger. 	

	<p>g. Separation and spectrophotometric determination of Cu, Fe, and Ni using Ion Exchanger.</p> <p>h. Separation and determination of Cl^- and I^- (aqueous-acetone medium).</p> <p>2. Determination of Fe(III) by chloride extraction in ether.</p> <p>3. Determination of Fe(III) as the 8-hydroxy quinolate (oxinate) by extraction in chloroform.</p> <p>4. Spectrophotometric determination:</p> <ol style="list-style-type: none"> Manganese /Chromium /Vanadium in steel sample. Iron-phenanthroline complex: Job's method of continuous variation. Zirconium-Alizarin red complex: slope ratio method. Phosphate, nitrate, fluoride and sulphate <p>5. Analysis of dolomite.</p> <p>6. Analysis of brass.</p> <p>7. Colorimetric determination of chromium (VI) (in ppm) using 1,5 diphenyl carbazide as a reagent for color development.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> Experiments in Inorganic Chemistry, Satya Prakash Mohanty, Sushil Chauhan, Campus Books International (2010). Textbook of Quantitative Chemical Analysis, Bassett et al, 5th Edition, ELBS, Longmann, U.K., 1989. Vogel's Quantitative Chemical Analysis, J. Mendham, R.C. Denney, J.D. Barnes, M.J.K. Thomas, 6th Edn, 2009. Advanced Practical Inorganic Chemistry, G. Raj, 23rd Edition, Krishna Prakashan Media, Goel Publishing House, Agra, U.P., India, 2013. 	
CHE542	Laboratory Techniques in Physical Chemistry-III	2
	<p>I. Polarimetry</p> <ol style="list-style-type: none"> Kinetics of the inversion of sucrose in presence of HCl and LiCl separately. Determination of the concentration of a sugar solution. Determination of the concentration of HCl. <p>II. Surface tension</p> <ol style="list-style-type: none"> Determine surface area of sodium dodecyl sulfate anionic surfactant and cetyltrimethylammonium bromide cationic surfactant using Survisometer. Determination of Parachor values. Determination of the composition of two liquids by surface tension measurements using Survisometer. Determination of interfacial tension of two immiscible liquids water and carbon tetrachloride with Survisometer. Determination of the relative strength of acids. 	

	<p>III. Distribution law</p> <ol style="list-style-type: none"> 1. Distribution coefficient of iodine between an organic solvent and water. 2. Distribution coefficient of benzoic acid between benzene and water. 3. Effect of NaCl and KCl on partition coefficients of iodine between an organic solvent and water. 4. Determination of the equilibrium constant of the reaction $KI + I_2 \leftrightarrow KI_3$ <p>IV. Conductivity Measurements</p> <ol style="list-style-type: none"> 1. Verification of Onsager equation. 2. Determination of the degree of ionization of weak electrolytes. 3. Determination of pKa values of organic acids. 4. Determination of solubility of sparingly soluble salts. <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Advanced Practical Physical Chemistry, J. B. Yadav, Goel Publishing House, 2001. 2. Experiments in Physical Chemistry, G. W. Garland, J.W. Nibler, D. P. Shoemaker, 8th Edn., McGraw Hill, 2009. 3. Practical Physical Chemistry, B. Viswanathan, Viva Pub., 2005. 	
CHE543	Laboratory Techniques in Organic Chemistry-III	2
	<p>1. Preparation of simple drugs (any 3):</p> <ol style="list-style-type: none"> 1. Phenacetin / Acetaminophen from p-aminophenol. 2. Aspirin from salicylic acid. 3. Barbiturate from diethyl n-butyl malonate 4. Benzocaine from p-aminobenzoic acid. 5. 4- methyl – 7 – hydroxy coumarin. 6. Sulphanilamide from acetanilide. <p>2. Isolation and transformation (any three)</p> <ol style="list-style-type: none"> 1. Isolation of cholesterol from gallstones. 2. To demonstrate the enzyme activity in salivary digestion. 3. Transformation of Benzaldehyde to benzoin using thiamine (B1) as a coenzyme. 4. Isolation of caffeine from tea. <p>3. Separation / identification of individual components in a commercial drug preparation using TLC (any one).</p> <ol style="list-style-type: none"> 1. Sulfonamides in a sulfa drug tablet. 2. Analgesics in an analgesic tablet. <p>4. Some color tests / reactions of following group of compounds (any three types) carbohydrate, cholesterol, fat-soluble vitamins,</p>	

	alkaloids, glycosides and antibiotics. SUGGESTED BOOKS: 1. Medicinal Chemistry Laboratory Manual: Investigations in Biological and Pharmaceutical Chemistry, Charles Dickson, CRC Press, New York, 1999. 2. Organic Analytical Chemistry, Jag Mohan, Narosa Publishing House, N. Delhi, 2003. 3. Practical Organic Chemistry, F. G. Mann and B. C. Saunders, Orient Longman, 4 th edition. 4. Elementary Practical Organic Chemistry, Part III – Quantitative Organic Analysis, A. I. Vogel, CBS Publishers, New Delhi.	
	M. Sc. Chemical Sciences Fourth Semester	
CHE551	Molecular Bio-Physical Chemistry-IV	3
	<p>Unit-I: Molecular Bio-physical Chemistry Basic concepts of molecular biophysical chemistry, electrophoresis-principles of free electrophoresis, zone electrophoresis, gel electrophoresis and its applications in qualitative and quantitative study of proteins. Determination of isoelectric point of a protein. Electroosmosis and streaming potential and its biological significance. Diffusion of solutes across bio membranes and its application in the mechanism of respiratory exchange for healthy life. “Salting In” and “Salting Out” of proteins.</p> <p>Unit-II: Osmotic behaviour of cells and osmoregulation and its application in the evolution of excretory systems of organisms. Effect of temperature and pH on the viscosity of biomolecules (albumin solution). Effect of temperature, solute concentration (amino acids) on surface tension. Biological significance of surface tension Application of sedimentation velocity and sedimentation equilibrium method for molecular weight determination of proteins. Surface energy and frictional coefficient of particles in process of coagulation.</p> <p>Unit-III: Macromolecules Polypeptides, helix random coil transition in polypeptides. Structure of proteins, Ramachandran plot, protein folding, protein denaturation, Hierarchy of protein structure, experimental methods to determine protein structure. Structure of nucleic acids</p>	

	<p>Watson Crick model, supercoiled DNA, denaturation and renaturation of DNA, polymerase chain reactions.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Introduction to Physical Organic Chemistry, R.D. Gilliom, Madison – Wesley, USA (1970). 2. Physical Organic Chemistry, Reaction Rate and Equilibrium Mechanism – L.P. Hammett, McGraw Hill Book, Co., (1970). 3. Biophysical Chemistry, Principle and Technique – A. Upadhyay, K. Upadhyay and N. Nath, Himalaya Publishing House, Bombay, (1998). 4. Man Singh, Innovative approach to physicochemical analysis, ISBN-13: 9789384588953, Publisher: I K International Publishing House Pvt. Ltd, ISBN-10: 9384588954, Publisher Date: 2020. 5. Man Singh and Sunita Singh, Survisometer: Fundamentals, Devices, and Applications, ISBN 9789814774703, Published, 2019 by Jenny Stanford Publishing. 	
CHE552	Organic Synthesis-IV	3
	<p>Unit-I: Oxidation: Oxidation of alcohols to aldehydes and ketones, reagents for alcohol oxidation, chemo selective agents for oxidizing alcohols, oxidation of tertiary allylic alcohols, oxidation of carboxylic acids, oxidation of terminal alkynes, allylic oxidation of alkenes. Reduction: Reduction of carbonyl compounds, nucleophilic reducing agents, electrophilic reducing agents, regio and chemoselective reductions, diastereoselective reduction of cyclic ketones, diastereofacial selectivity in reduction, and enantioselective reductions.</p> <p>Unit II: Hydrogenation of carbon-carbon double bonds, dissolving metal reductions, hydroboration, organoboranes and asymmetric synthesis of alcohols from alkenes, oxymercuration-demercuration, epoxidation of alkenes, epoxides from halohydrins, preparation of epoxides from ketones, epoxidation of allylic alcohols, dihydroxylation of alkenes, halolactonisation. Reduction of carbon-carbon triple bonds, semi reduction of alkyne (Lindlar type catalyst), hydroboration of alkynes and enynes, preparation of trans-alkenes from alkynes, reduction of propargylic alcohols.</p> <p>Unit III: Retrosynthetic Analysis: Reversal of the carbonyl group polarity, steps in planning synthesis, construction of the carbon skeleton, functional group. interconversion, linear and convergent synthesis, Synthesis of saturated heterocycles and 3-, 4-, 5- and 6-membered rings. Synthesis of some complex molecules using disconnection approach.</p>	

	<p>Formation of C-C pi bonds: β-elimination reactions, elimination of selenoxides alkenes from alkynes: by reduction, hydrometallation, carbometallation, carboalumination, carbocupration, addition to α,β-unsaturated ketones, addition to α,β-acetylenic esters, Wittig, Horner-Wordsworth-Emmons, Peterson, Julia olefination reactions, and Shapiro reaction.</p> <p>Formation of C-C triple bonds: Elimination methods, alkylation, displacement reactions, carbonyl addition, propargylic alkylation, isomerization, Gilbert reagent,</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. The logic of chemical synthesis, E.J. Corey, 1991 2. Modern synthetic reactions, H. O. House, W. A. Benjamin, California, 2nd ed. 1972. 3. Some modern methods of organic synthesis, W. Carruthers, Cambridge Univ. Press, London, 2nd ed. 1978. 4. Advanced organic chemistry Part B, F. A. Carrey and J. Sundberg, Plenum Press, 1999. 5. Designing organic synthesis: A disconnection approach, S. Warren, John Wiley & Sons, New York, 2nd Edn. 1987. 6. Workbook for Organic Synthesis: The Disconnection Approach, Stuart Warren, Paul Wyatt, 2011 7. Oxidation and Reduction in Organic Synthesis, Timothy J. Donohoe, 2000. 	
CHE553	Inorganic Spectral Techniques-IV	3
	<p>Unit-I:</p> <p>Nuclear Magnetic Resonance (NMR) spectroscopy</p> <p>Signal intensities and spin-spin coupling to structure determination of inorganic compounds carrying NMR active nuclei like ^{11}B, ^{15}N, ^{19}F, ^{29}Si, ^{31}P, ^{195}Pt, coupling to quadrupolar nuclei, NMR of paramagnetic substances in solution.</p> <p>Photoelectron Spectroscopy</p> <p>Basic principles, photoelectric effect, ionization process, Photoelectron spectra of simple molecules, ESCA, chemical information from ESCA, Auger electron spectroscopy.</p> <p>Unit-II:</p> <p>Mossbauer Spectroscopy</p> <p>Doppler shift and recoil energy, isomer shift and its interpretation, quadrupole interactions, effect of magnetic field on Mossbauer spectra, applications to metal complexes, metal carbonyls, Fe-S clusters and tin compounds.</p> <p>Vibrational Spectroscopy</p>	

	<p>Applications of vibrational spectroscopy in investigating the stretching and bending modes of molecules (AB₄, AB₅, AB₆), mode of bonding of ambidentate ligands, ethylenediamine and diketonato complexes.</p> <p>Unit-III:</p> <p>Electronic Paramagnetic Resonance (EPR) spectroscopy Electronic Zeeman effect and EPR transition energy, EPR spectrometers, presentation of spectra. effects of electron Zeeman, Hyperfine splitting in isotropic systems, spin polarization mechanism and McConnell's relations Anisotropy in g-value, EPR of triplet states, zero field splitting, Kramer's rule, survey of EPR spectra of first-row transition metal ion complexes.</p> <p>Nuclear Quadrupolar Resonance (NQR) spectroscopy: Quadrupolar moment, energy levels of a quadrupolar nuclease and effect of asymmetry parameters and energy levels, Effect of an external magnetic field, selected examples for elucidation of structural aspects of inorganic compounds using NQR spectroscopy.</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Structural Methods in Inorganic Chemistry, Ebsworth, E. A. O. Blackwell Scientific Publications, 1991. 2. Physical Methods in Inorganic Chemistry, Drago, R. S., Affiliated East-West Press Pvt. Ltd.-New Delhi, 2012. 3. NMR, NQR, EPR and Mossbauer Spectroscopy in Inorganic Chemistry, R. V. Parish, Ellis Hardwood, 1991. 4. Structural Methods in Molecular Inorganic Chemistry, D. W. H. Rankin, Norbert Mitzel, Carole Morrison, Wiley, 2013. 5. Inorganic Spectroscopic Methods, Alan K. Brisdon, Oxford University Press, 2010. 	
CHE554	Polymer Chemistry-IV	3
	<p>Unit-I:</p> <p>Classification of polymers, polymerization reactions and kinetics, Molar mass determinations, molecular Forces and chemical Bonding in polymers, solubility of polymers, thermal stability, theta solvents. Glass Transition Temperature, Polymer Degradation, Polymer Reactions, Thermodynamics and cohesion of metallic and silicon polymers.</p> <p>Unit-II:</p> <p>Copolymerization: Basic, Types of co-polymerizations, Kinetics of free Radical Copolymerization, Binary copolymerization equation, Composition of copolymers,</p> <p>Step polymerization: Mechanism of step polymerization, polyfunctional step polymerization. Crystallinity in polymer: Degree of crystallinity, Determination of Crystallinity, Morphology of Crystalline Polymer.</p> <p>Unit-III:</p> <p>Polymer Synthesis: bulk polymerization, precipitation, Emulsion</p>	

	<p>polymerization, Suspension polymerization, Interfacial polymerization, Methods for determination of average molecular weight of polymer (colligative property measurement, Light Scattering method, Dilute solution viscometry Survismeter, ultra-Centrifugation, Weight Distribution Methods. Rheology of polymer: Structural stress and strain, Survismetrically studies of silicon polymers, Rheological and interfacial properties of silicone oil emulsions</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Survismeter: Science vision and invention by Man Sing, New Delhi 2013. 2. Introduction to polymer chemistry C. E. Carraher New York CRC Press 2010. 3. Polymer chemistry by P. C Hiemenz New York CRC Press 2007. 	
CHE555	Advanced Analytical Methods-IV	3
	<p>Unit-I: NMR Spectroscopy 2D- NMR: Correlation spectroscopy (COSY) - HOMOCOSY, HETERO – COSY, INADEQUATE NOESY. HSQC, HMBC and TOCSY, Applications. Imaging Techniques MRI: Magnetic resonance imaging (MRI)- principle, instrumentation; magnetic resonance angiography; ¹H-nmr of relevant diamagnetic and paramagnetic compounds; contrast agents and clinical applications; Photo acoustic spectroscopy Photo acoustic effect; spectra; instrumentation; applications.</p> <p>Unit-II: X-ray Absorption, Diffraction; Neutron Diffraction and Fluorescence Spectroscopy: Introduction; origin of X-rays; interaction of X-ray with matter; X-ray spectrometer; theory of X-ray absorption; X-ray diffraction by crystal; comparison of X-ray absorption with X-ray diffraction; Bragg's law; determination of crystal structure (single crystal and powder); interpretation of X-ray diffraction pattern; calculation of lattice parameters; neutron diffraction introduction; theory; instrumentation and applications; X-ray fluorescence- introduction; applications.</p> <p>Unit -III: Mass spectrometry principle, instrumentation, ionization methods-Different types with suitable illustration: EI, CI, desorption methods: Field, FAB, MALDI, photo ionization; thermal ionization; FI and FD, ESI, APCI, laser induced, photoelectric ionization, mass analyzers- magnetic, double focusing, time</p>	

	<p>of flight; single and triple quadrupolar, ion trap, ion cyclotron resonance analyzer, Detectors used in mass spectrometry, Drug metabolism studies, Applications</p> <p>SUGGESTED BOOKS:</p> <ol style="list-style-type: none"> 1. Mass Spectrometry: A Textbook Gross, Jürgen H. 2nd ed., Springer, 2011. 2. Mass Spectrometry: Principles and Applications Edmond De Hoffmann, Vincent Stroobant J. Wiley, 20-Nov-2007. 3. Electrospray and MALDI Mass Spectrometry: Fundamentals, Instrumentations, Practicalities and Biological Applications <i>Ed.</i> Richard B. Cole J. Wiley 2010 4. Spectroscopic Identification of Organic Compounds; R.M. Silverstein and Webster 5. NMR in Chemistry – A Multinuclear Introduction; William Kemp 6. Understanding NMR Spectroscopy, Second Edition by James Keeler. 7. Elements of X- ray Diffraction; B.D. Cullity, Addison Wesley, 1967 8. Diffraction Method; Wormald, Oxford University, Press, 1973. 	
CHE591	Project	6
TOTAL CREDITS		72

School of Life Sciences
Central University of Gujarat



Syllabus
M.Sc. Life Sciences
(Semester I to Semester IV)

(with effect from A.Y. 2021-22)

M.Sc. Life Sciences

M.Sc. Life Sciences is a two year programme spanning over four semesters. The program includes core and elective courses to cover all the basic and applied aspects of life sciences. Dissertation course has been included in fourth semester to orient the students towards research. The courses like Project Proposal, Term Paper, Critical Review of an Article and Seminar have been included to enhance the communication skills of students.

Program Objectives

1. To inculcate scientific attitude enriched with multidisciplinary knowledge.
2. To impart basic and advanced knowledge in the area of Life Sciences.
3. To impart hands-on experience of different Life Sciences experiments/techniques
4. To improve communication skills through student seminars.
5. To develop skills that will enhance employability.
6. To create human resource who can link paradigms of biology with society and nation building.

Program Outcomes

1. Students will acquire a combination of theoretical, conceptual, analytical and experimental knowledge and skills in both basic and applied areas of life sciences. Scientifically skilled postgraduates trained in varied but interrelated and interdisciplinary life science subjects will be produced who can contribute to application, advancement and dissemination of knowledge in life sciences for the welfare of mankind and society.
2. Students will be oriented towards research through their M.Sc. dissertation program and will develop ability to write a research proposal and independently carry out research projects including the understanding of theoretical background, hypothesis generation, making observations, collection and analysis of data, logical interpretation and presentation of results.
3. Students will be able to communicate effectively to the scientific community as well as the general public by writing well-structured reports, scientific publications, posters, and by oral presentations. Students through their acquired knowledge and communication skills can create awareness in the society at large, regarding the issues related to Biodiversity conservation, Human health and well-being and applications of Biotechnology in health, environment and agriculture.
4. Creating skilled and employable manpower suitable for academia and industry. The students will be oriented towards various career options and will also acquire the ability to identify and analyse problems related to life sciences and to explore viable solutions to these problems and initiate their own start-ups in the related areas.
5. Students will be capable to compete in national level competitive exams such as NET-JRF or GATE or International exams such as GRE and can pursue career in higher studies

Index of Syllabus

Semester	Course Code	Course Title	Course Credits	Total Credits
I		Core Courses		21
	LSC 401	Cell Biology	4	
	LSC 403	Microbiology	4	
	LSC 405	Biochemistry	4	
		Optional Courses (Any two of the following courses)		
	LSC 423	Bioanalytical Techniques	3	
	LSC 424	Biodiversity and Environment	3	
	LSC 425	Developmental Biology	3	
		Any course offered by other School/Swayam	3	
		Practical		
	LSC 441	Life Science Practical-I	3	
II		Core Courses		21
	LSC 452	Molecular Biology	4	
	LSC 453	Plant Physiology	4	
	LSC 454	Human Physiology	4	
		Optional Courses (Any two of the following courses)		
	LSC 471	Applied Biology	3	
	LSC 473	Metabolic Pathways	3	
	LSC 474	Ecological Principles	3	
		Any course offered by other School/Swayam	3	
		Practical		
	LSC 491	Life Science Practical-II	3	
III		Core Courses		20
	LSC 501	Immunology	4	
	LSC 504	Genetics and Genetic Engineering	4	
		Optional Courses (Any four of the following courses)		
	LSC 521	Biomaterials	3	
	LSC 524	Biophysics and Structural Biology	3	
	LSC 525	Biostatistics and Bioinformatics	3	
	LSC 526	Genomics and Proteomics	3	
	LSC 527	Research Planning and Formulation	3	
	LSC 528	Project Proposal, Term Paper and Critical Review of an Article	3	
		Any course offered by other School/Swayam	3	
IV	LSC 591	Dissertation	8	10
	LSC 594	Seminar	2	
TOTAL CREDITS				72

M.Sc. Life Sciences - Semester I

Course Code	Course Title	Course Credits
	Core Courses	
LSC 401	Cell Biology	4
LSC 403	Microbiology	4
LSC 405	Biochemistry	4
	Optional Courses (Any two of the following courses)	
LSC 423	Bioanalytical Techniques	3
LSC 424	Biodiversity and Environment	3
LSC 425	Developmental Biology	3
	Any course offered by other School/Swayam	3
	Practical	
LSC 441	Life Science Practical-I	3
	Total Credits	21

LSC 401: CELL BIOLOGY

(CREDITS: 4)

Course Objective: The objective of this course is to understand how the cells originated and what are the various components of the cells including their structure and function. It will help the students to understand the basic functioning of the cells to comprehend the greater order of organization and physiology.

Learning Outcomes:

- Understanding the structure and functions of cell and its organelles.
- Knowledge of mechanism of cell-cell communication.
- Understanding the contribution of cells in overall functioning of the organism and malfunctions that arise at subcellular level leading to various abnormalities.
- Knowledge of animal cell culture techniques.
- Knowledge of microscopy and its utility in cell biology.

Course Content:

Unit I: Cell and its Organelles

Evolution of cell: From molecules to first cell, From Prokaryotes to eukaryotes, From single cells to multicellular organisms, Functional differentiation of cells/cell types.

Cell Membrane: Structure, Composition, Membrane transport, Exocytosis, Endocytosis; Cell wall and cell structure of prokaryotes and eukaryotes; Structure and function of cell organelles; Protein translation and modification in the ER, Intracellular traffic, Vesicular traffic in secretory pathway, Protein sorting in Golgi apparatus.

Globular structure of chromosomes; Organization of cytoskeleton, Intermediate filaments, Microtubules, Actin filaments, Cilia and centrioles.

Unit II: Cell Growth and Communication

Cell growth and division: Overview of cell cycle and its control, Molecular mechanisms for regulating mitosis and meiosis, Checkpoints in cell cycle regulation.

Cell Signaling: Overview of intracellular and extracellular signaling, Ligands and receptors, G-Protein coupled receptors (GPCRs) and their effectors, Secondary messengers, Enzyme-linked cell surface receptors, Interaction and regulation of signaling pathways.

Cell adhesions, cell junctions and extracellular matrix, Cell-cell adhesion and communication, Cell matrix adhesion, Collagen, Fibrous protein of the matrix, Non-collagen component of the extracellular matrix.

Unit III: Functional Cells

Neurons and Muscles: Types and properties, Basics of transmembrane potential and excitability channels, Active and passive, ligand-, ion-, voltage-gated channels and their biology; Neuronal receptor, Pre- and Post-synaptic biological actions, Growth, degeneration and regeneration of neurons; Basic techniques for studying functionality of cells.

Unit IV: Methods in Cell Biology

Basics of light and fluorescence microscopy; Histology and sample preparation for microscopy; Cell separation techniques: Flow cytometry and magnetic cell separation; Basics

of cell culture techniques; Fractionation of cell contents.

Suggested Readings:

1. Alberts, B., Johnson, A., Lewis, J., Raff, M., Roberts, K. and Walter, P. 2014. Molecular biology of the cell. Garland Science, New York, 6th ed.
2. Lodish, H., Berk, A., Kaiser, C.A., Krieger, M., Scott, M.P., Bretscher, A., Ploegh, H. and Matsudaira, P. 2021. Molecular cell biology. W.H. Freeman and Company, New York, 9th ed.
3. Cooper, G.M. and Hausman, R.E. 2009. Cell: Molecular approach. ASM Press, Washington, 5th ed.
4. de Robertis, E.D.P. and de Robertis, E.M.F. 2017. Cellular and molecular biology. Saunders, Philadelphia, 8th ed.
5. Pollard, T.D., Earnshaw, W.C. and Schwartz, J.L. 2017. Cell biology. Saunders, Philadelphia, 3rd ed.
6. Karp, G. 2015. Cell and molecular biology- Concepts and experiments. John Wiley and Sons, New York, 8th ed.

LSC 403: MICROBIOLOGY

(CREDITS: 4)

Course Objective: This course aims to provide an understanding of history of microbiology and various developments which established the existence of microbes leading to change in kingdom classification of living organisms. The course will cover various aspects like microbial cell structure, genetics, metabolic diversity and their significance in agriculture and environment.

Learning Outcomes:

- Familiarization with the history of development of the field of microbiology.
- Knowledge of structural features of different bacteria and viruses along with classification and cultivation of viruses.
- Elucidation of diverse nutritional, metabolic and physiological diversity of microorganisms.
- Comprehension of various aspects of microbial growth including quantitative expression of the same.
- Knowledge of different mechanisms of gene transfer in microbes.
- Comprehension and appreciation of applications of microbes in agriculture, environment and biotechnology.

Course Content:

Unit I: History, Microbial Taxonomy and Cell Structure

Discovery of microorganisms, Conflicts over spontaneous generation, Golden era of microbiology; Kingdom classification, Techniques used in microbial classification.

Ultrastructure of bacterial cell; Endospore; General characteristics, cell structure and reproduction of algae, fungi and protozoa; Acellular entities: History and development of virology, Cryptograms, Classification of viruses, Structure, cultivation and replication of viruses.

Unit II: Metabolic Diversity of Microbes

Nutritional classification of microorganisms, Nutritional uptake by microorganisms, Culture media and types; Metabolic versatility of microbes: Anaerobic respiration, Fermentation, Putrefaction, Methane oxidation, Aerobic Carbon metabolism, TCA cycle alternative metabolic pathways; Nitrogen metabolism: Nitrogen fixation, Assimilatory nitrate reduction, Ammonia assimilation.

Unit III: Microbial Growth and Microbial Genetics

Culture techniques for isolation of pure culture, Cultivation of anaerobic bacteria, Preservation methods; Microbial growth: Growth curve, Diauxic growth curve, Growth kinetics, Asynchronous and synchronous growth, Measurement of growth, Factors affecting growth; Control of microbial growth.

Microbial genetics: Gene transfer mechanisms among prokaryotes (Transformation, conjugation and transduction).

Unit IV: Applied Microbiology

Microbes in agriculture: *Rhizobium*, *Azotobacter*, Cyanobacteria, Mycorrhiza, *Trichoderma*; Adaptations and applications of thermophiles, acidophiles, psychrophiles, halophiles and barophiles; Environmental microbiology: Different types of wastes (Anthropogenic, municipal, xenobiotic etc.), Xenobiotic degrading consortia, Bioremediation; Medical microbiology: Basics of microbial pathogenesis, Diagnostic methods.

Suggested Readings:

1. Wiley, J.M., Sherwood, L.M. and Woolverton, C.J. 2016. Prescott, Harley and Klein's microbiology. McGraw-Hill, New York, 10th ed.
2. Black, J.G. 2017. Microbiology: Principles and exploration. John Wiley and Sons, New Jersey, 10th ed.
3. Madigan, M.T., Martinko, J.M. and Parker, J. 2006. Brock biology of microorganisms. Prentice Hall, New Jersey, 11th ed.
4. Pommerville, J.C. 2010. Alcamo's fundamentals of microbiology. Jones and Bartlett Learning, Sudbury, 9th ed.
5. Tortora, G.J., Funke, B.R. And Case, C.L. 2013. Microbiology: An introduction. Pearson, New Jersey, 11th ed.
6. Stanier, R.Y., Ingraham, J.L., Wheelis, M.L. and Painter, P.R. 1992. General microbiology. MacMillan Press, London, 5th ed.

LSC 405: BIOCHEMISTRY

(CREDITS: 4)

Course Objective: The aim of this course is to introduce students to atoms and molecules, the basic principles of chemistry and chemical interactions, composition, structure and functions of macromolecules and their monomeric building blocks. The course will provide basic understanding of the thermodynamic principles and enzymology including the specificity of enzymes and enzyme kinetics. This course also aims to familiarize students with different methods of isolation and purification of proteins.

Learning Outcomes:

- Understanding of structure of biomolecules.
- Understanding of principles of protein folding, structure, function, stability and methods of characterization.
- Ability to analyze and interpret protein sequences and structures and use such information to predict the function of proteins.
- Knowledge of enzymes- classification, catalysis, specificity, inhibition and applications.

Course Content:

Unit I: Biomolecules

An overview of biochemistry, Cellular environment and applicability of basic laws of chemistry and thermodynamics; Molecular interactions and their importance; Concept of small- and macro-molecules, Macromolecules: Proteins and its significance, Carbohydrates and derivatives, Fatty acids, Lipids and their derivatives.

Unit II: Protein Structure, Functions and Characterization

Structure of amino acids and peptide bonds, Primary, secondary and tertiary structure of proteins, Secondary structural elements (Alpha helix, beta sheet, 3_{10} helix, π -helix etc.), Ramachandran plot, Globular proteins and maintenance of specific conformation, Structures of fibrous proteins like keratin, fibroin, elastin and collagen; Methods of characterization of proteins, Isolation and chromatographic purification of proteins, Sequence determination.

Unit III: Protein Folding

Protein structure, Protein stability, Structural motifs commonly found in various proteins and their functional relevance, Basic concepts of protein structure and folding, Folding pathways, Role of accessory proteins in protein folding.

Unit IV: Enzymes

Classification of enzymes, Factors affecting enzymes activities, Feedback and allosteric inhibition, Enzyme catalysis, Mechanisms and specificity of enzymatic action, Coenzymes and cofactors, Michaelis and Menten equation, V_{\max} and Michaelis-Menten constant, Enzyme inhibition kinetics and its applications.

Suggested Readings:

1. Nelson D.L. and Cox, M.M. 2017. Lehninger principles of biochemistry. W.H. Freeman and Company, New York, 7th ed.

2. Berg, J.M., Tymoczko, J.L. and Stryer, L. 2015. Biochemistry. W.H. Freeman and Company, New York, 8th ed.
3. Garrett, R.H. and Grisham, C.M. 2016. Biochemistry. Cole Publishing Company, California, 6th ed.
4. Voet, D. and Voet, J.G. 2010. Biochemistry. John Wiley and Sons, New York, 4th ed.
5. Conn, E.E., Stumpf, P.K., Bruening, G. and Doi, R.Y. 2006. Outlines of biochemistry. John Wiley and Sons, New York, 5th ed.

LSC 423: BIOANALYTICAL TECHNIQUES

(CREDITS: 3)

Course Objective: The course aims at understanding the theory, principles and applications of various kinds of techniques used in the analysis of biological samples and molecules.

Learning Outcomes:

- Knowledge of various techniques used for visualization of biological molecules.
- Knowledge of various separation techniques used in Biology.
- Knowledge of radiolabeling techniques and safety guidelines to be followed.
- Understanding of strengths, limitations and applications of various bioanalytical techniques.

Course Content:

Unit I: Microscopic techniques

Theory of microscopy, Bright and dark field microscopy, Phase contrast microscopy, Confocal microscopy, Fluorescence microscopy, Atomic force microscopy, Scanning and transmission electron microscopy, Image processing methods in microscopy.

Unit II: Electrophoretic Techniques

General principle and applications of electrophoresis; Types of electrophoresis: Agarose gel electrophoresis, Polyacrylamide gel electrophoresis (SDS-PAGE, Native-PAGE, Denaturing-PAGE and Reducing-PAGE), Isoelectric focusing, Isotachopheresis, Pulse field gel electrophoresis.

Unit III: Chromatographic and Radiolabeling techniques

General principle and applications of chromatography; Types of chromatography: Paper chromatography, Thin layer chromatography, Affinity chromatography, Ion exchange, Hydrophobic interaction chromatography, Gel filtration, High Pressure Liquid Chromatography, Gas Chromatography.

Radioactive isotopes: Basic concepts of radioactivity and decay, Measurement of radioisotopes (Geiger Muller and scintillation counter), Incorporation of radioisotopes in biological cells and tissues, Imaging of radioactive materials, Safety guidelines, Applications.

Suggested Readings:

1. Hofman, A. and Clokie S. 2018. Wilson and Walker's principles and techniques of biochemistry and molecular biology. Cambridge University Press, Cambridge, 8th ed.
2. Robyt, J.F. and White, B.J. 1990. Biochemical techniques: Theory and practice. Waveland Press, Long Grove, 1st ed.
3. Sambrook, J. and Russell, D.W. 2012. Molecular cloning: A laboratory manual. Cold Spring Harbor Lab Press, New York, 4th ed.
4. Miller, J. 2009. Chromatography: Concepts and contrasts. John Wiley and Sons, New York, 2nd ed.
5. Creaser, C.S. and Davies, A.M.C. 1988. Analytical applications of spectroscopy. CRC Press, U.S., 1st ed.
6. Wang, C.H. and Willis, D.L. 1975. Radiotracer methodology in biological science. Prentice Hall, New Jersey, 1st ed.

LSC 424: BIODIVERSITY AND ENVIRONMENT

(CREDITS: 3)

Course Objective: This course aims to provide a basic knowledge of biodiversity and environment. It covers the various levels of biodiversity highlighting the major threats to biodiversity and also give an insight into the different biodiversity conservation strategies and conventions. It also covers the sources and consequences of various kinds of pollution, guidelines and laws for environment management.

Learning Outcomes:

- Understanding the importance of biodiversity conservation.
- Knowledge about ecosystem dynamics.
- Awareness among students about the causes and consequences of various types of environmental pollution.
- Familiarization with EIA and various kinds of environmental laws.

Course Content:

Unit I: Concept of Biodiversity and Biogeography

Types, components and significance of biodiversity, Gradients of biodiversity, Levels of biodiversity: Ecosystems diversity, Community diversity, Genetic diversity, Species diversity, Megadiversity zones, Hot spots, Key stone, umbrella and flagship species, Threats to biodiversity, Threatened species: IUCN Red list categories, Rare and Endemic species; Biogeography: Major terrestrial biomes, Theory of island biogeography, Biogeographical zones of India.

Unit II: Biodiversity Conservation

Brief history of international and national conservation movements, Ecological and reproductive parameters of conservation, *In situ*, *Ex situ* and *In vitro* conservation, Restoration of biodiversity, Bioprospecting, Objectives and salient features of Biodiversity Convention and Biodiversity Act, National and international programs for biodiversity conservation, Role of WWF, WCU, CITES, TRAFFIC, Wildlife Protection Act 1972.

Unit III: Environmental Pollution and Management

Environmental pollution: Sources and consequences of air pollution, Assessment of air quality, Solid and liquid impingement methods, Sources and consequences of water pollution, Eutrophication, Analysis of water, Water purification, Solid and liquid waste treatment, Sources of soil pollution, Effects on physico-chemical and biological properties of soil, Sources and consequences of noise pollution, Sources, treatment and disposal of nuclear wastes, e-wastes and biomedical wastes.

Environmental management: Introduction and scope, Basic concepts of sustainable development, Environmental Impact Assessment (EIA): Standards, guidelines and monitoring tools, Brief concept of various environmental laws, Brief concept of Conference of Parties (COP).

Suggested Readings:

1. Heywood, V.H. and Watson, R.T. 1995. Global biodiversity assessment. Cambridge University Press, Cambridge, 1st ed.
2. Gaston, K.J. and Spicer, J.I. 2004. Biodiversity: An introduction. Wiley-Blackwell, New York, 2nd ed.
3. Mandal, F.B. and Nandi, N.C. 2013. Biodiversity: Concepts, conservation and biofuture. Asian Books Pvt. Ltd., New Delhi, 2nd ed.
4. Odum, E.P., Barrick, M. and Barret, G.W. 2005. Fundamentals of ecology. Thomson Brooks/Cole Publisher, California, 5th ed.
5. Sharma, P.D. 2017. Ecology and environment. Rastogi Publications, U.P., 13th ed.
6. Evans, G.M. and John, J.C.F. 2012. Environmental biotechnology: Theory and applications. John Wiley and Sons, New York, 2nd ed.
7. Nicholas P.C. 1997. Biotechnology for waste and wastewater treatment. Prentice Hall of India Pvt Ltd., New Delhi, 1st ed.

LSC 425: DEVELOPMENTAL BIOLOGY

(CREDITS: 3)

Course Objective: This course aims to provide a basic understanding of various developmental aspects of both plants and animals. It will also explain various concepts with examples of model organisms used in embryology.

Learning Outcomes:

- Knowledge of basic concepts in plant and animal development.
- Knowledge of developmental processes in animals starting from gametogenesis to germ layer formation.
- Knowledge of plant development starting from gametogenesis to embryogenesis.
- Understanding of morphogenesis with the help of different model organisms.
- Comprehension of limb development in tetrapods along with metamorphosis and regeneration in different organisms.
- Understanding of development of different plant organs.

Course Content:

Unit I: Gametogenesis, Fertilization and Early Development

Basic concepts in developmental biology: Potency, Commitment, Specification, Induction, Competence, Determination and differentiation; Morphogenetic gradients; Cell fate and cell lineages; Stem cells; Genomic equivalence and the cytoplasmic determinants.

Production of gametes; Zygote formation; Cleavage; Blastula formation; Gastrulation and formation of germ layers in animals.

Unit II: Morphogenesis, Metamorphosis and Regeneration

Morphogenesis and organogenesis in animals: Axes and pattern formation in *Drosophila* and amphibia; Organogenesis: Vulva formation in *Caenorhabditis elegans*, Tetrapod limb development; Metamorphosis of insects and amphibians; Regeneration: Epimorphic, Morphallactic, Compensatory.

Unit III: Plant Development

Basic concepts in plant development: Plane and polarity, Radial asymmetry and symmetry, Pattern formation, Abaxial-adaxial identity; Gametophyte development; Pollination and fertilization; Seed formation: Cotyledon, endosperm and seed coat development; Shoot and root development; Development of leaf primordium; Trichome, epidermis and stomata development; Vascular differentiation; Development of flower; Genetic and hormonal regulation of reproduction.

Suggested Readings:

1. Gilbert, S.F. and Barresi, M.J.F. 2016. Developmental biology. Sinauer Associates, Sunderland, 11th ed.
2. Wolpert, L., Tickle, C. and Arias, A.M. 2019. Principles of development. Oxford University Press, Oxford, 6th ed.
3. Slack, J.M.W. 2012. Essential developmental biology. Wiley-Blackwell, New York, 3rd ed.

4. Buchanan, B.B., Gruissem, W. and Jones, R.L. 2015. Biochemistry and molecular biology of plants. Wiley publisher, New York, 2nd ed.

LSC 441: LIFE SCIENCE PRACTICAL-I

(CREDITS: 3)

Course Objective: This course aims at familiarizing the students with the good laboratory practices and enabling them with the practical knowledge of different kinds of techniques used for analysis and separation of biomolecules, isolation and visualization of microbes.

Learning Outcomes:

- Follow safe and good laboratory practices while working in lab.
- Development of analytical skills in students.
- Hands-on-experience of handling of different lab instruments.
- Understanding of importance of proper observation, and analysis of results.
- Knowledge of biochemical calculations and kinetic studies.

Course Content:

1. Laboratory safety and good laboratory practices.
2. General biochemical calculations and preparation of common stock solutions.
3. Estimation of carbohydrates, lipids and proteins.
4. Determination of enzyme activity.
5. Determination of K_m and V_{max} of enzyme.
6. Separation of molecules by chromatographic techniques.
7. Separation of cell and sub-cellular fractionation by centrifugation.
8. Study of cell by various microscopy techniques.
9. Separation of molecules by gel electrophoresis.
10. Sectioning and staining of tissues.
11. Principles and working of instruments used in microbiology lab.
12. Isolation and enumeration of microbes from given sample.
13. Staining of cell.

Suggested Readings:

1. Segel, I.H. 2010. Biochemical calculations. Wiley, New York, 2nd ed.
2. Cappucino, J. and Sherman, N. 2007. Microbiology: A laboratory manual. Benjamin/Cummings Publishing Company, San Francisco, 8th ed.
3. Prescott, L. and Harley, J.P. 2001. Microbiology: Laboratory exercises. Mc Graw Hill Higher Education, New York.
4. Sawhney, S.K. and Singh, R. 2009. Introductory practical biochemistry. Narosa Publishing House, New Delhi.
5. Hofman, A. and Clokie S. 2018. Wilson and Walker's Principles and techniques of biochemistry and molecular biology. Cambridge University Press, Cambridge, 8th ed.
6. Sambrook, J. and Russell, D.W. 2012. Molecular cloning: A laboratory manual. Cold Spring Harbor Lab Press, New York, 4th ed.

M.Sc. Life Sciences - Semester II

Course Code	Course Title	Course Credits
	Core Courses	
LSC 452	Molecular Biology	4
LSC 453	Plant Physiology	4
LSC 454	Human Physiology	4
	Optional Courses (Any two of the following courses)	
LSC 471	Applied Biology	3
LSC 473	Metabolic Pathways	3
LSC 474	Ecological Principles	3
	Any course offered by other School /Swayam	3
	Practical	
LSC 491	Life Science Practical-II	3
	Total Credits	21

LSC 452: MOLECULAR BIOLOGY

(CREDITS: 4)

Course Objective: The course aims at providing an understanding about the molecular mechanisms of various life processes like DNA replication, repair, transcription, splicing, protein synthesis and gene regulation.

Learning Outcomes:

- In depth knowledge of nucleic acid structure.
- Understanding of the central concepts of molecular biology.
- Understanding of how molecular biology forms the basis of genetic engineering.
- Knowledge on gene regulation.

Course Content:

Unit I: Structure of Nucleic Acids

Structure and functions of DNA and RNA, Genes, Genome organization in prokaryotes and eukaryotes, Chromatin organization and packaging, Repetitive and unique sequences, Satellite DNA, DNA methylation, Telomeres and telomerase, DNA topology, Knots and links, Linking number, Writhing and twisting, DNA supercoiling, Topoisomers.

Unit II: DNA replication, Repair and Recombination

DNA replication: Unit of replication, Enzymes involved, Replication origin and replication fork, Mechanism of replication in prokaryotes and eukaryotes, Fidelity of replication; Repair: Different kinds of DNA damage, Mechanisms of DNA repair in prokaryotes and eukaryotes; Recombination: Homologous and non-homologous.

Unit III: Transcription and Translation

Transcription: Transcription factors and machinery, RNA polymerases, Mechanism of transcription in prokaryotes and eukaryotes, Transcription inhibitors, Post-transcriptional modifications of mRNA, tRNA and rRNA; Translation: Genetic code, Aminoacylation of tRNA, Aminoacyl tRNA synthetase, Ribosome, Formation of initiation complex, Initiation factors and their regulation, Elongation and elongation factors, Termination, Translational proof-reading, Translational inhibitors, Post-translational modification of proteins.

Unit IV: Gene Regulation

Concept of operon in prokaryotes, Role of chromatin in gene regulation, Gene silencing: Cosuppression, Antisense RNA, Ribozyme mediated, dsRNA (microRNA and si RNA).

Suggested Readings:

1. Lodish, H., Berk, A., Kaiser, C.A., Krieger, M., Scott, M.P., Bretscher, A., Ploegh, H. and Matsudaira, P. 2021. Molecular cell biology. W.H. Freeman and Company, New York, 9th ed.
2. Alberts, B., Johnson, A., Lewis, J., Raff, M., Roberts, K. and Walter, P. 2014. Molecular biology of the cell. Garland Science, New York, 6th ed.
3. Krebs, J.E., Goldstein, E.S. and Kilpatrick, S.T. 2017. Lewin's genes. Jones and Bartlett Learning Publishers, Sudbury, 12th ed.

4. Malacinski, G.M. and Friefelder, D. 2003. Essentials of molecular biology. Jones and Bartlett Learning, Sudbury, 4th ed.
5. Watson, J.D., Baker, T., Bell, S.P., Gann, A., Levine, M. and Lodwick, R. 2013. Molecular biology of the gene. Pearson Education, New Jersey, 7th ed.

LSC 453: PLANT PHYSIOLOGY

(CREDITS: 4)

Course Objective: This course aims at increasing the awareness of students for plants in their environment and help them to understand their diverse physiological functions. It will cover the role of plant physiology in the life cycle of plants and different strategies used by plants in gaining resistance against various kinds of stresses.

Learning Outcomes:

- Understanding of multiple aspects of plant water relations.
- Knowledge of mineral nutrition and assimilation in plants.
- Understanding the biogenesis, structure, function, molecular mechanism of action and commercial applications of plant hormones.
- Knowledge of molecular response of plants to various kinds of stresses.
- Insights into photosynthesis, photorespiration and sensory biology.
- Comprehension of plant microbe interactions.
- Knowledge of different mechanisms in plant immunity.

Course Content:

Unit I: Water Relations, Transport Processes and Mineral Nutrition

Water relations: Properties of water, Properties of solutions, Cell water potential, Soil plant atmosphere continuum; Transport processes in plants through cells and across membranes through xylem and phloem; Transpiration; Mechanisms of loading and unloading of photoassimilates; Mineral nutrition: Metabolism of nitrogen, sulfur, phosphate and calcium, Assimilation of cations.

Unit II: Plant Growth Regulators and Stress Physiology

Plant growth regulators: Introduction and concept, Structure, function and mechanisms of action of plant hormones (Auxin, gibberellins cytokinins, ethylene, abscisic acid, brassinosteroids, jasmonic acid, salicylic acid, polyamines).

Abiotic and biotic stresses: Types and interactions, Resistance mechanism and molecular response of drought, high temperature, chilling, salinity and heavy metal stress; Responses to biotic stress.

Unit III: Photosynthesis, Respiration and Sensory Photobiology

Photosynthesis: Light harvesting complexes, Electron transport, CO₂ fixation: C₃, C₄ and CAM pathways; Photorespiratory pathway; Sensory photobiology: Mechanisms of action of phytochromes, cryptochromes and phototropins, Photoperiodism and biological clocks.

Unit IV: Plant Defense System

Plant microbe interaction (Interaction with plant endophytes and pathogens), Genetic basis of plant pathogen interaction, Systemic acquired resistance, MAM, PAM, PAMP-Triggered immunity (PTI) and effector-triggered immunity (ETI), Hypersensitive response, Apoptosis.

Suggested Readings:

1. Salisbury, F.B. and Ross, C.W. 1992. Plant physiology. The Benjamin/Cummings Pub. Co. Inc., San Francisco, 4th ed.
2. Hopkins, W.G. and Huner, N.P.A. 2008. Introduction to plant physiology. John Wiley & Sons, New Jersey, 4th ed.
3. Taiz, L., Zeiger, E., Moller, I.M. and Murphy, A. 2012. Plant physiology and development. Sinauer Associates, Sunderland, 5th ed.
4. Talbot, N. 2004. Plant-pathogen interaction. Kluwer publications, Netherlands, 1st ed.
5. Agrios, G.N. 2004. Plant pathology. Academic Press, New York, 5th ed.

LSC 454: HUMAN PHYSIOLOGY

(CREDITS: 4)

Course Objective: The course has been designed to understand fundamental principles of the functioning of human body. It will also help to understand pathway of mechanism operating during circumstantial changes in physiological systemic functions of the body.

Learning Outcomes:

- Knowledge of basic organization of tissues.
- Knowledge of structure and function of bone and muscle tissues and their contribution in human physiology.
- Knowledge of structure and function of nervous and endocrine system.
- Understanding the coordination and secretion of various hormone and nerve signals.
- Comprehension of structure and function of digestive, respiratory, circulatory, excretory, and reproductive system.
- Knowledge of contribution of each system and their coordination in human physiology.

Course Content:

Unit I: Organisation of Human Body and Homeostasis

Structural plan: Different systems and life process, Levels of organization: Cellular (Structure and functions of animal cell) and tissue level (Types of tissues and their functions); Concepts in homeostasis.

Unit II: Physiology of Skeletal System and Muscles

Skeletal tissue: Functions, Bone growth, Homeostasis of remodelling, Aging and skeletal system, Functions of bone articulations; Muscles: Types, Movement and muscle, Electrophysiology and biochemistry in skeletal, cardiac and smooth muscles.

Unit III: Neuro-Endocrine System

Nervous System: Basic structural organizations, Nerve impulse and membrane potential, Neurotransmitters, Spinal cord, Sensory, motor and integrative nerve systems, Functions of autonomic nervous system; Endocrine System: Overview of endocrine gland organization, Source of secretions of hormones and their physiological functions, Receptors and hormone specificity, Hormonal interactions.

Unit IV: Physiology of Other Vital Systems

Structural organizations of circulatory system, Functions of blood and heart, Electrocardiogram and neural control of CVS; Structural organization and functional specificity of respiratory organs, Respiratory pigments, Transport of gases in blood, Physiology of respiration.

Structural and functional characteristics of digestive and excretory systems; Concept of osmoregulation, Water-electrolyte balance, Digestion, Metabolism, Energy production, Metabolic rate and body temperature regulation.

Structural and functional characteristics of reproductive system: Concept of gametogenesis, Hormonal regulation of reproductive functions.

Suggested Readings:

1. Shier, D.N., Butler, J.L. and Lewis, R. 2018. Hole's human anatomy and physiology. McGraw-Hill Education, New York, 13th ed.
2. Guyton, A.C. and Hall, J.E. 1996. Human physiology and mechanisms of disease. W. B. Saunders Ltd., Philadelphia, 6th ed.
3. Tortora, G.J. and Derrickson, B. 2020. Principle of anatomy and physiology. John Wiley and Sons, New York, 16th ed.
4. Thibodeau, G.A. and Patton, K.T. 2010. Anatomy and physiology. Mosby, St. Louis, 7th ed.
5. Chaudhari, S.K. 2016. Concise medical physiology. New Central Book Agency (P) Ltd., New Delhi, 1st ed.

LSC 471: APPLIED BIOLOGY

(CREDITS: 3)

Course Objective: The objective of the course is to give deep insight into the applications of biology in various sectors. It covers various aspects of industrial production of metabolites, fermented foods and other important bio-products. It will also deal with the application of genetic engineering in health and agriculture and will also familiarize the students with the basic concepts of nanotechnology and its applications.

Learning Outcomes:

- Knowledge of the production of different metabolites, fermented foods and beverages.
- Understanding of the process of production of bio-products such as bio-pesticides and bio-fertilizers.
- Knowledge of the applications of genetic engineering in agriculture and therapeutics.
- Understanding of the applications of nanotechnology in therapeutics.

Course Content:

Unit I: Industrial production of Metabolites, Fermented Foods and other bio-products

Production of primary (Alcohol, vitamins, organic acids, amino acids, enzymes) and secondary metabolites (Antibiotics and alkaloids); Fermented foods: Alcoholic beverages, Bread, Cheese, Fermented vegetables, Fermented dairy, Fermented fish and meat products, Oriental foods and beverages; Other bio-products: Biocompost, Biofertilizers, Biopesticides, Biominerals, Biopolymers.

Unit II: Applications of Genetic Engineering

Introduction to genetic engineering, Diagnosis of infectious and genetic diseases, Production of recombinant pharmaceuticals, Gene therapy, Development of transgenic crops resistant to biotic and abiotic stresses, Applications of antisense technology in therapeutics and agriculture, genetically modified foods.

Unit III: Nanobiotechnology

Concept of nanobiotechnology, Microfabrication techniques, Biological production of metal nanoparticles and macromolecular assemblies, Tumor targeting and other diagnostic applications, Drug delivery tools *via* nanobiotechnology, Protein and peptide delivery, Nanoparticle based immobilization assays, Immuno-nanotechnology.

Suggested Readings:

1. Reed, G. 2004. Prescott and Dunn's industrial microbiology. CBS Publisher, New Delhi, 4th ed.
2. Casida, L.E.J.R. 2019. Industrial microbiology. New Age International Pvt. Ltd., New Delhi, 2nd ed.
3. Crueger, W. and Crueger, A. 1990. Biotechnology: A textbook of industrial microbiology. Sinauer Associates, Sunderland, 2nd ed.
4. Frazier, W.C. and Westhoff, D.C. and Vanitha, N.M. 2017. Food microbiology. McGraw Hill Education, New York, 5th ed.
5. Brown, T.A. 2016. Gene cloning and DNA analysis: An introduction. Wiley-Blackwell, New Jersey, 7th ed.

6. Niemeyer, C.M. and Mirkin, A. 2006. Nanobiotechnology: Concepts, applications and perspectives. Wiley, New York, 1st ed.

LSC 473: METABOLIC PATHWAYS

(CREDITS: 3)

Course Objective: This course aims at developing an understanding of the metabolism of biomolecules. Metabolic pathways and their role will be explained in greater details to establish a link between metabolism and organismal physiology.

Learning Outcomes:

- In depth knowledge of carbohydrate and lipid metabolism and their role in generation of energy.
- Comprehension of protein and nucleic acid metabolism.
- Understanding of biochemical basis of disease development.
- Understanding of synthesis and uses of secondary metabolites in human health.

Course Content:

Unit I: Carbohydrate and Lipid Metabolism

Basic concepts of metabolism; Carbohydrate metabolism: Glycolysis and gluconeogenesis, Regulation of glycolysis, Glycogen synthesis, breakdown and its regulation, TCA cycle and electron transport system (Mechanism, regulation, role in energy generation and in generating biosynthetic intermediates), Glyoxylate cycle, Pentose phosphate pathway and its importance in biosynthetic reactions; Lipid metabolism: Fatty acid biosynthesis and degradation, Synthesis and degradation of steroids and glycolipids.

Unit II: Protein and Nucleic Acid Metabolism

Amino acid metabolism, Active carbon reaction, Amines and their role in cell function, Urea cycle; Synthesis of purine and pyrimidine, Nucleotide biosynthesis and metabolism, Salvage pathways: Regulation and diseases; Metabolic disorders.

Unit III: Secondary Metabolites

Synthesis of secondary metabolites such as alkaloids, non-protein amino acids, amines, cyanogenic glycosides, glucosinolates, lignin, suberin, terpenoids and phenolics.

Suggested Readings:

1. Nelson D.L. and Cox, M.M. 2017. Lehninger principles of biochemistry. W.H. Freeman and Company, New York, 7th ed.
2. Berg, J.M., Tymoczko, J.L. and Stryer, L. 2015. Biochemistry. W.H. Freeman and Company, New York, 8th ed.
3. Garrett, R.H. and Grisham, C.M. 2016. Biochemistry. Cole Publishing Company, California, 6th ed.
4. Voet, D. and Voet, J.G. 2010. Biochemistry. John Wiley and Sons, New York, 4th ed.
5. Conn, E.E., Stumpf, P.K., Bruening, G. and Doi, R.Y. 2006. Outlines of biochemistry. John Wiley and Sons, New York, 5th ed.
6. Rodwell, V., Bender, D., Kennelly, P.J. and Weil, P.A. 2018. Harper's illustrated biochemistry. McGraw-Hill Education, New York, 31st ed.

LSC 474: ECOLOGICAL PRINCIPLES

(CREDITS: 3)

Course Objective: The course aims at making students aware about the fundamental principles of ecology. It will cover the role of ecosystem and its components for the sustenance of life. The course will also familiarize the students with the different branches of ecology.

Learning Outcomes:

- Understanding of dynamics of food webs and the forces that affect ecosystem stability.
- Knowledge of major nutrient cycles.
- Insights into different kinds of ecosystems.
- Knowledge of the factors which determine local, regional and global patterns in biological communities.

Course Content:

Unit I: Fundamentals of Ecology

Basic concepts of ecology, autecology and synecology; Habitat and Niche: Concept of habitat and niche, Niche width and overlap, Fundamental and realized niche, Resource partitioning, Character displacement.

Unit II: Ecosystem Ecology

Structure and function of ecosystem; Energy flow and fixation, Ecological pyramids, Carrying capacity, Sustainable field, Components of ecosystem, Food web, Producer, Consumer, Decomposer; Ecological pyramids, Bioaccumulation and Biomagnification; Biogeochemical cycles: Hydrological cycle, carbon, oxygen, nitrogen, sulfur and phosphorus cycles; Terrestrial ecosystems: Forest, Grassland, Fragile; Aquatic ecosystems: Fresh water, Marine, Estuarine.

Unit III: Population and Community Ecology

Population: Characteristics of a population, Population growth curves, Population regulation, r and k strategists; Concept of metapopulation: Demes and dispersal, Interdemic extinctions, Age structured populations; Types of inter and intra species interactions.

Community: Nature of communities, Structure and attributes, Levels of species diversity and its measurement, Edges and ecotones; Ecological Succession: Types, Mechanisms, Changes involved in succession, Concept of climax.

Suggested Readings:

1. Chapman, J.L. and Reiss, M.J. 1998. Ecology: Principles and applications. Cambridge University Press, Cambridge, 2nd ed.
2. Heywood, V.H. and Watson, R.T. 1995. Global biodiversity assessment. Cambridge University Press, Cambridge, 1st ed.
3. Kormondy, E.J. 1996. Concepts of ecology. Prentice-Hall, New Delhi, 4th ed.
4. Odum, E.P. 1971. Basic ecology. Saunders, Philadelphia, 3rd ed.

LSC 491: LIFE SCIENCE PRACTICAL-II

(CREDITS: 3)

Course Objective: This course aims at enabling the students with the practical knowledge of cloning, amplification of gene, blotting, bioinformatics and animal cell culture.

Learning Outcomes:

- Development of analytical skills in students.
- Hands-on-experience of genetic engineering methods.
- Hands-on-experience in using different bioinformatics tools and databases.
- Exposure to handling of animal cell culture.
- Understanding of importance of observation and analyse results.

Course Content:

1. Isolation of genomic and plasmid DNA.
2. Determination of purity of isolated DNA and its visualization.
3. PCR amplification of DNA.
4. Restriction digestion and ligation of vector and DNA.
5. Preparation of competent cells.
6. Introduction of recombinant DNA into bacterial cells and selection of recombinant clones.
7. Expression of foreign gene in *E. coli*.
8. Extraction of RNA.
9. Preparation of cDNA and PCR.
10. Demonstration of southern, northern and western blotting.
11. Demonstration of basic techniques in animal cell culture.
12. Database search.
13. Sequence alignment.
14. Construction of phylogeny tree.
15. BLAST, ORF finder and Primer designing.
16. Protein motif and structure prediction tools.

Suggested Readings:

1. Hofman, A. and Clokie S. 2018. Wilson and Walker's Principles and techniques of biochemistry and molecular biology. Cambridge University Press, Cambridge, 8th ed.
2. Sambrook, J. and Russell, D.W. 2012. Molecular cloning: A laboratory manual. Cold Spring Harbor Lab Press, New York, 4th ed.
3. Higgins, D. and Taylor, W. 2000. Bioinformatics: Sequence, structure and databanks – A practical approach. Oxford University Press, Oxford, 1st ed.
4. Baxevanis A.D and Ouellette, B.F.F. 2004. Bioinformatics – A practical guide to the analysis of genes and proteins. Wiley – Interscience, New York, 1st ed.
5. Ausubel, F.M., Brent, R., Kingston, R.E., Moore, D.D., Siedman, J.G., Smith, J.A. and Struhl, K. 1999. Short protocols in molecular biology. Wiley, New York, 1st ed.
6. Mount, D.W. 2005. Bioinformatics: Sequence and genome analysis. Cold Spring Harbor Laboratory Press, New York, 2nd ed.

M.Sc. Life Sciences - Semester III

Course Code	Course Title	Course Credits
	Core Courses	
LSC 501	Immunology	4
LSC 504	Genetics and Genetic Engineering	4
	Optional Courses (Any four of the following courses)	
LSC 521	Biomaterials	3
LSC 524	Biophysics and Structural Biology	3
LSC 525	Biostatistics and Bioinformatics	3
LSC 526	Genomics and Proteomics	3
LSC 527	Research Planning and Formulation	3
LSC 528	Project Proposal, Term Paper and Critical Review of an Article	3
	Any course offered by other School/Swayam	3
	Total Credits	20

LSC 501: IMMUNOLOGY

(CREDITS: 4)

Course Objective: The course aims at imparting a fundamental working knowledge of the basic principles of immunology and to make students learn the mechanisms involved in immune system development and responsiveness. It will also help to conceptualize the structural features of the components of the immune system as well as their functions. It also aims to enable students to apply the knowledge gained in development and designing of therapeutics.

Learning Outcomes:

- Understanding of how immune system functions through different organs, cells and molecules.
- Understanding of development and differentiation of B, T and NK/NKT cells and their receptors.
- Learning the role of complement system and PRR in orchestrating elimination of microbial pathogens.
- Understanding of concept of histocompatibility and mechanism of antigen presentation.
- Understanding of autoimmunity and transplant rejection.
- Learning of applied aspects of immunology along with advances in vaccine development.

Course Content:

Unit I: Cells, Tissue Organization and Immune Response Mechanisms

History of immunology; Organs (Primary and secondary), cells (myeloid and lymphoid) and molecules of immune system (antigens, adjuvants, cytokines, chemokines, prostaglandins, leukotrienes etc.), Differentiation of hematopoietic stem cells, Innate and adaptive immune responses, Cellular and humoral immune response, Inflammatory reaction, Phagocytosis and microbicidal mechanisms.

Unit II: Structure and Functions of B, T and NK Cells

B-cells and effector functions: B cell differentiation, BCR and pre-BCR, receptor editing, Antibody structure and function, Classification of immunoglobulins, Ig domain, Variability, Cross- reactivity; Isotypes, Allotypes and idiotypic markers, VJ/VDJ rearrangements and genetic mechanisms for antibody diversity, Affinity maturation, Allelic exclusion, Class switching.

T- cells and functions: Types of T cells, T cell differentiation in thymus, Thymic selection and tolerance to self, T cell receptors, Activation and interaction with APC, Antigen presentation and MHC restriction, Super antigens.

NK cells: NK cell receptors and gene complex, Correlation with target MHC expression, Hybrid resistance, Missing self-hypothesis, Cytotoxicity reactions.

Unit III: Complement System and Histocompatibility

Complement System: Structure and function of complements, Classical and alternative pathways; TLR receptors and sensing of pathogen-associated molecular patterns and associated signal transduction; Histocompatibility: Genetic organization of MHC (H2) and HLA complexes, Class I and class II MHC molecules: Structure and functions; Autoimmune disorders and transplant rejection.

Unit IV: Immunological techniques and Vaccines

Blood grouping; Antigen-Antibody reactions: Agglutination, Precipitation, Radial immunodiffusion (Mancini method), Double immunodiffusion (Ouchterlony method), Immuno-electrophoresis, Coomb's test, RIA, ELISA, ELISPOT; Antibody engineering, Production of hybridoma and monoclonal antibodies.

Diseases of relevance to the immune system; Vaccines: Types of vaccines, Advances in vaccine technology.

Suggested Readings:

1. Kindt, T.J., Goldsby, R.A., Osborne, B.A. and Kuby, J. 2006. Kuby immunology. W.H. Freeman and Company, New York, 6th ed.
2. Murphy, K. and Weaver, C. 2017. Janeway's Immunology. W.W. Norton and Company, New York, 9th ed.
3. Abbas, A.K., Lichtman, A.H.H. and Pillai, S. 2016. Cellular and molecular immunology. Saunders, Philadelphia, 9th ed.
4. Delves, P.J., Martin, S.J., Burton, D.R. and Roitt, I.M. 2011. Roitt's essential immunology. Wiley- Blackwell, New Jersey, 12th ed.
5. Tizard, I.R. 2000. Immunology: An introduction. Saunders, Philadelphia, 4th ed.
6. Playfair, J.H.L. 2012. Immunology at a glance. Blackwell Scientific Publications, Oxford, 10th ed.
7. Abbas, A.K. and Lichtman, A.H.H. 2019. Basic immunology: Functions and disorders of the immune system. Saunders, Philadelphia, 6th ed.

LSC 504: GENETICS AND GENETIC ENGINEERING

(CREDITS: 4)

Course Objective: The objective of the course is to familiarize the students with the basic concepts of genetics as well as genetic engineering, to acquaint them with the techniques used in genetic engineering and to make them aware of the wide applications of genetic engineering along with the ethical issues.

Learning Outcomes:

- Knowledge of concepts in classical and modern genetics.
- Understanding of concept of alleles, linkage, crossing over and chromosomal aberrations.
- Comprehension of fine structure of gene, aspects related to complementation and recombination.
- Understanding of population genetics.
- Knowledge of tools and strategies used in genetic engineering.
- Understanding of applications of genetic engineering in various sectors.

Course Content:

Unit I: Classical Genetics

Introduction and scope of Genetics, Historical perspectives, Understanding the heredity and variation, Basic principles of Mendelian Inheritance, Alleles and multiple alleles, Human pedigree analysis, Linkage analysis and gene mapping in eukaryotes, Coupling and repulsion phases, Crossover and recombination.

Unit II: Chromosome Aberration, Complementation Analysis and Population Genetics

Chromosomal basis of inheritance, Chromosomal aberrations, Mutations, Sex-linked genes and dosage compensation of X-linked genes, Gene interaction, Sex-determination and sex-linked inheritance, Evolutionary history of bread wheat, Somatic aneuploids.

Concept of gene, Complementation analysis and fine structure of gene, Complementation and recombination, Concept of cistron, Chloroplast and Mitochondrial inheritance, Population genetics, Calculation of allele frequencies, Calculating frequency of sex-linked alleles.

Unit III: Basics of Genetic Engineering

Isolation of nucleic acids, Restriction and modifying enzymes, Cloning and expression vectors, cDNA synthesis and construction of cDNA libraries, Genomic libraries and their construction, Mechanism of transformation of bacterial and non-bacterial cells, Identification of recombinant DNA clones.

Unit IV: Genome Analysis and Applications of Genetic Engineering

Methods of genome analysis: Gel retardation, DNA footprinting, S1 mapping, Exon trapping, Ribonuclease protection assay, R looping, DNA fingerprinting, DNA sequencing, DNA hybridization, PCR and types, Site directed mutagenesis, Genome editing with CRISPR/Cas; Applications and ethical issues of genetic engineering.

Suggested Readings:

1. Snustad, D.P. and Simmons, M.J. 2006. Principles of genetics. John Wiley and Sons, New York, 8th ed.
2. Hartwell, L. 2010. Genetics: From genes to genome. McGraw-Hill, New York, 4th ed.
3. Krebs, J.E., Goldstein, E.S. and Kilpatrick, S.T. 2017. Lewin's genes. Jones and Bartlett Learning Publishers, Sudbury, 12th ed.
4. Brown, T.A. 2016. Gene cloning and DNA analysis: An introduction. Wiley-Blackwell, New Jersey, 7th ed.
5. Primrose, S.B. and Twyman, R. 2013. Principles of gene manipulation and genomics. Wiley-Blackwell, New Jersey, 7th ed.
6. Nicholl, D.S.T. 2008. An introduction to genetic engineering. Cambridge University Press, Cambridge, 3rd ed.

LSC 521: BIOMATERIALS

(CREDITS: 3)

Course Objective: This course is designed to provide a general understanding of the multidisciplinary field of biomaterials. Course materials will rely on general concepts learned in biology courses and will further extend the understanding about the interactions at the interface of material and biological systems.

Learning Outcomes:

- Knowledge of basic concepts of biomaterials and its role in regenerative medicine.
- Understanding of the structural properties of biomaterials.
- Knowledge of techniques used for characterization of biomaterials.
- Knowledge of biological performance of biomaterials.
- Understanding of the role of biomaterials in regeneration of bone.

Course Content:

Unit I: Introduction to Biomaterials

History and role of biomaterials; Classes of biomaterials used in medicine: Basic principle of ceramics/composite, polymeric and metallic biomaterials.

Unit II: Structure-Function Relationship of Biomaterials

Surface properties and surface characterization of biomaterials: Composition, Surface energy, topography, Functionalization of biomaterial surface, Electron microscopy, Atomic force microscopy, Contact angle measurement, IR spectroscopy; Bulk properties of biomaterials: Crystallinity and mechanical properties, Degradation behaviour of biomaterials.

Unit III: Biological Responses, Testing and Applications of Biomaterials

Biological responses: Role of water on biomaterials, Protein behaviour on biomaterials, Tissue ECM and cell-biomaterial interaction.

Biological testing: Concept and assessment of biocompatibility; *In vitro* assessment of cell and tissue compatibility, *In vivo* assessment of tissue compatibility, Evaluation of blood-material interaction; Animal surgery and care of animal.

Applications in functional tissue engineering: Overview of tissue engineering concept and application; Tissue engineering scaffold: Design criterion and fabrication methods, Cell resources for tissue engineering, Bone tissue engineering.

Suggested Readings:

1. Ratner, B., Hoffman, A., Schoen, F. and Lemons, J. 2012. Biomaterials science. Academic Press, New York, 3rd ed.
2. Bernhard, P.O. 2003. Tissue engineering. Pearson Education, New Jersey, 1st ed.
3. Research papers and review articles.

LSC 524: BIOPHYSICS AND STRUCTURAL BIOLOGY

(CREDITS: 3)

Course Objective: Molecular biophysics and structural biology is an exciting interdisciplinary research field at the intersection of physics, chemistry, biology and medicine. The aim of this course is to impart knowledge and understanding of various molecular mechanisms of life with the help of biophysical principles and techniques.

Learning Outcomes:

- Understanding of the basic concepts and principles of physics and their applications to biological systems.
- Knowledge of various kinds of interactions between the biomolecules.
- Knowledge of various biophysical techniques for protein structural studies with their applications and limitations.
- Learning of different microscopy techniques used to study the protein structure.

Course Content:

Unit I: Thermodynamics and Bioenergetics

Laws of thermodynamics, Concepts of enthalpy, entropy and free energy, Energy requirement in cell metabolism, High energy compounds in biological systems, Synthesis of ATP, Reduction potential and free energy changes in redox reactions; Protein folding: Thermodynamics and kinetics.

Unit II: Biomolecular Interactions

Interaction in biological systems, Protein-protein interactions and general properties of protein-protein interfaces, Physical forces which mediate protein-nucleic acid interactions, Important domains in protein-NA interactions: Zinc fingers, Helix-turn-helix and Leucine zippers.

Unit III: Biophysical Techniques for Structural Analysis

Conformational analysis and prediction: Computational and experimental methods; Ultracentrifugation: Sedimentation velocity and equilibrium; Spectroscopy: Fluorescence, Circular Dichroism, Infrared, NMR; X-ray crystallography; Microscopy: Super-resolution microscopy and High-resolution transmission electron microscopy, Introduction to Cryo-electron microscopy; Light scattering; Different types of mass spectrometry and surface plasmon resonance spectroscopy methods.

Suggested Readings:

1. Cantor, C.R. and Schimmel, P.R. 1980. Biophysical chemistry. W.H. Freeman, New York, 1st ed.
2. Freifelder, D. 1983. Physical biochemistry. W.H. Freeman, New York, 1st ed.
3. Creighton, T.E. 1992. Protein: Structure and molecular properties. W.H. Freeman, New York, 2nd ed.

LSC 525: BIOSTATISTICS AND BIOINFORMATICS

(CREDITS: 3)

Course Objective: The major objective of this course is to enable students in assessing data sources and data quality for the purpose of selecting appropriate research questions. This course will familiarize them with the basic principles and the practical importance of key concepts from central tendency, probability, correlation, and regression analysis. Bioinformatics is an interdisciplinary course which is indispensable for every field of Life Sciences. In this course, emphasis will be given to various biological databases and their applications and sequence and structure analysis.

Learning Outcomes:

- Understanding of sampling techniques.
- Knowledge of statistical analysis of data.
- Familiarization with the use of internet based bioinformatics tools and biological database.
- Ability to do data mining, structural and evolutionary analysis.

Course Content:

Unit I: Measure of Central Tendencies, Analysis and Test of Significance

Concept of statistical population and samples, Sampling techniques, Measure of central tendency: Mean, Mode, Median; Standard deviation and error; Concept of probability theory and theory of distribution; Concept and application of correlation (linear) and regression analysis; Test of significance, 't' test, Chi square and its application in biology, ANOVA: One way and two way analysis; Compilation, classification, tabulation and diagrammatic presentation of statistical data; Application of statistics in biology.

Unit II: Introduction to Computer and Biological Database

Computer system: Concept, Types of computers, Hardware and software system application software's), Internet tools, FTP, TELNET, www, Concept of networking, LAN, WAN, PAN, VPN; Introduction to bioinformatics, Biological database; Bibliographic and non-bibliographic; Gene banks, Data query, Data mining, Boolean operators.

Unit III: Sequence and Structure Analysis

Genomic sequence analysis: Annotation, Pairwise and multiple sequence alignment, Tools for sequence alignment, BLAST; Proteomics: Protein sequence analysis, Structure analysis, Secondary structures, Motif, Domain, Structural database, Structure visualization and analysis tools; Evolutionary analysis: Phylogenetic tree construction from genomic and protein sequences, Tools for phylogenetic tree construction.

Suggested Readings:

1. Zar, J.H. 2010. Biostatistical analysis. Pearson, New Jersey, 5th ed.
2. Bailey, N.T.J. 2000. Statistical methods in biology. Cambridge University Press, Cambridge, 3rd ed.
3. Campbell R.C. 1989. Statistics for biologists. Cambridge University Press, Cambridge, 3rd ed.
4. Mount, D.W. 2004. Bioinformatics: Sequence and genome analysis. Cold Spring Harbor Laboratory Press, New York, 2nd ed.

5. Baxevanis A.D and Ouellette, B.F.F. 2004. Bioinformatics – A practical guide to the analysis of genes and proteins. Wiley – Interscience, New York, 3rd ed.

LSC 526: GENOMICS AND PROTEOMICS

(CREDITS: 3)

Course Objective: The objective of this course is to introduce the students to the basic concepts of genomics and proteomics with special emphasis upon the various methods and technologies used for genome annotation, study of transcriptome and proteome.

Learning Outcomes:

- Understanding of the important concepts of genomics and genome sequence analysis.
- Knowledge of basic transcriptomics and proteomics tools.
- Knowledge of applications of genomics and proteomics.
- Ability to design genomics and proteomics experiments.

Course Content:

Unit I: Anatomy of Genome

Introduction to structural, comparative and functional genomics; Applications of genomics; Organization of eukaryotic and prokaryotic genome, Introduction to gene networks and epigenetic analysis, DNA methylation analysis, Sequencing and assembly of whole genome.

Unit II: Genome Sequence Analysis

Location of gene by sequence inspection, Techniques used for gene location, Techniques used for transcript mapping, Location of exon and exon-intron boundaries, Determining function of individual genes, Directed mutagenesis, Determining pattern of gene expression: Reporter gene and immunocytochemistry; Human Genome Project: Strategies and implications.

Unit III: Transcriptomics and Proteomics

Transcriptomics: Serial analysis of gene expression (SAGE), RNA-Seq and microarray, Applications of transcriptomics; Proteomics: Techniques used to study proteome, Identification of proteins with post-translational modifications, Fast parallel proteolysis, Protein sequencing, Identifying protein – protein interactions, Chromatin immunoprecipitation, Applications of proteomics.

Suggested Readings:

1. Brown, T.A. 2006. Genomes 3. Garland Science, New York, 3rd ed.
2. Pevsner, J. 2015. Bioinformatics and functional genomics. Wiley-Blackwell, New Jersey, 3rd ed.
3. Reece, R.J. 2003. Analysis of genes and genomes. John Wiley and Sons, New York, 1st ed.
4. Gibson, G. and Muse, S.V. 2009. A primer of genome science. OUP, U.S., 3rd ed.
5. Campbell, A.M. and Heyer, L.J. 2006. Discovering genomics, proteomics and bioinformatics. Benjamin/ Cummings Publishing Company, San Francisco, 2nd ed.

LSC 527: RESEARCH PLANNING AND FORMULATION (CREDITS: 3)

Course Objective: The course aims at imparting the ability in students to identify research problems and design the objectives for solving the problems. It will also familiarize the students with scientific writing and communication including writing of dissertation, research proposal etc.

Learning Outcomes:

- Understanding of basic concepts of research and its methodologies.
- Selection of appropriate research problems and designing strategies for solving such problems.
- Knowledge of preparing a research proposal and writing dissertation.
- Familiarization with all kinds of scientific communications.

Course Content:

Unit I: Formulating Research Problem and Experimental Planning

Selection of an area for research: Importance and need of research in selected field, Literature survey; Planning of experimental work: Importance and designing of the problem to be undertaken, Formulation of hypothesis and objectives of the research work planned, Time bound framing work plan, Designing of experimental protocol; Bibliographic resources.

Unit II: Structuring of dissertation and research proposal

Chapter format of dissertation, Indexing, Presentation of tables and figures, Appendices; Preparation of research proposal.

Unit III: Scientific Writing and Communications

Writing abstracts, research articles and reviews; Use of plagiarism software like Turnitin, Urkund and other open source software tools; Making scientific presentations.

Suggested Readings:

1. Bhattacharyya, D.K. 2011. Research methodology. Excel Books, New Delhi, 3rd ed.
2. Kumar, R. 2014. Research methodology: A step-by-step guide for beginners. SAGE Publications, California, 4th ed.
3. Singh, Y.K. 2007. Research methodology. APH Publishing Corporation, New Delhi, 2nd ed.
4. Gupta, S. 2010. Research methodology and statistical techniques. Deep and Deep Publications, New Delhi, 1st ed.
5. Khanzode, V.V. 1995. Research methodology. APH Publishing Corporation, New Delhi, 1st ed.

LSC 528: PROJECT PROPOSAL, TERM PAPER AND CRITICAL REVIEW OF AN ARTICLE (CREDITS: 3)

Course Objective: The course aims at developing the writing skills amongst the students. It will give a hands-on-experience to the students for applying the theoretical and practical knowledge they have acquired in formulating a project proposal on any research problem of their choice along with presenting an article on any topic. It will also help students to critically review and understand the merits and demerits of any research article.

Learning Outcomes:

- Proficiency in searching research papers from web sources and reading research articles.
- Development of ability to identify research problems.
- Proficiency in formulating hypothesis, outlining objectives, designing methodology, preparing budget and chalking out timelines.
- Development of communication and writing skills.

Course Content:

1. Formulation of a research proposal and its presentation.
2. Writing a review article on any topic of their interest.
3. Critically reviewing of a research paper assigned to them.

Suggested Readings:

Review and research articles published in a specialized area of research.

M.Sc. Life Sciences - Semester IV

Course Code	Course Title	Course Credits
LSC 591	Dissertation	8
LSC 594	Seminar	2
Total Credits		10

LSC 591: DISSERTATION

(CREDITS: 8)

Course Objective: This course aims at developing scientific temperament in students and carrying out independent research from designing experiments to analysing the results, writing and presentation of dissertation.

Learning Outcomes:

- Proficiency in formulating hypothesis, defining objectives, developing methodology and carrying out experiments.
- Development of ability to identify research problems and solving them scientifically.
- Familiarization with the various statistical methods of analysing results.
- Development of writing and presentation skills.

Course Content:

1. Literature survey in the area of interest.
2. Conducting research work in the area of interest.
3. Analysing results.
4. Writing and presentation of dissertation.

Suggested Readings:

Review and research articles published in a given area of research.

LSC 594: SEMINAR

(CREDITS: 2)

Course Objective: The course aims at providing an opportunity to the students to familiarize with current research in different fields of life sciences and improving their presentation skills.

Learning Outcomes:

- Proficiency in searching research papers from web sources.
- Ability to critically read and interpret research articles.
- Development of skills to present a scientific paper.
- Improved communication skills.

Course Content:

Oral presentation on a research paper or review article.

Suggested Readings:

Review and research articles published in a given area of research. •

For

**2020-2022 MSc. Nanotechnology and
2021 onward MSc Nanoscience**

Programme structure and Course content:

Program outcome: Students will get solid scientific knowledge and skills development through practical and dissertation in cutting-edge technologies and state-of-the-art facilities available at the school which they can apply to solve local, national, regional and global developmental needs.

Program Specific outcome:

After completing this course students will have solid scientific knowledge about the fundamental and advanced understanding of Nanoscience which they can apply for local, national, regional and global developmental needs. They will learn synthesis of nanomaterials and understand their application and impact on environment through practical and dissertation work.

M.Sc. (Nanoscience) SCHOOL OF NANO SCIENCES

Course Code	Course Title	Credits
	M.Sc Semester I (Total Credits - 20)	
NSC 401	Physics of Nanomaterials	4
NSC 402	Chemistry of Nanomaterials	4
NSC 406	Principles of Biology and Nano Biotechnology	4
NSC 407	Synthesis and Characterisation of Nanomaterials	4
NSC 441	Nano Science Practicals – I	4
	M.Sc Semester II (Total Credits -20)	
NSC 454	Nanostructured Materials and their Application	4
NSC 452	Nanotoxicology and Biosafety	4
	OPTIONALS (total 12 credits from any of the courses given below)	
NSC 453	Advanced Characterisation of nanomaterials - II	4
NSC 471	Mathematics and Computational Science	4
NSC 477	Thin film and Vacuum Technology	4
NSC 491	Nano Science Practicals – II	4
NSC 474	Nanotechnology in agriculture and food processing	4
NSC 478	Basics of Pharmaceutical Sciences	4
NSC 492	Nano Science Practicals – III	4
	M.Sc Semester III (Total Credits -16)	
NSC 562	Nano fabrication and nanotechnologies	4
	OPTIONALS (total 12 credits from any of the courses given below)	
NSC 521	Nanomaterials in energy technology	4
NSC 524	Nano devices and sensors	4
NSC 523	Semiconductor materials and applications	4

NSC 527	Nanocarriers for drug and gene delivery	4
NSC 525	Environmental Nanotechnology	4
NSC 526	Basics of Nanomedicines	4
	M.Sc Semester IV (Total Credits -16)	
NSC 591	Dissertation & Viva	8
NSC 551	Term paper, Project proposal and defence I	4
	OPTIONALS (total 4 credits from any of the courses given below)	
NSC 572	Carbon Nanoscience and its applications	4
NSC 574	Basics of Nanotechnology in Tissue Engineering	4
TOTAL		72

NSC 401 Physics of Nanomaterials- (4C)

Course Objective: To provide the knowledge and understanding of physics of nanomaterials

Course content:

Module I: Particle properties of waves: Black body radiation, Photoelectric effect, Compton Effect; Wave properties of particles: De Broglie waves, Wave description, Particle diffraction, Uncertainty principle and application of uncertainty principle.

Module II: Atomic structure: Electron orbits, The Bohr atom; Quantum Structure: 2D (Quantum well), 1D (Quantum Wires), 0D (Quantum Dots); Quantum mechanics: Schrodinger equation (steady state form), Particle in a box, Finite potential well; Barrier Penetration: Step Potential, Rectangular Barrier Penetration, Applications of Barrier Penetration; Tunnelling: Scanning Tunnelling Microscope; Harmonic Oscillator.

Module III: Schrodinger approach for the hydrogen atom; Quantum numbers: principal, orbital and magnetic; Electron probability density; Radiative transitions; Selection rules; Normal Zeeman effect; Degeneracy of Hydrogen atom energy levels; Spin Orbit coupling.

Module IV: Molecular Physics: molecular bond, mechanism of covalent bond, H₂⁺ molecular Ion, The Hydrogen molecule; Molecular Spectra: Rotational, Vibration Levels and Electronic; Raman Spectrum; Size dependent physical, chemical, optical and magnetic properties.

Course outcome

On completion of the course, the students will be able to:

Understand dual nature of radiation and matter

Learn atomic structure and Schrodinger equation

Learn Schrodinger approach for the hydrogen atom and introduction to quantum numbers

Learn molecular physics and formation of bonds.

Text/References:

1. Beiser, A (2003) Concepts of modern physics. Tata McGraw-Hill Education.
2. Kuno, M (2011) Introductory nanoscience: Physical and chemical concepts Garland Science: Taylor & Francis Group.

3. Kittel, C (2021) Introduction to solid state physics Eighth edition.
4. Bhushan, B (2010) Springer Handbook of Nanotechnology. Springer Publications, 2010.

NSC 402 Chemistry of Nanomaterials (4C)

Course Objective: To provide the knowledge and understanding of chemistry of nanomaterials in term of chemical synthesis methods of nanomaterials, morphology, characterization and different chemical properties of nanomaterials.

Course content:

Module I: Classification and nomenclature of nanomaterials: Nanosized metals and alloys, semiconductors, ceramics—a comparison with respective bulk materials, Organic semiconductors, carbon materials, quantum dots, quantum wells, quantum rods, quantum wires, quantum rings; bulk nanostructured, nanocomposites, nanomachines and Devices.

Module II: Characteristics of Nanomaterials: Nucleation and growth of nanosystems, self- assembly, functional nanomaterials and nanostructured thin films. Quantum confinement in semiconductors – particle in a box like model for quantum dots, origin of charge on colloidal sols, zeta potential, basics of thermodynamics and kinetics related to nanoparticles.

Module III: Structure and Morphology of Nanoparticles: Crystal structure of materials, packing fraction, basics of solid-state chemistry, specific surface energy and surface stress and effect on the lattice parameter. Nanoparticle morphology and morphology of supported particles.

Module IV: Novel Properties of Nanomaterials: Size and shape dependent optical, emission, electronic, transport, photonic, refractive index, dielectric, mechanical, magnetic, non-linear optical properties; transition metal sols, origin of plasmon band, Mie theory, influence of various factors on the plasmon absorption, catalytic properties.

Course outcome

On completion of the course, the students will be able to know about the nomenclature of nanomaterials and how properties change in nanomaterials (metals, alloys and semiconductors) as compared to their bulk counterpart. Students will also acquire knowledge about carbon nanomaterials and their properties. They will also understand quantum confinement and basics about device fabrications. Students will learn how nanomaterials will grow by bottom up methods and self assembled in beautiful morphologies. They can correlate the nanoscale phenomenon by quantum mechanics with an example of a particle in one dimension box. They will also understand about the basics of kinetics/thermodynamics of nanomaterials and stability of colloidal sols and how zeta potential will help in it. Students will learn about solid state chemistry and how crystal structures will change in nanomaterials. This understanding will be helpful in XRD data analysis. Students will be familiar with the novel properties like optical, electronic, photonic, magnetic and catalytic. This will be helpful for students in advanced level research further.

Text/References:

1. Klabunde, K.J. (Ed.), “Nanoscale Materials in Chemistry”, John Wiley & Sons Inc. 2001
2. Nalwa, H.S. (Ed.), “Encyclopedia of Nanoscience and Nanotechnology” 2004
3. Sergeev, G.B. Nanochemistry, Elsevier, B.V. 2010
4. Schmid, G. (Ed.), “Nanoparticles”, Wiley-VCH Verlag GmbH & Co. KgaA.2004
5. Rao, C.N.R., Müller, A. and Cheentham, A.K. (Eds.), “Chemistry of Nanomaterials”, Wiley – VCH. 2005

NSC 406 Principles of Biology and Nano Biotechnology (4C)

Course Objective: Introduce basic principles of biology to students

Course content:

Module I: Basics of Cell biology: Basic structure of mammalian cell membrane, Cell Cycle, Different types of Cell receptors, Cell lines-Cancerous and Normal cell line, Primary and secondary cell line, Endocytosis and Exocytosis, Reticulo endothelial system (RES), Proteins structure-primary, secondary, tertiary and quaternary structure, Enzymes structure w.r.t metal part, prosthetic group (Metalloenzymes). Antigen-Antibody based assays-Elisa.

Module II: Nanobiomaterials And Biocompatibility: Surface and Bulk Properties of Bio materials – Nanobiomaterials – NanoCeramics – Nanopolymers – Nano Silica – Hydroxyapatite – Carbon Based nanomaterials, Surface modification – Textured and Porous Materials – Surface immobilized biomolecules – Cell-biomaterial interactions
– immune response – In Vitro and In Vivo assessment of tissue compatibility.

Module III: Structural & Functional Principles Of Bionanotechnology: Lipid Bilayers
– Liposomes – Neosomes-Phytosomes, Polysaccharides – Peptides –Nucleic acids – DNA scaffolds – Enzymes- Biomolecular motors, Immunotoxins – Membrane transporters and pumps – Antibodies – monoclonal Antibodies – immunoconjugates – limitations of natural biomolecules

Module IV: Nanobio-Analytics: Luminescent Quantum Dots for Biological Labeling – Nanoparticle Molecular Labels – Surface Biology: Analysis of Biomolecular Structure by Atomic Force Microscopy and Molecular Pulling – Force Spectroscopy – Biofunctionalized Nanoparticles for Surface – Enhanced Raman Scattering and Surface Plasmon Resonance – Bioconjugated Silica Nanoparticles for Bioanalytical Applications

Course outcome

On completion of the course, the students will be able to:

- Learn basics of cellular biology highlighting major function of cell
- Learn the concept of Nano-biomaterials and biocompatibility in terms of cell-material interaction
- Learn Structural & Functional Principles of Bio-nanotechnology
- Learn application of Nanotechnology in biology

Text/References

- 1) Nanobiotechnology: Concepts, Applications and Perspectives by Niemeyer C. M., Wiley – VCH, 2006.
- 2) Bionanotechnology by David S Goodsell, John Wiley & Sons, 2004.
- 3) Bio-Nanotechnology: A Revolution in Food, Biomedical and Health Sciences by Debasis Bagchi, Manashi Bagchi, Hiroyoshi Moriyama, Fereidoon Shahidi, Wiley-Blackwell, 2013.
- 4) Biomaterials Science: An Introduction to Materials in Medicine by Buddy D. Ratner, Allan S. Hoffman, Frederick J. Schoen , Jack E. Lemons, Academic Press, 2012

NSC 407 Synthesis and Characterization of Nanomaterials (4C)

Course Objective: Introduce basic principles of biology to students. To provide the detailed knowledge about the top down and bottom up synthesis of nanomaterials and their characterization through advanced analytical techniques.

Course content:

Module I: Classifications and types of nanomaterials as nanoparticles and 1D 2D 3D nanomaterials. Concept of bulk versus nanomaterials and dependence of properties on size. Introduction to 'Top down' vs. 'Bottom up' approach of synthesis with suitable examples.

Module II: Nano synthesis techniques based on liquid and vapor phase as the starting material. The study of wet chemical methods like sol-gel method, hydrothermal, micro emulsion technique, chemical reduction, decomposition of organometallic precursors and chemical vapor deposition, metallo-organic chemical vapor deposition. Cryochemical synthesis, study of rapid solidification route, electro and electroless deposition etc. along with suitable examples

Module III: Mechanical milling, laser ablation, microwave and ultrasound assisted synthesis sputtering and microwave plasma, photolysis, radiolysis, surfactant behavior, micelles, self- assembled monolayers (SAM's), Langmuir-Blodgett(LB)films.Designing of advanced integrated nanocomposites, preparation of quantum dots, nano wires and films, preparation of single-walled and multi-walled nanotubes.

Module IV: Techniques of characterization of size of nano powders/ particles using BET method and laser diffraction. Various spectroscopic techniques like optical spectroscopy. UV visible and Infrared spectroscopy. Raman spectroscopy. X-ray photoelectron spectroscopy. Basic understanding of each technique with special emphasis on characterization at nano scale. X-ray Fluorescence (XRF), X-ray diffraction (XRD) and Small Angle X-ray Scattering principles.

Course outcome

On completion of the course, the students will be able to:

differentiate the nanomaterials according to their confinements in 1-D, 2-D and 3-D. They will also learn the different top down and bottom up approaches of nanomaterials synthesis.

synthesize nanomaterials by sol-gel method, hydrothermal, micro emulsion technique, chemical reduction, decomposition of organometallic precursors and chemical vapor deposition. They will also be familiar with low temperature cyrochemical synthesis.

get theoretical understanding of ball milling, sputtering, microwave plasma and photolysis. They will also learn the role of surfactants in formation of self assembled nanostructures. They will also learn the various parameters required to good quality thin film deposition with quantum dots and nanowires morphology. Students will be familiar with how to make single walled and multi walled carbon nano tubes.

know the working and principles of various analytical tools such as XRD, UV-VIS spectroscopy, Raman spectroscopy and XPS required for the characterization of nanomaterials. They will be able to interpret and analyze the data.

Text/References

- Nanomaterials Chemistry by Rao C. N., A. Muller, A. K. Cheetham,, WileyVCH , 2007.
- Nanomaterials and Nanochemistry by Brechignac C., P. Houdy, M. Lahmani, Springer publication, 2007.
- Nanoscale materials in chemistry by Kenneth J. Klabunde, Wiley Interscience Publications,2001.
- Nanochemistry by Sergeev G.B., Elseiver publication,2006.
- Nanostructures and Nanomaterials, synthesis, properties and applications by Guozhong Cao, Imperial College Press, 2004.
- Nanomaterials – Handbook by Yury Gogotsi, CRC Press, Taylor & Francis group, 2006. NSC

NSC 441 Nano Science Practical-I (4C)

Course Objective: To impart detailed knowledge about synthesis of nanomaterials by different approaches and their characterization through advanced analytical techniques.

Course content:

- 1. Synthesis of Au/Ag metal nanoparticles by chemical route.**
- 2. Optical properties of Au/Ag nanoparticles by using UV-Vis spectroscopy.**
- 3. Synthesis of transition metal oxide nanoparticles by hydrothermal route.**
- 4. To calculate the absorption coefficient and optical band gap using UV-Vis. Spectroscopy.**
- 5. Synthesis of CNTs BY CVD method.**
- 6. Analysis of CNTs by UV-Vis. and FTIR spectroscopy.**
- 7. Synthesis of CNT nanocomposites.**
- 8. Analysis of CNT nanocomposites by UV-Vis. and FTIR spectroscopy.**

Course outcome

On completion of the course, the students will be able to:

to synthesize nanomaterials by hydrothermal, reduction-based method and chemical vapor deposition. They will also get familiar with characterization tools like UV-Vis spectroscopy and FTIR spectroscopy.

Text/References

- Nanomaterials Chemistry by Rao C. N., A. Muller, A. K. Cheetham,, WileyVCH , 2007.
- Nanomaterials and Nanochemistry by Brechignac C., P. Houdy, M. Lahmani, Springer publication, 2007.
- Nanoscale materials in chemistry by Kenneth J. Klabunde, Wiley Interscience Publications,2001.
- Nanochemistry by Sergeev G.B., Elsevier publication,2006.
- Nanostructures and Nanomaterials, synthesis, properties and applications by Guozhong Cao, Imperial College Press, 2004.
- Nanomaterials – Handbook by Yury Gogotsi, CRC Press, Taylor & Francis group, 2006. NSC

SEMESTER II

NSC 454 Nanostructured materials and applications (4C)

Course Objective: To study about the synthesis of composite nanomaterials, different properties of ceramic nanomaterials and advanced miscellaneous applications of nanotechnology.

Course content:

Module I: Nanocomposites and their Applications, Metal-Metal nanocomposites for nuclear energy applications, Magnetic nanocomposites for Spintronics application, Ceramic nanocomposites for high temperature applications.

Module II: Nano ceramics: Dielectrics, ferroelectrics and magneto ceramics, Nanopolymers: Preparation and characterization of diblock Copolymer based nanocomposites, Nanoparticles polymer ensembles; Applications of Nanopolymers in Catalysis.

Module III: Classification of conducting polymers: Intrinsic and extrinsic conducting polymers - Chemical and electrochemical methods of the synthesis of conducting polymers – Applications of conducting polymers in corrosion protection, sensors, electronic and electrochemical energy devices.

Module IV: Miscellaneous applications of nanotechnology: dental implants, consumer products, biomimetic nanomaterials for tissue engineering, biopolymer tagging, semiconductor quantum dots.

Course outcome

On completion of the course, the students will be able to:

They will also acquire deep knowledge about the nuclear energy applications of metal-metal composites.

They will also get an overview about magnetic nanocomposites and use of these nanocomposites in spintronics applications. They will also learn about high temperature applications of nanocomposites.

Students will learn about the definition of ceramic and how ceramics are different from other nanomaterials. They will also be familiar with the basics of dielectrics, ferroelectrics and diblock copolymers which are very important for memory devices. They will also learn the role of nanopolymers in catalysts.

Students will have understanding of different conducting polymers which are very crucial for the different applications nowadays. They will also be able to synthesize conducting polymers by chemical and electrochemical methods. They will also get clear understanding about different applications of conducting polymers like corrosion protection, sensors and electrochemical energy devices.

Students will learn about the biological applications of nanocomposites, ceramics and polymers.

They will be familiar with dental implantation and other bio based consumer products. They will also learn the tissue engineering and biopolymer tagging

Text/References:

1. Novel Nanocrystalline Alloys and Magnetic Nanomaterials- Brian Cantor
2. Nanoscale materials -Liz Marzan and Kamat.
3. Physical properties of Carbon Nanotube-R Satio.
4. Polymer nanocomposites: Edited by Yiu-Wing Mai and Zhong-Zhen Yu, First published 2006, Woodhead Publishing Limited and CRC Press LLC, USA.
5. Physics of Magnetism - S. Chikazumi and S.H. Charap.
6. Magnetostriction and Magnetomechanical Effects - E.W. Lee.
7. Carbon Nanotubes: Properties and Applications- Michael J. O'Connell.

NSC 452: Nanotoxicology and Biosafety (4C)

Course Objective: Introduce fundamental issues of toxicology and biosafety related to nanomaterials

Course content:

Module I: Introduction, source of nanoparticles, epidemiological evidence, entry routes for nanoparticles in human body: lungs, intestinal tract and skin, Deposition and translocation in the body, Attributes contribute to nanomaterials toxicity.

Module II: Classification of nanoparticles for biological applications, nanoparticles interaction with the biological membrane, uptake and toxicological effects of different nanoparticles.

Module III: Mechanisms of nanomaterial toxicity: oxidative stress, ecotoxicity, genotoxicity, hemolytic toxicity, mutagenicity and immunotoxicity.

Module IV: Assessment of nanomaterial toxicity: In vitro toxicity assessment-cell viability, lactate dehydrogenase release, reactive oxygen species generation, change in mitochondrial membrane potential and nuclear fragmentation. In vivo toxicity assessment: inflammatory response, acute toxicity studies, LD50 determination, histopathological studies.

Course outcome

On completion of the course, the students will be able to:

Learn about different route of entry of NPs in human body and its attribute related to toxicity

Learn about classification of nanoparticles and their in vitro toxicological effects

Learn about different mechanism of nanomaterial toxicity

Learn about different assays used for determining cellular toxicity

Text/References:

1. Handbook of Nanotoxicology, Nanomedicine and Stem Cell Use in Toxicology. Saura C Sahu, Daniel A Casciano.
2. Nanotoxicology - Interactions of Nanomaterials with Biological Systems. Yuliang Zhao and Hari Singh Nalwa.
3. Biointeractions of Nanomaterials. Vijaykumar B. Sutariya, Yashwant Pathak
4. New Technologies for Toxicity Testing. Michael Balls DPhil, Robert D. Combes PhD, Nirmala Bhogal

NSC 453 Advanced Characterisation of nanomaterials - II (4C)

Course Objective: Introduction to Advanced Characterisation of nanomaterials.

Course content:

Module I: Understanding of micro structural developments in nanomaterials using optical microscopy, Scanning Electron Microscopy (SEM) and Transmission Electron Microscopy (TEM) approach, High resolution Transmission Electron Microscopy (HRTEM).

Module II: Advanced Microscopic techniques: Scanning probe microscopy e.g. Scanning Tunneling Microscopy (STM), Atomic Force Microscopy (AFM), Magnetic Force Microscopy (MFM), Chemical Force Microscopy (CFM).

Module III: Magnetic measurements: Vibrating sample magnetometer (VSM), Electron Paramagnetic Resonance (EPR), Nuclear Magnetic Resonance (NMR) spectroscopy; Mechanical properties: Ultimate Tensile Strength, Micro hardness, nano indentation (elastic and plastic deformation).

Module IV: Electrical measurements: I-V/C-V characteristics, Hall effects, FET characteristics, R-T measurements, Dielectric measurements.

Course outcome

On completion of the course, the students will be able to:

understand advanced electron microscopic techniques.

understand advanced force microscopic techniques.

understand magnetic and mechanical characterization of materials.

Learn electrical and dielectrical characterization of materials.

Text/References:

1. The structure and properties of materials by R.M.Rose, L.A.Shepard and J. Wulff, Wiley Eastern Ltd., 1966.
2. Semiconductor Devices – Physics and Technology by S.M. Sze, Wiley, 1985.
3. Semiconductor Material and Device Characterization by D. K. Schroder, John Wiley & Sons, New York, 1998.
4. Encyclopedia of Materials Characterization by C. Richard Brundle Charles A. Evans, Jr. Shaun Wilson, Butterworth-Heinemann, 1992

OPTIONALS

NSC 471 Mathematics and Computational Science (4C)

Course Objective: Introduction to computers, statistics and computational science

Course content:

Module I :Introduction to computers and statistics. Computer Arithmetic: Floating Point Numbers And Round Off Errors, Absolute And Relative Errors, Polynomial Interpolation: Numerical Integration by Trapezoidal Rule, Simpson's Rule, Error Analysis. Solution Of System Of Linear Equations

Module II: Solution of Transcendental Equation By Bisection Method And Newton's Method. System Of Non Linear Equations: Newton-Raphson's Method. Finite difference method

Module III: Curve-Fitting by Least Square Techniques. Numerical Solution Of ODE, Single Step Method Runge Kutta Methods, Numerical Solution To PDE, Stability And Convergence.

Module IV: Introduction to molecular dynamics, first principle solution, potential determination, Density Functional Theory (DFT)

Course outcome

On completion of the course, the students will be able to:

understand basics of computers and statistics

solve transcendental equations

learn Curve-Fitting by different techniques.

learn molecular dynamics

Text/References:

1. Higher Engineering Mathematics by B. S. Grewal, Khanna Publishers Delhi, 2017
2. Introductory Numerical Analysis By S. S. Sastry, Prentice Hall Publishers, 2012

NSC 477 Thin Film and Vacuum Technology (4C)

Course Objective: Introduction to thin film and vacuum technology

Module I: Vacuum Technology: Gas Laws, Kinetic Theory of Gases, Conductance and Throughput, Gas Sources in a Vacuum Chamber, Vacuum Pumps.

Module II: Thermodynamics and Thin Film growth, Film Formation and Structure: Capillarity Theory, Atomistic Nucleation processes, Cluster Coalescence, Grain Structure of Films.

Module III: Physical Vapor Deposition: Sputtering (Plasma Physics (DC Diode), rf Plasmas, Magnetic Fields in Plasmas, Sputtering Mechanisms), Evaporation. Chemical Vapor Deposition: Mechanisms, Materials, Chemistries, Systems. Etching: Wet Chemical Etching (Mechanisms, Materials and Chemistries), Dry Plasma Etching/Reactive Ion Etching (Mechanisms, Materials and Chemistries).

Module IV: Thin Film Characterization: Structural, Chemical, optical, electrical, magnetic

Course outcome

On completion of the course, the students will be able to:

understand basics of vacuum technology

Understand thin film growth

learn thin film deposition and etching techniques.

learn thin film characterization methods.

Text/References:

1. Thin Film Deposition and Patterning: R. K. Waits, American Vacuum Society, 1998.
2. The Materials Science of Thin Films: M. Ohring, Academic Press, Boston, 1991
3. Physics of Thin Films: Ludmila Eckertova, 2nd Plenum Press New York, 1986
4. Thin Film Phenomena: K. L. Chopra, McGraw-Hill, 1969

NSC-491 Nano Science Practical-II (4C)

Course Objective: Introduction to Physics of Nanomaterials

Course content:

1. Study of chemical kinetics using UV-Vis spectroscopy.
2. Synthesis of quantum dots using chemical routes and their emission properties.
3. Grain size measurement by optical microscopy.
4. Synthesis of colloidal solution and demonstration of Tindal effect.
5. Handling of AFM microscopy.
6. To determine the surface roughness of AFM images using offline SPM software.
7. Synthesis of polymeric nanoparticles by solvent evaporation method and characterization.
8. Synthesis and characterization of surfactant based micellar system.
9. I-V characterization of metallic film using four probes.
10. Hall study for Si and Ge samples.

Course outcome

On completion of the course, the students will be able to:

Understand synthesis and spectroscopic technique and data interpretation

Understand light and force microscopic technique and data interpretation

Understand synthesis of polymeric nanoparticles and surfactant based micellar system and their characterisation.

Understand electrical characterization of bulk and thin film.

NSC 474 Nanotechnology in agriculture and food processing (4C)

Course Objective: Learn about various application of nanotechnology for agriculture and food processing

Course content:

Module I:

Introduction: Rhizosphere, Soil health-Different Indicators (Assays) for determining soil health. Surfactants-Biological and Synthetic, Pesticides, Insecticides, Herbicides, Weedicides, Biomagnification, Micro and Macro nutrients required by plants. Various types of nanomaterial utilized in agriculture.

Module II:

Nanoparticles in agricultural and food diagnostics: Enzyme Biosensors and Diagnostics
- DNA-Based Biosensors and Diagnostics, Radiofrequency Identification. Lateral Flow (Immuno)assay - Nucleic Acid Lateral Flow (Immuno)assay - Flow-Through (Immuno)assays - Antibody Microarrays.

Module III:

Nanotechnology in food production: Food and new ways of food production -Efficient fractionation of crops, Efficient product structuring -Optimizing Nutritional Values - Applications of Nanotechnology in Foods : Sensing, Engineering Food Ingredients to Improve Bioavailability
- Nanocrystalline Food Ingredients – Nano-emulsions - Nano- Engineered Protein Fibrils as Ingredient Building Blocks.

Module IV:

Nanotechnology in food packaging: Reasons to Package Food Products. Physical Properties of Packaging Materials - Strength - Barrier Properties, Light Absorption – Structuring of Interior Surfaces - Antimicrobial Functionality - Visual Indicators – Quality Assessment - Food Safety Indication - Product Properties. Smart nanomaterials for packaging.

Course outcome

On completion of the course, the students will be able to:

Understand various aspect of agriculture and types of nanomaterial utilized for it.

Understand various diagnostic and sensing mechanism used for agriculture

Understand various application of nanotechnology in agriculture

Understand application of Nanotechnology in packaging/increasing nutritional values or shelf life

NSC 478: Basics of Pharmaceutical Sciences (4C)

Course Objective: Introduce fundamental of pharmaceutical sciences and product development

Module I:

Introduction to pharmaceutical sciences, principles and types of pharmaceutical dosage forms- solid, liquid, semi-solids, aerosols. Routes of drug administration

Module II:

Basics of pharmacology: Overview, sources of drugs, routes of drug administration, Pharmacokinetics-absorption, distribution, metabolism and excretion, Pharmacodynamics, Adverse drug reactions, Drug interactions.

Module III:

Pharmaceutical product development: Fundamental aspects, pharmaceutical excipients, biopharmaceutical considerations, Principles of solubilization, dissolution, partition coefficient, ionization and bioavailability.

Module IV:

Kinetics and Drug stability: General concept of physical and chemical stability of pharmaceutical product, factors affecting drug stability, Degradation rate constant, Half-life determination and expiration dating, Introduction to ICH guidelines, Accelerated stability studies.

Course outcome

On completion of the course, the students will be able to:

Introduce fundamentals of pharmaceutical sciences

Introduce basics of pharmacology

Learn about basics of pharmaceutical product development

Learn about pharmacokinetics studies

NSC 492 Nano Science Practical-III (4C)

Course Objective: To get hands-on experience related to synthesis of polymeric/micellar structure, bioconjugation technique and biological application of these synthesized NPs.

Course content:

1. Synthesis of biodegradable micelles and inverse micelles.
2. Synthesis of metal nanoparticles using plant extracts and characterization.
3. Synthesis and characterization of polymeric nanoparticles for drug delivery.
4. Synthesis and characterization of lipid-based nanoparticles for drug delivery.
5. Determination of antimicrobial properties of silver nanoparticles.
6. Functionalization of nanoparticles with proteins.
7. Microwave synthesis of materials for dental implants.
8. Biosensing by nanozymes using UV-Vis spectroscopy.
9. Bioconjugation of DNA with metal nanoparticles.
10. To determine the dissolution of hydrophobic drug in physiological solutions.
11. Study of biomolecule crosslinking by electrophoretic method.

On completion of the course, the students will be able to:

Will get hands on experience about synthesis of different NPs

Will get hands on experience about bioconjugation/crosslinking techniques

Will get hands on experience about some basic techniques used for drug delivery studies

Will get hands on experience about some basic techniques of molecular biology e.g gel electrophoresis

SEMESTER III

NSC 562: Nano fabrication and nanotechnologies

Course Objective: Introduction to nano fabrication and nanotechnologies

Course content:

Module I:

Nanofabrication processes: Concept of Top Down and Bottom Up Fabrication approach, Bio-mediated assembly, template assisted synthesis, epitaxial growth.

Module II:

Precision Engineering in VLSI technology: Electron beam lithography (EBL), UV imprint lithography, Nanoimprint lithography, focused ion beam (FIB), pulsed laser ablation, Multilayers structures for device applications, ion beam nano structuring.

Module III:

Nanofabrication in semiconductor industry: Metal Oxide Semiconductor (MOS) transistor, NMOS and PMOS transistors, Complementary Metal Oxide Semiconductor (CMOS) transistor

Module IV:

Fabrication: Design rules, Clean rooms, Wafer cleaning and Gettering, Oxidation, Photoresist, Photolithography, Etching, Device isolation, N and P well formation, Gate formation, Source/Drain formation, Contact and local interconnect formation (Metallization).

Course outcome

On completion of the course, the students will be able to:

Learn nanofabrication processes.

Learn precision engineering in VLSI technology

Learn nanofabrication in semiconductor industry

Learn nanofabrication rules and steps of CMOS fabrication

Text/References:

1. Silicon VLSI Technology: Fundamentals, Practice, and Modeling 1st Edition by James D. Plummer, Michael Deal, Peter D. Griffin (Pearson Education).
2. Handbook of Nanofabrication: Editor Gary P. Wiederrecht, Elsevier publication.
3. Nanostructures-Fabrication and analysis: Editor: H. Nejo, Springer publication.
4. Principles of Lithography: Harry J. Levinson

OPTIONAL

NSC 521 Nanomaterials in Energy Technology (4C)

Course Objective: To use nanotechnology for generation of green and sustainable energy. To be familiar with energy storage devices such as Li-ion batteries and supercapacitors. On completion of the course, the students will be able to:

Course content:

Module - I

Introduction: Nanotechnology for sustainable energy- Energy conversion process, indirect and direct energy conversion, use of nanoscale catalysts to save energy and increase the productivity in industry

Module - II

Hydrogen Energy: Hydrogen production methods: from fossil fuels, electrolysis, thermal decomposition, photochemical, photocatalytic, hybrid; Hydrogen storage methods: metal hydrides, metallic alloy hydrides, carbon nanotubes etc.

Module - III

Electrochemical Energy Storage Systems: Batteries: Primary, Secondary, Lithium, solid-state and molten solvent batteries; Lead acid batteries; Nickel Cadmium Batteries; Advanced Batteries. Applications of batteries, light emitting diodes, catalytic reactors, capacitors fuel cells.

Module - IV

Nanomaterials in Energy Storage: Nano-electrochemical systems, nanomaterials for rechargeable batteries, nanomaterials for fuel cells, carbon material for energy storage e.g. Graphene, GO, r-GO, Fullerene and carbon nanotubes and carbon allotropes etc.

Course outcome

On completion of the course, the students will be able to:

Students will be able to learn the role of nanotechnology for sustainable energy and conversion of energy directly or indirectly. They will also be familiar with nanoscale catalysts used to enhance the production rate.

Students will learn the various methods for hydrogen production. They will also acquire knowledge about thermal decomposition, photochemical and photocatalysts. They will also learn about the techniques used for hydrogen storage.

Students will get quick knowledge about the electrochemical storage devices. They will know the principle of primary, secondary, solid state, lead acid, nickel cadmium and advanced li-ion batteries. They

will also know about the LEDs, catalytic reactors and capacitor fuel cells.

Students will get knowledge about the nanomaterials used for data storage devices. They will learn the various parameters that can enhance the overall storage. They will also learn the role of carbon materials in energy storage devices.

Text/References:

1. J. Twidell and T. Weir, Renewable Energy Resources, E & F N Spon Ltd, London, (1986).
2. Martin A Green, Solar cells: Operating principles, technology and system applications, Prentice Hall Inc, Englewood Cliffs, NJ, USA, (1981).
3. H J Moller, Semiconductor for solar cells, Artech House Inc, MA, USA, (1993).
4. Ben G Streetman, Solis state electronic device, Prentice Hall of India Pvt Ltd., New Delhi (1995).
5. M.A. Kettani, Direct energy conversion, Addison Wesley Reading, (1970).
6. Linden, Hand book of Batteries and fuel cells, Mc Graw Hill, (1984).
7. Hoogers, Fuel cell technology handbook. CRC Press, (2003).
8. Vielstich, Handbook of fuel cells: Fuel cell technology and applications, Wiley, CRC Press, (2003).

NSC 524 Nanodevices and Sensors (4C)

Course Objective: Introduction to Physics of Nanomaterials

Course content:

Module I:

Carbon Nanotechnology: Introduction to carbon nanotubes and their applications in various industries, supercapacitors, hydrogen storage; Nanomaterials for solar power: Solar energy materials, Solar energy devices, silicon solar technology for clean energy, Light Emitting Diodes, OLED displays.

Module II:

Basics of Nanomagnetism, Spintronics technology and the challenges, Modern magnetic materials: principles and applications, Electron and nuclear spin devices.

Module III:

Introduction to Gas sensors; Characteristics of Gas sensors; Types of Gas sensors; Solid State Gas sensors: Chemiresistive Gas sensors (Semiconducting Metal Oxide based sensors, Carbon Nano Tube based nanosensors).

Module III:

Miscellaneous applications: Microfluidics and Microsystems, Micro-electromechanical systems, ChemFET (NEMs and MEMS based sensors), Optic Gas sensors, Spectroscopic Gas sensors, Chemical Sensors: Electrochemical Gas Sensors.

Course outcome

On completion of the course, the students will be able to:

Understand dual nature of radiation and matter

Learn atomic structure and Schrodinger equation

Learn Schrodinger approach for the hydrogen atom and introduction to quantum numbers

Learn molecular physics and formation of bonds.

Text/References:

1. Nanotubes and Nanowires- CNR Rao and A Govindaraj RCS Publishing.
2. Novel Nanocrystalline Alloys and Magnetic Nanomaterials- Brian Cantor
3. Martin A Green, Solar cells: Operating principles, technology and system applications, Prentice

Hall Inc, Englewood Cliffs, NJ, USA, (1981).

4. H J Moller, Semiconductor for solar cells, Artech House Inc, MA, USA, (1993).

5. Nanosensors: Physical, Chemical, and Biological by Vinod Kumar Khanna, Publisher: CRC Press.

NSC 523 Semiconductor materials and applications (4C)

Course Objective: Introduction to semiconductor materials and applications

Course content:

Module I:

Electron Theories. Effective mass concept. Density of states concept. Energy Band Diagram: Electron Energy Bands, Semiconductor Heterostructures, Lattice-matched and mismatched heterostructures, Inorganic-organic Heterostructures. Dopant Atoms and Energy Levels, Position of Fermi Energy Level. Excitons, band-gap variations-quantum confinement.

Module II :

Charge Carriers in Semiconductors: Intrinsic and Extrinsic Semiconductors, Equilibrium Distribution of Electrons and Holes in Intrinsic and Extrinsic Semiconductors, Carrier Transport Phenomena: Carrier Drift, Carrier Diffusion, Graded Impurity Distribution, Hall Effect.

Module III :

Basics of Semiconductor junction theory. Semiconductor Electronic devices: p-n Junction, p-n Junction Diode, Metal-Semiconductor and Semiconductor Heterojunctions, rectification in junctions.

Module IV :

Growth and Fabrication Techniques for Semiconducting Nanostructures: Bulk crystal and Heterostructure growth. Applications Semiconductor nanoparticles, Concept of direct and indirect band gap semiconductors, Effect of band gap on Optical luminescence and fluorescence, porous silicon.

Course outcome

On completion of the course, the students will be able to:

Learn Energy Band Diagram and related concepts.

Calculate charge carriers in Intrinsic and Extrinsic Semiconductors.

Learn basics of Semiconductor junction theory and heterojunction.

Learn growth and fabrication techniques for Semiconducting Nanostructures.

Text/References:

1. Encyclopedia of Nanotechnology- Hari Singh Nalwa
2. Springer Handbook of Nanotechnology - Bharat Bhusan
3. Handbook of Semiconductor Nanostructures and Nanodevices Vol 1-5- A. A. Balandin, K. L.Wang.
4. Nanostructures and Nanomaterials - Synthesis, Properties and Applications - Cao, Guozhong.

NSC 527: Nanocarriers for drug and gene delivery (4C)

Course Objective: Introduce basics of nanocarriers for drug/gene delivery and associated challenges

Course content:

Module I: Introduction about drug delivery systems: Basics of drug delivery, Types-polymer, lipid, metal based drug delivery system and miscellaneous. Drug targeting strategies for site specific drug delivery-passive and active targeting, time and rate controlled drug delivery.

Module II: Polymer based drug nanocarriers: Classification and types of polymeric nanocarriers, Different methods of polymeric nanocarrier preparation: Precipitation, Emulsion diffusion/Solvent evaporation, Salting out etc. Various applications of polymeric nanocarriers: Theranostic, Imaging etc.

Module III: Dendritic nanostructures for drug delivery: Introduction of different dendritic nanostructures, chemical structures, types of dendrimers, methods of preparation-convergent and divergent, physicochemical properties of dendrimers, interaction between drug molecules and dendrimers, applications of dendrimers

Module IV: Nanocarriers for gene delivery: Challenges in gene delivery, basic concept, design of nanotechnology-based systems for gene delivery, Non-viral vectors, formulation strategies, applications in delivery of genes for different diseases.

Course outcome

On completion of the course, the students will be able to:

Learn basics of drug delivery systems

Learn about polymeric nanocarriers: types, synthesis, and application

Learn about dendrimer: types, synthesis, and application

Learn about application of nanotechnology for gene delivery and the associated challenges

Text/References:

1. Application of Nanotechnology in Drug Delivery: Edited by Ali Demir Sezer, ISBN 978-953-51-1628-8, 552 pages, Publisher: InTech,
2. Introduction to Novel Drug Delivery Systems By N.K. Jain
3. Understanding Nanomedicine: An Introductory Textbook by Rob Burgess. 2012 CRC Press
4. Nanomedicine for Drug Delivery and Therapeutics, Editor(s): Ajay Kumar Mishra, 2013, Wiley
5. Medical Nanotechnology and Nanomedicine by Harry F. Tibbals. 2010 by CRC Press
Introduction to Nanomedicine and Nanobioengineering, by Paras N. Prasad. 2012, Wiley.

NSC 525 Environmental Nanotechnology (4C)

Course Objective: To learn various aspects of nanomaterials used for environmental application and the methodologies for assessing its impact

Course content:

Module I Introduction: Overview of physical, chemical and biological processes concerning the environment; types, transport and transformation processes of contaminants in air, water and soil; effects of contaminants on environment. Environmental impacts of nanomaterials - Exposure and risk assessment, Dose-response, mechanisms of toxicity; ecotoxicological impacts of nanomaterials.

Module – II Environmental applications of nanomaterials: Mechanism for remediation of aqueous contaminants, photocatalyst; membranes incorporating nanomaterials, transport processes in membrane technology; nanomaterial based adsorbents for water and wastewater treatment – adsorption at metal oxide surfaces, hybrid adsorbents; case studies. Hierarchical self-assembled nano-structures and nanomaterials for adsorption of heavy metals.

Module - III Waste Management: Sustainability and global conditions - Material and solid waste management, Energy management -chemical waste management and green chemistry, Climate change and air emissions management, supply water and waste water management.

Module – IV Analytical methodologies for studying impact of nanomaterials in environment – Atomic absorption spectrometry, inductively coupled plasma spectrometry, chromatography, thermal methods, hyphenated techniques.

Course outcome

On completion of the course, the students will be able to:

Introduce environmental impacts of nanomaterial

Introduce environmental applications of nanomaterials

Introduce concept of waste management

Learn about different analytical methodologies for studying impact of nanomaterials in environment

Text/References:

1. Wiesner, M.R., and Bottero, J.Y. (Ed.) “Environmental Nanotechnology: Applications and Impacts of Nanomaterials” McGraw-Hill, New York. 2007
2. Diallo, M., Duncan, J., Savage, N., Street, A., and Sustich, R. (Eds). “Nanotechnology Applications for Clean Water” William Andrew. 2008
3. Lead J., and Smith, E. “Environmental and Human Health Impacts of Nanotechnology” John Wiley & Sons. 2009
4. Skoog, D.A., Holler, F.J., and Crouch S.R. “Instrumental Analysis” Cengage Learning India Private Limited, New Delhi. 2007
5. Masters, G.M. and Ela, W.P. “Introduction to Environmental Engineering and Science” Prentice Hall. 2007

NSC 526 : Basics of Nanomedicines (4C)

Course Objective: To learn basics of nanomedicine and its preclinical and clinical studies

Course content:

Module I: Introduction: Concept of nanomedicines, Rationale for designing of nanomedicines, Materials for preparation of nanomedicines, Different structures of nanomedicines.

Module II: Cellular nanoparticle interaction and receptor-mediated endocytosis: Transport of nanoparticles across the biological barriers, parameters affecting binding and uptake of nanoparticles-size, shape, surface charge, protein corona, surface modification. Different mechanisms of receptor-mediated endocytosis.

Module III: Nanotechnology in imaging and diagnosis: Basic concept of nanotechnology in imaging, Different nanomaterials for imaging and diagnosis, Applications of nanomaterials in MRI, computed tomography and image guided disease treatment.

Module IV: Clinical translation of nanomedicines: Preclinical and clinical considerations of nanomedicines, Overview of current clinical nanomedicines, Regulations of nanomedicines for human health.

Course outcome

On completion of the course, the students will be able to:

Introduce basic concept of nanomedicines

Introduce basics of cellular nanoparticle interaction and the mechanism involved

Learn about basics concept of nanotechnology in imaging and diagnostic

Learn about preclinical and clinical studies of nanomedicines for translation

Text/References:

1. Nanotechnology in Modern Medical Imaging and Interventions. Xiaoming Yang. Nova Science Publisher.
2. The Clinical Nanomedicine Handbook. By Sara Brenner. CRC Press
3. Nanomedicines and Nanoproducts: Applications, Disposition, and Toxicology in the Human Body. Eiki Igarashi.
4. Novel Drug Delivery Systems. by Yie W. Chien
5. Introduction to Novel Drug Delivery Systems By N.K. Jain

EMESTER IV

NSC 591 Dissertation & Viva (8 C)

Course Objective: Do project work and develop critical understanding of the literature which is relevant to their project work, present their findings appropriately.

Course content:

Students would be required to do a project, present their work and develop understanding of the subject area and interpretation of the results obtained.

Course outcome

On completion of the course, the students will be able to:

handle projects, interpret results and present their findings appropriately.

NSC 551 Term paper, Project Proposal and Defence I (4C)

Course Objective: Train students in review writing, proposal writing and defending their proposal

Course content:

Students would be required to write a comprehensive review on a contemporary topic. They would be required to formulate a proposal on the basis of the background literature collected and finally defend the proposal.

Course outcome

On completion of the course, the students will be able to:

learn how to write a review, do literature survey, formulate and defend the proposal.

OPTIONALS

NSC 572:Carbon Nanoscience and its applications (4C)

Course Objective: Introduction to Carbon Nanoscience and its applications

Course content:

Module I:

Introduction – Carbon molecules, nature of the carbon bond, new carbon structures, discovery of C₆₀-structure of C₆₀ and its crystal, From a Graphene Sheet to a Nanotube, Single wall and Multi walled Nanotubes, Zigzag and Armchair Nanotubes, Nomenclature, Euler's Theorem.

Module II:

Structure of Higher Fullerenes, Growth Mechanisms; Production and Purification- Fullerene

Preparation by Pyrolysis of Hydrocarbons, Partial Combustion of Hydrocarbons, Arc Discharge Methods, Production by Resistive Heating, Rational Syntheses; Physical Properties.

Module III:

Spectroscopic Properties of Carbon Nanotubes- Raman and Infrared Spectroscopy of Carbon Nanotubes, Absorption and Emission Spectroscopy of Carbon Nanotubes, ESR-Spectroscopic Properties of Carbon Nanotubes.

Module IV:

Structure of graphene; Preparation of graphene – synthesis of graphene by various physical and chemical methods and Purification; Electronic Properties Band Structure of Graphene - Mobility and Density of Carriers, Spectroscopic Properties of graphene - Raman, Application of Fullerene, CNT, Graphene and other carbon nanomaterials: Mechanical, Thermal, Electronic, and biological Applications.

Course outcome

On completion of the course, the students will be able to:

Learn carbon molecules and their types.

Learn higher order Fullerenes, their production and purification.

Understand spectroscopic properties of carbon nanotubes

Learn structure, preparation and properties of graphene.

Text/References:

1. Carbon Nanotubes: Properties and Applications- Michael J. O'Connell.
2. Carbon Nanotechnology- Liming Dai.
3. Nanotubes and Nanowires- CNR Rao and A Govindaraj RCS Publishing.
4. Physical properties of Carbon Nanotube-R Satio.

NSC 574: Basics of Nanotechnology In Tissue Engineering - (4C)

Course Objective: To learn various aspect of tissue engineering in the context of nanotechnology

Course content:

Module I:

Introduction – Stem cells - basic principle - embryonic stem cells - Induced pluripotent stem cells. Structure-function relationships. Native matrix - Tissue Engineering and Cell-Based Therapies - Tissue Morphogenesis and Dynamics- Stem Cells and Lineages- Cell-Cell Communication.

Module II:

Primary cells vs. cell lines- Cell Isolation and Culture - ECM and Natural Scaffold Materials- Scaffold Fabrication and Tailoring. Synthetic Biomaterial Scaffolds- Graft Rejection – Immune Responses-Cell Migration- Micro technology Tools, Principles of self assembly - Cell migration - 3D organization and angiogenesis.

Module III:

Biomaterials for tissue engineering- Biomaterials: ceramics, polymers (synthetic and natural). Biodegradable materials: synthesis and characterization, classification on the basis of origin and material properties. Biocompatibility-various factors that determine it and different studies for certifying biocompatibility.

Module IV:

Application of tissue engineering- Application in stem cell tissue engineering, cardiac cells engineering, Neural cell engineering, Cartilage, Bone, vascular cells, Skin tissue engineering, Ligament etc. Stem Cell Therapies. Nanotechnology-based approaches in the treatment of injuries to tendons and ligaments - Progress in the use of electrospinning processing techniques for fabricating nanofiber scaffolds for neural applications.

Course outcome

On completion of the course, the students will be able to:

Introduce basics concepts of tissue engineering

Learn about various aspect of tissue engineering and the underlying principles

Learn about various aspects of biomaterials: biodegradability and biocompatibility

Learn about application of Nanotechnology in tissue engineering



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(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)

CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

Centre for Chinese Studies

School of Language Literature and Culture Studies

By Hand/Speed Post/E-Mail/Fax

M.A. in Chinese

Annexure-1

Course No.	Course Title	Credits
I Semester/ I Monsoon (M.A. I Year)		
Core Courses		
CHI401	MODERN CHINESE LITERATURE - I	4
CHI402	THEORY AND PRACTICE OF TRANSLATION- I	4
Elective (Optional) Courses: Any two		
CHI421	ADVANCED CONVERSATIONAL CHINESE	4
CHI422	MODERN CHINESE WRITER-I	4
CHI423	SELECTED CHINESE NOVELS-I	4
CHI424	STUDIES IN CHINESE HISTORY AND CULTURE-I	4
CHI425	EVOLUTION OF CHINESE LANGUAGE AND SCRIPT-I	4
CHI426	ADVANCED BUSSINESS CHINESE-I	4
CHI427	HISTORY OF PLA-I	4
CHI428	ADVANCED NEWSPAPER CHINESE-I	4
Project/Dissertation (Compulsory)		
CHI441	PROJECT-I	2
Total Credits (Two core+ Any two optional+ One project)		18
II Semester/ I Winter (M.A. I Year)		
Core Courses		
CHI451	MODERN CHINESE LITERATURE-II	4
CHI452	THEORY AND PRACTICE OF TRANSLATION-II	4
Elective (Optional) Courses: Any two		
CHI471	CONSECUTIVE INTERPRETATION	4
CHI472	MODERN CHINESE WRITER-II	4
CHI473	SELECTED CHINESE NOVELS-II	4
CHI474	STUDIES IN CHINESE HISTORY AND CULTURE-II	4
CHI475	EVOLUTION OF CHINESE LANGUAGE AND SCRIPT-II	4
CHI476	ADVANCED BUSSINESS CHINESE-II	4
CHI477	HISTORY OF PLA-II	4
CHI478	ADVANCED NEWSPAPER CHINESE-II	4
Project/Dissertation (Compulsory)		
CHI491	PROJECT-II	2
Total Credits (Two core+ Any two optional+ One project)		18

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III Semester/ II Monsoon (M.A. II Year)		
Core Courses		
CHI501	CONTEMPORARY CHINESE LITERATURE-I	4
CHI502	SIMULTANEOUS INTERPRETATION	4
Elective (Optional) Courses: Any two		
CHI521	HISTORY OF ANCIENT CHINESE LITERATURE-I	4
CHI522	CONTEMPORARY CHINESE WRITER-I	4
CHI523	SELECTED CHINESE POETRY-I	4
CHI524	INTELLECTUAL TRADITIONS OF CHINA-I	4
CHI525	CHINESE GOVERNMENT AND POLITICS	4
CHI526	CHINA'S STRATEGIC THOUGHT-I	4
CHI527	MODERNISATION OF PLA-I	4
CHI528	MARITIME SECURITY	4
CHI529	POWER OF DYNAMICS-I	4
Project/Dissertation (Compulsory)		
CHI541	PROJECT-III	2
Total Credits (Two core+ Any two optional+ One project)		18
IV Semester/ II Winter (M.A. II Year)		
Core Courses		
CHI551	CONTEMPORARY CHINESE LITERATURE-II	4
CHI552	INDIA CHINA RELATIONS: SELECTED TEXTS	4
Elective (Optional) Courses: Any two		
CHI571	HISTORY OF ANCIENT CHINESE LITERATURE-II	4
CHI572	CONTEMPORARY CHINESE WRITER-II	4
CHI573	SELECTED CHINESE POETRY-II	4
CHI574	INTELLECTUAL TRADITIONS OF CHINA-II	4
CHI575	SELECTED TEXTS IN CHINESE ECONOMIC DEVELOPMENT	4
CHI576	CHINA'S STRATEGIC THOUGHT-II	4
CHI577	MODERNISATION OF PLA-II	4
CHI578	CHINA'S FOREIGN POLICY	4
CHI579	POWER OF DYNAMICS-II	4
Project/Dissertation (Compulsory)		
CHI591	PROJECT-IV	2
Total Credits (Two core+ Any two optional+ One project)		18
TOTAL CREDITS REQUIRED FOR THE DEGREE		72

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M.A. in Chinese

Semester I (Monsoon)

CORE COURSES

Course Code: CHI 401

Course Title: Modern Chinese Literature-I

Credit: 4

Course Description: Study of representative trends, genres and writers/poets of modern Chinese literature from 1900 to 1927.

References

黄悦, 宋长宏编著《20世纪中国文学史纲》, 北京语言大学出版社, 2003年。

钱理群, 温儒敏 编, 《中国现代文学三十年(修订本)》, 北京大学出版社, 2002年。

严家炎, 孙玉石, 温儒敏 编, 《中国现代文学作品精选(第三版)》, 北京大学出版社, 2013年

朱栋霖, 朱晓进, 吴义勤等 编著, 《中国现代文学史 1917-2012(上)(第二版)》, 北京大学出版社, 2014年。

朱栋霖等编著, 《中国现代文学史 1917-2012(下)(第二版)》, 北京大学出版社, 2014年。

刘勇《中国现当代文学》, 中国广播电视出版社, 2003年。

程光炜、刘勇等《中国现代文学史》, 北京大学出版社, 2011年。

Course Code: CHI 402

Course Title: Theory and Practice of Translation - I

Credit: 4

Course Description: Study of newspaper translation, world affairs translation, study of translation of various topics, i.e. Visits and Talks, Meetings, Politics, United Front, Statistics, Economy, Industry, Agriculture, Traffic, Posts and Telecommunications, and Commerce.

References

施光亨、王绍新《新闻汉语汉语导读》, 北京语言大学出版社, 1995年。Shi Guangheng, Wang Shaoxin. - A Guide to Reading Chinese Newspapers.

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School of Language Literature and Culture Studies By Hand/Speed Post/E-Mail/Fax

M.A. in Chinese

许建平 (编著) 《英汉互译实践与技巧》，清华大学出版社，2000 年。Xu Jianping
(Ed.)-A Practical Course of English - Chinese and Chinese - English Translation

ELECTIVE (OPTIONAL) COURSES

Course Code: CHI421

Course Title: Advanced Conversational Chinese

Credit: 4

Course Description: Teaching of advanced conversational techniques and vocabulary to students, focus on extensive practice to enable students speak extempore on wide range of issues.

References

刘元满, 任雪梅, 金舒年 编著, 《高级汉语口语 1 (第三版)》, 北京大学出版社, 2014 年。

刘元满, 任雪梅, 金舒年 编著, 《高级汉语口语 2 (第三版)》, 北京大学出版社, 2014 年。

祖人植, 任雪梅 著, 《高级汉语口语:提高篇(第 2 版)》, 北京大学出版社, 2005 年。

Course Code: CHI422

Course Title: Modern Chinese Writer-I

Credit: 4

Course Description: Study of literary styles, genres, writing speciality of representative modern Chinese writers like Lu Xun, Hu She, Ba Jin, Mao Dun etc.

References

巴金 《激流三部曲:家·春·秋》, 四川文艺出版社, 2015 年。

黄悦, 宋长宏编著 《20 世纪中国文学史纲》, 北京语言大学出版社, 2003 年。

鲁迅 《阿 Q 正传》, 北京联合出版公司, 2014 年。

鲁迅 《呐喊 (新课标)》, 安徽教育出版社, 2015 年。

钱理群, 温儒敏 编, 《中国现代文学三十年(修订本)》, 北京大学出版社, 2002 年。



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朱栋霖, 朱晓进, 吴义勤等 编著, 《中国现代文学史 1917-2012 (上) (第二版)》, 北京大学出版社, 2014 年。

Course Code: CHI423

Course Title: SELECTED CHINESE NOVELS-I

Credit: 4

Course Description: Study of original works of selected modern Chinese writers like Lu Xun's *Madman's Diary* (《狂人日记》), New Year's Sacrifice (祝福), Ba Jin's *Family* (《家》).

References

巴金 《激流三部曲:家·春·秋》, 四川文艺出版社, 2015 年。

老舍 《骆驼祥子 (新课标) 老舍经典小说》, 浙江工商大学出版社, 2017 年。

鲁迅 《呐喊 (新课标) 》, 安徽教育出版社, 2015 年。

茅盾 《茅盾小说集》, 人民日报出版社, 2016 年。

Course Code: CHI424

Course Title: STUDIES IN CHINESE HISTORY AND CULTURE-I

Credit: 4

Course Description: Exposing students to specific topics on Chinese history, culture and society from remote antiquity to 1840.

References

管维良 (作者) 《中国历史与文化》, 重庆大学出版社, 2009 年。

韩鉴堂 《中国文化》, 北京语言大学出版社, 1999 年。

刘珣, 程裕祯 《中国文化要略》, 北京语言大学出版社, 2000 年。

王恺 《中国历史常识(中英对照)》, 高等教育出版社, 2007 年。

张轶, 任启亮 《中国文化常识(中英对照)》, 高等教育出版社, 2007 年。

朱英, 魏文享 《中国历史与文化》, 中国人民大学出版社, 2010 年。



ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય
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Course Code: CHI425

Course Title: EVOLUTION OF CHINESE LANGUAGE AND SCRIPT-I

Credit: 4

Course Description: Study the origin and evolution process of Chinese language & script including phonetics, syntax and morphology etc.

References

邓建华 《汉字书写教程》，北京师范大学出版社，2012 年。

李大遂 《简明实用汉字学》，北京大学出版社; 第 3 版，2013 年。

余一梅 《中国字》上海人民美术出版社; 第 1 版，2012 年。

詹绪左, 朱良志 《汉字与中国文化教程》，安徽师范大学出版社，2014 年。

张静贤 《汉字教程:语言知识类》，北京语言文化大学出版社; 第 1 版，2004 年。

赵定烽, 赵理超 《汉字文化学教程》，厦门大学出版社出，2014 年。

周健 《汉字突破》北京大学出版社，2005 年。

黄伯荣、廖序东 《现代汉语》(上下全两册)，高等教育出版社，2017 年。

李乐毅 《汉字演变：五百例》，北京语言大学出版社，2014 年。

Course Code: CHI426

Course Title: ADVANCED BUSSINESS CHINESE-I

Credit: 4

Course Description: Study of advanced business vocabulary in Chinese and English. Study of various business procedures leading to export-import, international movement of products etc.

References

包文英 《实用商务汉语》，华东师范大学出版社，2007 年。



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仇鸿伟 《商务汉语综合教程（第一至二册）》北京对外经济贸易大学出版社有限责任公司，2010 年。

季瑾，季瑾 《赢在中国：商务汉语系列教程·商务汉语系列教程》北京语言大学出版社，2010 年。

刘德联，钱华 《商务汉语考试词语手册（上册）》北京大学出版社，2007 年。

罗陈霞，朱彤 《新商务汉语精读教程（上册）》，清华大学出版社，2015 年。

陶晓红，张黎 《商务汉语提高》，北京大学出版社；2005 年。

王立非 《商务汉语一本通(汉英双语版)》高等教育出版社；第 1 版，2010 年。

王淑华，郭曙纶 《纵横商务汉语：高级综合教程 1》，高等教育出版社；2012 年。

杨东升，杨东升，陈子骄 《BCT 商务汉语写作教程》，北京语言大学出版社，2009 年。

张泰平 《国际商务汉语教程》（北大版 新一代对外汉语教材·商务汉语系列），北京大学出版社，2008 年。

Course Code: CHI427

Course Title: HISTORY OF PLA-I

Credit: 4

Course Description: Study of background, origin and evolution of the People's Liberation Army till 1949.

References

Srikanth Kondapalli, *China's Military and India*, Pentagon Press, New Delhi, 2012.

Srikanth Kondapalli, *China's military: the PLA in transition*, Institute for Defence Studies and Analyses, New Delhi, 1999.



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中国人民解放军国防大学, 《中国人民解放军简史》, 江苏人民出版社, 2017年。

国防大学《战史简编》编写组 《中国人民解放军战史简编》 中国人民解放军出版社, 2017年。

徐焰 《热血长城: 写给年轻人的解放军史》 中华书局, 2018年。

徐焰 《解放军为什么能赢—写给新一代人看的军史》, 广东经济出版社有限公司, 2012年。

王伟, 张治宇, 俞存华 《中国人民解放军(汉)》, 五洲传播出版社, 2012年。

荣维木 《中国史话: 中国人民解放军史话》, :社会科学文献出版社, 2012年。

Course Code: CHI428

Course Title: ADVANCED NEWSPAPER CHINESE-I

Credit: 4

Course Description: Study of Chinese language newspaper articles, editorials and op-ed pieces of complex nature on various topics concerning national and international affairs of China.

References

吴卸耀, 常志斌, 石旭登 《时代·高级汉语报刊阅读教程(上册)》, 北京语言大学出版社, 2011年。

吴成年, 王瑞珊, 张爽 《读报纸 学中文: 汉语报刊阅读(准高级·上)》 北京大学出版社, 2016年。

王海龙 《报纸上的中国: 中文报纸阅读教程(上)》, 北京大学出版社, 2004年。

刘谦功, 王世巽 《汉语新闻阅读教程》, 北京大学出版社, 2005年。

Course Code: CHI441

Course Title: PROJECT-I

Credit: 2

Course Description: Focus on review of a book in Chinese and English each by every student.



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Semester II (Winter)

CORE COURSES

Course Code: CHI451

Course Title: MODERN CHINESE LITERATURE-II

Credit: 4

Course Description: Study of Chinese literature in general and prose/fiction/poetry from 1928 to 1949.

References

- 黄悦, 宋长宏编著《20世纪中国文学史纲》, 北京语言大学出版社, 2003年。
钱理群, 温儒敏 编, 《中国现代文学三十年(修订本)》, 北京大学出版社, 2002年。
朱栋霖, 朱晓进, 吴义勤等 编著, 《中国现代文学史 1917-2012 (上) (第二版)》, 北京大学出版社, 2014年。
朱栋霖等编著, 《中国现代文学史 1917-2012 (下) (第二版)》, 北京大学出版社, 2014年。
严家炎, 孙玉石, 温儒敏 编, 《中国现代文学作品精选 (第三版)》, 北京大学出版社, 2013年
刘勇《中国现当代文学》, 中国广播电视出版社, 2003年。
程光炜、刘勇等《中国现代文学史》, 北京大学出版社, 2011年。

Course Code: CHI452

Course Title: THEORIES AND PRACTICE OF TRANSLATION-II

Credit: 4

Course Description: Study of newspaper translation, world affairs' translation, study of idioms and phrases' translation, study of translation of various topics, i.e. Foreign Economic and Trade Cooperation, Education, Science and Technology, Culture, Sports, Health, Population and its policy, Women, Youth, Children, Environment Protection, Tourism, New tendencies in Society, International Affairs.

References

- 施光亨、王绍新《新闻汉语汉语导读》, 北京语言大学出版社, 1995年。Shi Guangheng, Wang Shaoxin. - A Guide to Reading Chinese Newspapers.



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Centre for Chinese Studies

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M.A. in Chinese

王逢鑫 《100 个热门话题汉译英》，北京大学出版社，2010 年。Wang Fengxin
Chinese-English Translation of 100 Hot Topics.

ELECTIVE (OPTIONAL) COURSES

Course Code: CHI471

Course Title: CONSECUTIVE INTERPRETATION

Credit: 4

Course Description: Study of consecutive translation methods and actual practice of consecutive interpretation through audio-video material.

References

何其莘，仲伟合，许钧 《交替传译》，外语教学与研究出版社，2012 年。

徐东风 《英语口语译：实战技巧与训练》，大连理工大学出版社，2005 年。

江晓梅，杨元刚 《英汉交替传译教程》，武汉大学出版社，2009 年。

戴惠萍 《交替传译实践教程》，上海外语教育出版社，2014 年。

杨柳燕，苏伟 《英语口语译教程 交替传译同声传译》上海外语教育出版社，2014 年。

卢信朝 《新陆标·英汉口译技能教程:交替传译》，北京语言大学出版社; 2015 年。

汪涛，刘军平 《交替传译教程》，武汉大学出版社; 2013 年。

Course Code: CHI472

Course Title: MODERN CHINESE WRITER-II

Credit: 4

Course Description: Study of literary styles, genres, writing speciality of representative modern Chinese writers like Ai Qing, Lao She, Guo Moruo, Xu Zhimo, Wen Yiduo, Ding Ling etc.

References

熊权 《想象革命的方法：中国现代作家作品八讲》，人民出版社出，2016 年。



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罗晓静 周晓明 《现代中国经典作家阐释》，社会科学文献出版社，2016 年。

黄悦，宋长宏编著《20 世纪中国文学史纲》，北京语言大学出版社，2003 年。

钱理群、温儒敏 编，《中国现代文学三十年(修订本)》，北京大学出版社，2002 年。

朱栋霖，朱晓进，吴义勤等 编著，《中国现代文学史 1917-2012（上）(第二版)》，北京大学出版社，2014 年。

中国现代作家的原著。

Course Code: CHI473

Course Title: SELECTED CHINESE NOVELS-II

Credit: 4

Course Description: Study of original works of selected modern Chinese writers like Lao She's *Rickshaw Boy* (骆驼祥子), Mao Dun's *Silkworm* (春蚕)。

References

中国现代作家的原著。

Course Code: CHI474

Course Title: STUDIES IN CHINESE HISTORY AND CULTURE-II

Credit: 4

Course Description: Exposing students to specific topics on Chinese history, culture and society from 1840 to 1949.

References

管维良 (作者)《中国历史与文化》，重庆大学出版社，2009 年。

韩鉴堂《中国文化》，北京语言大学出版社，1999 年。

刘珣，程裕祯《中国文化要略》，北京语言大学出版社，2000 年。

王恺《中国历史常识(中英对照)》，高等教育出版社，2007 年。

张铁，任启亮《中国文化常识(中英对照)》，高等教育出版社，2007 年。

朱英，魏文享《中国历史与文化》，中国人民大学出版社，2010 年。



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Course Code: CHI CHI475

Course Title: EVOLUTION OF CHINESE LANGUAGE AND SCRIPT-II

Credit: 4

Course Description: Study of the evolution process of Chinese language & script including simplification of Chinese language and phonetics, syntax and morphology etc. of Modern Chinese Language popularly known as *Putonghua* or Mandarin.

References

邓建华 《汉字书写教程》，北京师范大学出版社，2012 年。

李大遂 《简明实用汉字学》，北京大学出版社; 第 3 版，2013 年。

余一梅 《中国字》上海人民美术出版社; 第 1 版，2012 年。

詹绪左, 朱良志 《汉字与中国文化教程》，安徽师范大学出版社，2014 年。

张静贤 《汉字教程:语言知识类》，北京语言文化大学出版社; 第 1 版，2004 年。

赵定烽, 赵理超 《汉字文化学教程》，厦门大学出版社出，2014 年。

周健 《汉字突破》北京大学出版社，2005 年。

黄伯荣、廖序东 《现代汉语》(上下全两册)，高等教育出版社，2017 年。

李乐毅 《汉字演变：五百例》，北京语言大学出版社，2014 年。

Course Code: CHI476

Course Title: ADVANCED BUSSINESS CHINESE-II

Credit: 4

Course Description: Study of advanced business processes involving China as a big trading country. Live exposure to business environment through field visits and practice.

References

包文英 《实用商务汉语》，华东师范大学出版社，2007 年。

仇鸿伟 《商务汉语综合教程（第三至四册）》北京对外经济贸易大学出版社有限责任公司，2010 年。

季瑾, 季瑾 《赢在中国：商务汉语系列教程·商务汉语系列教程》北京语言大学出版社出，2010 年。

刘德联, 钱华 《商务汉语考试词语手册（下册）》北京大学出版社，2007 年。

罗陈霞, 朱彤 《新商务汉语精读教程（下册）》，清华大学出版社，2015 年。

陶晓红, 张黎 《商务汉语提高》，北京大学出版社; 2005 年。

王立非 《商务汉语一本通(汉英双语版)》高等教育出版社; 第 1 版，2010 年。



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王淑华, 郭曙伦 《纵横商务汉语:高级综合教程 2》, 高等教育出版社; 2012 年。

董诗文, 叶兴国, 王光林 《高级商务英语系列教材:高级商务口译》, 外语教学与研究出版社; 2016 年。

Course Code: CHI477

Course Title: HISTORY OF PLA-II

Credit: 4

Course Description: Study of evolution of the People's Liberation Army since 1949. And current role of PLA in overall emergence of China.

References

Srikanth Kondapalli, *China's Military and India*, Pentagon Press, New Delhi, 2012.

Srikanth Kondapalli, *China's military: the PLA in transition*, Institute for Defence Studies and Analyses, New Delhi, 1999.

中国人民解放军国防大学, 《中国人民解放军简史》, 江苏人民出版社, 2017 年。

国防大学《战史简编》编写组 《中国人民解放军战史简编》中国人民解放军出版社, 2017 年。

徐焰 《热血长城: 写给年轻人的解放军史》中华书局, 2018 年。

徐焰 《解放军为什么能赢—写给新一代人看的军史》, 广东经济出版社有限公司, 2012 年。

王伟, 张治宇, 俞存华 《中国人民解放军(汉)》, 五洲传播出版社, 2012 年。

荣维木 《中国史话: 中国人民解放军史话》, :社会科学文献出版社, 2012 年。

David A. Graff and Robin Higham ed. *A Military History of China*, University Press of Kentucky, 2012.

Roy Kamphausen, David Lai *The PLA at Home and Abroad: Assessing the Operational Capabilities of China's Military*, All Strategic Studies Institute (SSI)
www.StrategicStudiesInstitute.army.mil. 2010.



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M.A. in Chinese

Course Code: CHI478

Course Title: ADVANCED NEWSPAPER CHINESE-II

Credit: 4

Course Description: Intensive study of Chinese language newspaper articles, editorials and op-ed pieces of complex nature on various topics concerning national and international affairs of China.

References

吴卸耀, 石旭登 《时代·高级汉语报刊阅读教程(下册)》, 北京语言大学出版社; 2012 年。
张洁, 马岚, 吴成年 《读报纸学中文: 汉语报刊阅读(准高级)(下)》, 北京大学出版社, 2017 年。

Course Code: CHI491

Course Title: PROJECT-II

Credit: 2

Course Description: Study of the research practice of literature review. Students will be required to search and review few pieces of literature on a given topic.

Semester III (Monsoon)

CORE COURSES

Course Code: CHI501

Course Title: CONTEMPORARY CHINESE LITERATURE-I

Credit: 4

Course Description: Study of literary genres, styles, characteristics, background and trends from 1949 till 1976.

References

郑万鹏 《中国当代文学史——在世界文学视野中》, 北京语言文化大学出版社, 北京, 1999 年。

刘勇 《中国现当代文学》, 中国广播电视出版社, 北京, 2003 年。

王小曼 《中国现当代文学》北京大学出版社; 2015 年。

李继凯, 赵学勇, 王荣 《中国现当代文学》高等教育出版社; 2011 年。



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M.A. in Chinese

洪子诚 《中国当代文学史》（修订本），北京大学出版社；2007 年。

程光炜, 孟繁华, 陈晓明 《中国当代文学六十年》，北京大学出版社；2015 年。

陈思和 《中国当代文学史教程》（第二版）复旦大学出版社；2016 年。

Course Code: CHI502

Course Title: SIMULTANEOUS INTERPRETATION

Credit: 4

Course Description: Extensive and intensive practice of the advanced skills of simultaneous interpretation on a wide range of topics in Chinese and English mainly relating to India and China.

References

仲伟合, 詹成 《全国翻译硕士专业学位 MTI 系列教材·同声传译》，外语教学与研究出版社；2009 年。

张维为 《英汉同声传译(修订版)》上海外语教育出版社；2011 年。

詹成, 王斌华, 仲伟合 《普通高等教育十一五国家级规划教材·英语同声传译教程》，高等教育出版社；2008 年。

ELECTIVE (OPTIONAL) COURSES

Course Code: CHI521

Course Title: HISTORY OF ANCIENT CHINESE LITERATURE-I

Credit: 4

Course Description: Study of ancient Chinese literature from primitive society to Qin-Han literature.

References

B.R.Deepak. *History of Ancient Chinese Literature*, Pigeon Books, New Delhi, 2017.

马积高, 《中国古代文学史(上中册)》，人民文学出版社；2009 年。



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M.A. in Chinese

郭预衡 《中国古代文学史(1)》，上海古籍出版社; 1998 年。

Course Code: CHI522

Course Title: CONTEMPORARY CHINESE WRITER- I

Credit: 4

Course Description: Study of literary styles, genres, and writing characteristics of representative contemporary Chinese writers like Zhao Shuli (*The Marriage of Young Blacky* 《小二黑结婚》), Hao Ran (*Sunny Days* 《艳阳天》)。

References

中国作家的原著

Course Code: CHI523

Course Title: SELECTED CHINESE POETRY-I

Credit: 4

Course Description: Study of styles, genres, and characteristics of classical Chinese poetry.

References

王夫之, 邹福清, 杨万军 《古诗选》，长江文艺出版社, 2015 年。

王恩保，《中华古诗选》中国纺织出版社; 2017 年。

程千帆, 沈祖棻 《古诗今选》凤凰出版社; 2010 年。

顾青 (编者) 《唐诗三百首:名家集评本》中华书局; 2005 年。

Course Code: CHI524

Course Title: INTELLECTUAL TRADITIONS OF CHINA-I

Credit: 4

Course Description: Study of classical intellectual thought and tradition of China as seen in ancient times in various schools of thought ranging from Confucius to Militarist.

References

林语堂 《中国的智慧》湖南文艺出版社, 2016 年。



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国家图书馆,《大国智慧:中华优秀传统文化培育的核心思想理念》,国家图书馆出版社,2017年。

郭齐勇《中国文化精神的特质》生活.读书.新知三联书店,2018年。

胡兴松《中国哲学大师的智慧》中山大学出版社出版,2015年。

尹业初《领悟中国哲学的智慧》中国社会科学出版社,2016年。

重庆出版社《王道:内圣外王的中国智慧》2015年

季然《影响孩子一生的经典故事:中国经典智慧故事》,浙江少年儿童出版社,2014年。

Course Code: CHI525

Course Title: CHINESE GOVERNMENT AND POLITICS

Credit: 4

Course Description: Study of government structure and dynamics of CPC and state politics in China.

References

刘淑妍《当代中国政府与政治》,Kindle电子书。

景跃进,陈明明,肖滨《新编21世纪公共管理系列教材:当代中国政府与政治》中国人民大学出版社;2016年。

谢庆奎《当代中国政府与政治(第2版)》,高等教育出版社;2010年。

阎小波《当代中国政府与政治》高等教育出版社;2010年。

陈之迈《中国政府》上海世纪出版股份有限公司;2015年。

吴爱明《当代中国政府与政治(第三版)》中国人民大学出版社,2015年。



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Course Code: CHI526

Course Title: CHINA'S STRATEGIC THOUGHT-I

Credit: 4

Course Description: Study of classical strategic thinking in China beginning from Zhou dynasty till Qing Dynasty.

References

钮先钟 《中国战略思想史》，1992 年。

周亨祥 《中国古代军事思想发展史》海天出版社, 2013 年。

张明, 于井尧 《中国古代军事思想史》，青苹果数据中心, 2013 年。

Course Code: CHI527

Course Title: MODERNISATION OF PLA-I

Credit: 4

Course Description: Study of modernisation of PLA as part of the Four Modernisations espoused by China in modern times. Modernisation of national defence has been a recurrent theme in contemporary China, this course will focus on various stages of modernisation undergone by Chinese PLA in post 1949 till 1979.

References

Tilman Pradt. *China's New Foreign Policy: Military Modernisation, Multilateralism and the 'China Threat'*, Palgrave Macmillan, 2016.

徐有威, 陈东林 《小三线建设与国防现代化》上海大学出版社; 2016 年。

《全国干部学习培训教材:加快推进国防和军队现代化》党建读物出版社,人民出版社; 2015 年。

孙科佳, 蔡仁照 《新中国成立 60 年军队现代化建设的理论与实践》国防大学出版社, 2009 年。

中央人民广播电台军事部编 《军威进行曲:人民解放军现代化建设系列报道》，中国广播电视出版社, 1987 年。



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Course Code: CHI528

Course Title: MARITIME SECURITY

Credit: 4

Course Description: Study of theories and basic understanding of maritime security and its strategies and policies. Study of maritime security of countries, i.e. U.S.A., U.K., Russia, Japan, Australia, India and ASEAN. Study of contemporary China's maritime security.

References

张炜主编《国家海上安全》，海潮出版社，2008年。Zhang Wei (ed.). National Maritime Security, Haichao Press, 2008.

冯梁、高子川、段廷志等《中国的和平发展与海上安全环境》，世界知识出版社，2010年。

朱坚真《中国海洋安全体系研究》海洋出版社，2015年。

Course Code: CHI529

Course Title: POWER OF DYNAMICS-I

Credit: 4

Course Description: Study internal as well as external working of power (权力) in context of working of party and state in modern China from 1949 till 1978.

References

潘成鑫 (作者), 张旗 (译者)《国际政治中的知识、欲望与权力:中国崛起的西方叙事》，社会科学文献出版社; 2016年。

罗豪才《为了权利与权力的平衡：法制中国建设与软法之治》罗豪才出版社:五洲传播出版社，2016年。

廖小东《政治仪式与权力秩序：古代中国“国家祭祀”的政治分析》，中国社会科学出版社，2013年。

Course Code: CHI541

Course Title: PROJECT-III

Credit: 2

Course Description: Project on teaching Chinese as foreign language, inputs will be given on Chinese teaching methodology and pedagogy, in addition to teaching drills.



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Semester IV (Winter)

CORE COURSES

Course Code: CHI551

Course Title: CONTEMPORARY CHINESE LITERATURE-II

Credit: 4

Course Description: Study of literary genres, styles, characteristics, background and trends from 1976 onwards.

References

郑万鹏《中国当代文学史——在世界文学视野中》，北京语言文化大学出版社，北京，1999年。

刘勇《中国现当代文学》，中国广播电视出版社，北京，2003年。

王小曼《中国现当代文学》北京大学出版社；2015年。

李继凯，赵学勇，王荣《中国现当代文学》高等教育出版社；2011年。

洪子诚《中国当代文学史》（修订本），北京大学出版社；2007年。

程光炜，孟繁华，陈晓明《中国当代文学六十年》，北京大学出版社；2015年。

陈思和《中国当代文学史教程》（第二版）复旦大学出版社；2016年。

Course Code: CHI552

Course Title: INDIA CHINA RELATIONS: SELECTED TEXTS

Credit: 4

Course Description: Study of India- China relations through selected texts from ancient to contemporary times. Important topics covered include spread of Buddhism in China, India-China relations during colonial period, bonhomie between India and China during 1950s, 1962 border war and its aftermath, Indian perceptions of China and current status of bilateral relations.



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References

师觉月 (作者), 姜景奎 (译者) 《印度与中国》中国大百科全书出版社; 2018 年。

王汝良 《中国文学中的印度形象研究》中华书局; 2018 年。

尹锡南 《印度的中国形象》人民出版社; 2010 年。

张颂仁, 陈光兴, 高士明 《从西天到中土:印中社会思想对话》, 上海人民出版社; 2014 年。

季羡林 《中印文化交流史》, 中国社会科学出版社, 2008 年。

ELECTIVE (OPTIONAL) COURSES

Course Code: CHI571

Course Title: HISTORY OF ANCIENT CHINESE LITERATURE-II

Credit: 4

Course Description: Study of ancient Chinese literature from Wei, Jin and North South dynasties literature to Qing dynasty literature.

References

B.R.Deepak. *History of Ancient Chinese Literature*, Pigeon Books, New Delhi, 2017.

马积高, 《中国古代文学史(中下册)》, 人民文学出版社; 2009 年。

郭预衡 《中国古代文学史(2)》, 上海古籍出版社; 1998 年。

Course Code: CHI572

Course Title: CONTEMPORARY CHINESE WRITER-II

Credit: 4

Course Description: Study of literary styles, genres, and writing characteristics of representative contemporary Chinese writers like Liu Xinwu (Classteacher 《班主任》), Mo Yan (Change 《变》).



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References

中国作家原著

Course Code: CHI573

Course Title: SELECTED CHINESE POETRY-II

Credit: 4

Course Description: Study of styles, genres, and characteristics of modern and contemporary Chinese poetry.

References

王宜振《现代诗歌教育普及读本》，西安电子科技大学出版社，2016年。

艾青《中国现代诗歌选》人民文学出版社，2018年。

蔡天新《现代诗 110 首》生活·读书·新知三联书店，2014年。

梁平、韩珩《中国现代诗歌精选》，四川人民出版社，2016年。

谢冕、孙绍振《中国现当代诗歌名作欣赏》北京大学出版社；2012年。

徐志摩《徐志摩诗歌全集》，哈尔滨出版社，2013年。

Course Code: CHI574

Course Title: INTELLECTUAL TRADITIONS OF CHINA-II

Credit: 4

Course Description: Study of modern and contemporary intellectual thought and tradition of China as seen under Mao Zedong, Deng Xiaoping, Jiang Zemin, Hu Jintao and Xi Jinping.

References

林语堂《中国的智慧》湖南文艺出版社，2016年。

国家图书馆，《大国智慧：中华优秀传统文化培育的核心思想理念》，国家图书馆出版社，2017年。



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胡兴松 《中国哲学大师的智慧》中山大学出版社出版，2015 年。

尹业初 《领悟中国哲学的智慧》中国社会科学出版社，2016 年。

重庆出版社 《王道：内圣外王的中国智慧》2015 年

季然 《影响孩子一生的经典故事：中国经典智慧故事》，浙江少年儿童出版社，2014 年。

冷成金 《读懂中国智慧》重庆出版社，2012 年。

易中天 《中国智慧：易中天著》上海文艺出版社，2011 年。

Course Code: CHI575

Course Title: SELECTED TEXTS IN CHINESE ECONOMIC DEVELOPMENT

Credit: 4

Course Description: Study of economic development in modern China since 1949 till contemporary unfolding of the process of reform and opening-up.

References

苏育平 《当代中国经济》北京语言大学出版社; 2000 年。

吴敬琏 《当代中国经济改革教程》上海远东出版社, 2016 年。

刘方健、历继刚 《中国经济发展史简明教程》西南财经大学出版社，2010 年。

赵德馨 《中国近现代经济史》，河南人民出版社，2003 年。

Course Code: CHI576

Course Title: CHINA'S STRATEGIC THOUGHT-II

Credit: 4

Course Description: Study of strategic thinking in China during modern and contemporary times under Mao Zedong, Deng Xiaoping, Jiang Zemin, Hu Jintao and now under Xi Jinping dispensation.



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References

毛泽东《毛泽东选集》，人民出版社；1991年。

邓小平《邓小平文选全集》人民出版社，2008年。

张文木《重温毛泽东战略思想》山东人民出版社，2016年。

王公龙《中国特色国际战略思想体系研究》，人民出版社，2012年。

夏东民, 陆树程《江泽民战略思想研究》苏州大学出版社；2003年。

杨瑛, 周忠高《深入学习中国梦战略思想热点·面对面》中共中央党校出版社；2014年。

杨英杰《新理念 新思想 新战略旨归:学习习近平大国治理思想》中共中央党校出版社；2017年。

Course Code: CHI577

Course Title: MODERNISATION OF PLA-II

Credit: 4

Course Description: Study of modernisation of PLA since reform and opening-up in 1979 under Deng Xiaoping with special focus on Xi Jinping dispensation.

References

Tilman Pradt. *China's New Foreign Policy: Military Modernisation, Multilateralism and the 'China Threat'*, Palgrave Macmillan, 2016.

徐有威, 陈东林《小三线建设与国防现代化》上海大学出版社；2016年。

《全国干部学习培训教材:加快推进国防和军队现代化》党建读物出版社,人民出版社；2015年。

孙科佳, 蔡仁照《新中国成立 60 年军队现代化建设的理论与实践》国防大学出版社，2009年。

中央人民广播电台军事部编《军威进行曲:人民解放军现代化建设系列报道》，中国广播电视出版社，1987年。



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M.A. in Chinese

Course Code: CHI578

Course Title: CHINA'S FOREIGN POLICY

Credit: 4

Course Description: Study of China's foreign policy in contemporary era of globalisation in backdrop of (re)emergence of China as a major power in world order.

References

王帆 《大国外交》北京联合出版公司; 2016 年。

王灵桂 《中国特色大国外交：内涵与路径》中国社会科学出版社; 2018 年。

吴建民 《中国特色大国外交与“一带一路”》外文出版社; 2016 年。

杨公素，张植荣 《当代中国外交理论与实践》北京大学出版社; 2009 年。

张历历 《当代中国外交简史》上海人民出版社，2015 年。

何新华 《中国外交史 从夏至清 上下册》中国经济出版社，2017 年。

宋海啸 《中国外交决策模式》时事出版社，2016 年。

金灿荣 《中国智慧：十八大以来中国外交》中国人民大学出版社，2017 年。

王逸舟 《中国外交十难题》江苏人民出版社，2015 年。

杨公素，张植荣 《当代中国外交理论与实践》北京大学出版社，2009 年。

张清敏 著，张清敏 译 《中国外交》，五洲传播出版社，2010 年。

计秋枫 《中国外交历程：1949-1989》南京大学出版社，2018 年。

Course Code: CHI579

Course Title: POWER OF DYNAMICS-II

Credit: 4

Course Description: Study internal as well as external working of power (权力) in context of working of party and state in modern China from 1978 till present.



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CENTRAL UNIVERSITY OF GUJARAT
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Centre for Chinese Studies

School of Language Literature and Culture Studies

By Hand/Speed Post/E-Mail/Fax

M.A. in Chinese

References

潘成鑫 (作者), 张旗 (译者) 《国际政治中的知识、欲望与权力: 中国崛起的西方叙事》, 社会科学文献出版社: 2016 年。

罗豪才 《为了权利与权力的平衡: 法制中国建设与软法之治》 罗豪才出版社: 五洲传播出版社, 2016 年。

廖小东 《政治仪式与权力秩序: 古代中国“国家祭祀”的政治分析》, 中国社会科学出版社, 2013 年。

Course Code: CHI591

Course Title: PROJECT-IV

Credit: 9

Course Description: Project on writing research article and its presentation. Introduction to research methods, writing academic papers and presentation.

Sumit
11/08/18

Ashwini

SA
11/08/2018



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Annexure-2

Evaluation: Evaluation of students will be based on their understanding of classroom teaching-learning. Students will be evaluated continuously throughout a semester on the basis of their class performance, oral and written examinations, dictation, assignments, term papers, class tests, project writings and presentations.

The division of marks is as follows:

End-semester 50%

Mid-semester: 25%

Assignment/term- paper/ presentation/class-test: 10%

Attendance and class performance: 10%+5% respectively.

Classroom Contact Hours: One credit equals to one classroom contact hour per week.

Sumit
11/08/2018

Asharwa
11/8/18

SA
11/08/2018



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Syllabus
(Choice-Based Credit System)

M.A. in Defence and Strategic Studies

(For Admissions Academic Year 2020-21 Onwards)

School of National Security Studies
Central University of Gujarat
Sector 29, Gandhinagar
Gujarat

Course Structure

Course Code	Course Title	Core or Optional	Credits
First Semester (All Core) 18 Credits (Students have to register for all 04 Core papers & STS 441)			
STS-401	Introduction to Security and Strategic Studies	Core	04
STS-402	Theories of International Relations	Core	04
STS-403	Strategic Thinkers	Core	04
STS-404	Global Security and Conflict Resolution	Core	04
STS-441	Soft Skill Development	Compulsory	02
Second Semester (All Core) 18 Credits (Students have to register for all 04 Core papers & STS 491)			
STS-451	India's National Security	Core	04
STS-452	Geopolitics and Security	Core	04
STS-453	India's Defence Policy and Defence Economics	Core	04
STS-454	Science Technology and National Security	Core	04
STS-491	Communication Skills and Computer Applications	Compulsory	02
Third Semester (18 Credits) Students can register for any 4 optional courses plus STS-541			
STS-541	Introduction to Research Methodology	Compulsory	02
STS-521	Global Terrorism and International Security	Optional	04
STS-522	Introduction to Non-Traditional Security	Optional	04
STS-523	Conflict, Security and Development	Optional	04
STS-524	Internal Security of India	Optional	04
STS-525	China's Foreign and Security Policy	Optional	04
STS-526	Disaster Management	Optional	04
STS-527	Introduction to Geographic Information System (GIS)	Optional	04
Fourth Semester (18 Credits) Students can register for any 4 optional courses plus STS-591			
STS-591	Research Paper	Compulsory	02
STS-571	Energy Security	Optional	04
STS-572	National Security and India's Foreign Policy	Optional	04
STS-573	Cyberspace and International Security	Optional	04
STS-574	WMD and National Security	Optional	04
STS-575	European Union as a Global Actor	Optional	04
STS-576	International Organisation and Global Governance	Optional	04
STS-577	Intelligence Agencies and India's National Security	Optional	04
STS-578	Wars, Conflict and Violence in India	Optional	04
STS-579	Introduction to West Asia	Optional	04
STS-580	International Law	Optional	04

First Semester

INTRODUCTION TO STRATEGIC AND SECURITY STUDIES

Course Code: STS-401

Course Type: Core

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: This is an introductory course in the field of Strategic and Security studies. It provides an overview of the evolution and development of this sub-disciplinary study along with theoretical approaches and key concepts. And the course will address major debates in conceptual framework for understanding and analyzing the main issues and challenges to international security.

Course Objective

By the end of this course, the students will:-

- Develop an ability to understand some of the major debates in international security.
- Be able to understand the broad meaning of security and its various implications in the contemporary world.
- Understand contemporary security issues and challenges in international relations

Mode of Assessment:

- 20% Presentation and Assignment/Term Paper
- 30% Mid-semester exam
- 50% End-semester exam

Course Units

UNIT -1: INTRODUCTION

- General Introduction
- What is Strategic Studies?
- Shifting the focus of security from the state to other actors
- Does Strategic Studies differ from Security Studies?

UNIT -2: ENDURING ISSUES OF STRATEGY (The Changing Character of War)

- Security in Strategic Studies
- Meaning of War and Causes of war
- Principles and nature of War
- Changing pattern of war and International Politics (Modern War)

UNIT-3: SECURITY AS THE NEW FRAMEWORK FOR ANALYSIS

- Defining Security (challenging the meaning of Security)
- Broadening and Widening Debates
- Keys concepts and Approaches
- Institutions

UNIT-4: CONTEMPORARY ISSUES AND SECURITY CHALLENGES

- Technology and war
- Humanitarian intervention
- Proliferation of arms and transnational crime
- Terrorism and insurgency

Course Readings

Unit 1 - Reading:

1. John Baylis, "Strategy in the Contemporary World: Introduction" in Strategy in the Contemporary World, ed. by Baylis, Wirtz and Gray (Oxford University Press).
2. "General Introduction" Security Study, Volume 1.
3. Chapter 1, from Paul D. Williams (ed.) book 'Security Studies: An Introduction'
4. Chapter 1, from Barry Buzan and Lene Hansen's book "The Evolution of International Security Studies"

Recommended reading:

1. Waltz, K.N. 1959. Man, the State and War. A Theoretical Analysis. Columbia University Press,
2. Thucydides, History of the Peloponnesian War, ("The Melian Dialogue")
3. Allan Collin, "Contemporary Security Studies,"

Unit 2 - Reading:

1. Lawrence Freedman, 'Defining War,' The Oxford Handbook of War, pp. 17-29
2. Lawrence Freedman, 'Strategic Studies and the Problem of Power, in Strategic Studies: A Reader, ed. by Mahnken and Maiolo (Routledge, 2nd ed., 2014), pp. 9-21.
3. Thomas C. Schelling, 'Arms and Influence,' in Strategic Studies: A Reader, pp. 105-125.
4. Hew Strachan, 'Strategy and War,' in The Oxford Handbook of War, pp. 30-42
5. Michael Sheehan, "The Changing Character of War", in 'The Globalisation of World Politics: An Introduction to International Relations (4th edition) by John Baylis, Steve Smith and Patricia Owens (ed.) pp: 211 – 225.
6. Paul D. Williams, 'WAR' in "Security Studies: An Introduction' ed. by Paul D. Williams.
7. Kaldor, Mary (2013): Introduction, in: Kaldor, Mary: New and Old Wars, Oxford, pp. 1-14.
8. Dannreuther, Roland (2007): Understanding Contemporary War and Insecurity, in: Dannreuther, Roland: International Security. The Contemporary Agenda, pp. 121-140.

Recommended readings

1. Sun Tzu, 2010. The Art of War . Simon & Brown.
2. Carl Von Clausewitz, "On War , Book I: On The Nature of War, and Book III: On Strategy In General.

Unit 3 - Reading

1. David A. Baldwin , 'The Concept of Security', Review of International Studies (1997), 23, 5-26.
2. Baary Buzan, 'People State and Fear.'
3. Ken Booth, 'Security and Emancipation,'
4. Stephen M. Walt (1991), "The Renaissance of Security Studies,' *International Studies Quarterly*, 35(2), pp: 211---239.
5. Rebecca Grant, 'The Quagmire of Gender and International Security,'
6. Edward A. Kolodziej, 'Renaissance in Security Studies? Caveat Lector!
7. Steve Smith, 'The Contested Concept of Security,' (in Ken Booth (2005), ed. 'Critical Security Studies and World Politics,' Boulder, CO: Lynne Rienner Publishers.

Recommended Readings:

1. Arnold Wolfers (1962), *Discord and Collaboration: Essays on International Politics*, Johns Hopkins University Press, pp: 147- 165.
2. Roland Paris (2001), "Human Security: Paradigm Shift or Hot Air?" *International Security*, Vol. 26, No. 2, pp.: 87- 102.
3. Mohammed Ayoob, (1991), "The Security Problematic of the Third World," *World Politics*, Vol. 43 pp: 257- 283.)
4. Barry Buzan (1997), "Rethinking Security after the Cold War," *Cooperation and Conflict*, Vol. 32, No. 5, pp: 5-28.
5. Keith Krause and Michael C. Williams (1996), "Broadening the Agenda of Security Studies: Politics and Methods." *Mershon International Studies Review*, Vol. 40, No.2 pp: 229-54.

Unit 4 - Reading:

1. Paul Roger, 'Terrorism', in Paul D. William ed. "Security Studies: An Introduction'.
2. James D. Kiras, 'Terrorism and Globalisation,' in John Baylis ed, 'The Globalization of the World Politics,'
3. Darryl Howlett, "Nuclear Proliferation," in John Baylis ed. 'The Globalization of the World Politics,'

THEORIES OF INTERNATIONAL RELATIONS

Course Code: STS-402

Course Type: Core

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: This is an M.A. level course which will introduce students to various theories of International Relations and Security Studies. It is structured around the classical and contemporary theories of International Relations and it will survey both mainstream and critical approaches, examine how these theories conceptualize International Relations and Security Studies as a field of study and studies the relationship between the theory and practice of international relations.

Objective: The course aims to enable students:

- To familiarize students with theory and theorizing.
- To introduce students to key theories of International Relations and understand their strengths and weaknesses.
- To interrogate how International Relations has been constructed as a field of study.
- To demonstrate how theories can be used to examine and explain international events and processes.

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Units

Unit 1: What is Theory?

- What is International Relations (major issues in Cold War and post-Cold War)
- What is Theory and how is theory useful?
- What is I.R. Theory?

Unit 2: Realist Theories of International Relations

- Realist Traditions
- Classical Realism
- Neo Realism / Structural Realism
- Criticism of Structural Realism

Unit 3: Liberal Institutionalism and Regime Theory

- Liberalism/ Neo-Liberalism
- International Regimes
- Liberal Institutionalism
- Domestic Politics and International Behaviour

Unit 4: Alternative Approaches to Theorizing International Relations

- Critical Theory
- Feminist Theory
- Constructivism
- Debates on IR Theory from Global South

Readings (4 Units)

Unit 1 - Readings

- Kenneth Waltz, "Laws and Theories," in Robert O. Keohane, ed. *Neorealism and Its Critics*,
- James Rosenau, "Thinking Theory Thoroughly. 19-26. Originally published in James N. Rosenau, *The Scientific Study of Foreign Policy*, London: Frances Pinter, 1980, 19-31.
- Martin Wight, "Why is There No International Theory," in H. Butterfield and Martin Wight (Eds.), *Diplomatic Investigations*, Harvard University Press, 1996, pp. 17-34.

Unit 2 - Readings

- Thucydides, "The Melian Dialogue", from *History of the Peloponnesian War*.
- Niccolo Machiavelli, "On Princes and the Security of their States", from *The Prince*.
- Thomas Hobbes, "Of the Natural Condition of Mankind", from *Leviathan*.
- Jean Jacques Rousseau, "The State of War: Confederation as Means to Peace in Europe".
- Hans J. Morgenthau, "Chapter 1: A Realist Theory of International Politics" from Hans J. Morgenthau, *Politics Among Nations*, pp 1-15.
- Hans J. Morgenthau, "Chapter 14: Evaluation of the Balance of Power" from Hans J. Morgenthau, *Politics Among Nations*, pp 204-223.
- E.H. Carr, "The Nature of Politics" from E.H. Carr, *The Twenty Years' Crisis 1919-1939*, pp. 91-96.
- Hedley Bull, "International Theory: The Case for a Classical Approach," in *Contending Approaches to International Politics*.
- Kenneth Waltz, "Explaining War: The Levels of Analysis", from *Man, the State and War*.
- Kenneth Waltz, "Reductionist and Systemic Theories in *Theories of International Politics*, pp. 60-78.
- Robert O. Keohane, "Theory of World Politics: Structural Realism and Beyond", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 158-201.
- John Gerard Ruggie, "Continuity and Transformation in World Polity: Towards Neo-realist synthesis", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 131-157.

Unit 3- Readings

- Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games" in Peter B. Evans, Harold K. Jacobson and Robert D. Putnam, eds. *Double Edged Diplomacy*, pp. 431-468.
- "Introduction: Three perspectives on international regimes" in Andreas Hasenclever, Peter Mayer and Volker Rittberger, *Theories of International Regimes*, Cambridge: Cambridge University Press
- John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security*, Vol. 23, No. 3, Winter 1998-1999, pp. 43-78.
- Robert O. Keohane and Joseph S. Nye, "Realism and Complex Interdependence", in *Power and Interdependence*, pp. 23-37.
- Robert Jervis, "Security Regimes", *International Organization*, Vol. 36, No. 2, Spring 1982, pp. 357-378.
- Joseph M. Greico, "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism", *International Organization*, Vol. 42, No. 3, Summer, 1988, pp. 485-507.

Unit 4 – Readings

- Richard Devetak, "Critical Theory", in Scott Burchill and Andrew Linklater, eds, *Theories of International Relations*, London, Macmillan Press, 1996, pp. 145-178.
- J. Ann Tickner, "Hans Morgenthau's principles of Political Realism" A Feminist Reformulation".
- Carol Cohn, "Sex and Death in the Rational World of Defence Intellectuals", *Signs: Journal of Women in Culture and Society*, Vol. 12, no. 4, pp. 687-718.
- Wendy Brown, *Manhood and Politics: A Feminist Reading in Political Theory*, Rowman and Littlefield, 1988. (Selected Sections).
- Alexander Wendt, "Anarchy is What States Make of it: The Social Construction of Power Politics, *International Organization*, Vol. 46, no. 2, 1992, pp. 391-425.
- Mohammed Ayoob, "Defining Security: A Subaltern Realist Perspective", in Krause and Williams eds, *Critical Security Studies*, pp. 121-146.
- Amitav Acharya, "The Periphery as the Core: The Third World and Security Studies", in Krause and Williams eds. *Critical Security Studies*, pp. 299-327.

STRATEGIC THINKERS

Course Code: STS-403

Course Type: Core

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

DESCRIPTION:

This course will introduce students to world famous strategic thinkers and their dominant theories along with its significance in the contemporary world. Students would be able to explore the domain of warfare in land, water, air, space and cyber world at the end of the course. Meanwhile students would also be able to analyse where India stands in this whole spectrum.

OBJECTIVE:

- To acknowledge students about strategic thoughts of various thinkers
- To enable students to analyse the concepts on land, sea, air, space and cyber warfare/power
- To inform the students about contemporary hybrid warfare/strategy and India's participation in the system/domain.

Teaching Methods

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper : 20%

Mid- Semester exam : 30%

End-Semester exam : 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Contents

Unit 1- Military, War and Strategy

- Sun Tzu and Kautilya
- Machiavelli and Jomini
- Carl von Clausewitz

Unit 2 – Revolutionary Thinkers

- Karl Marx and Lenin
- Mao Zedong
- Che Guevara

Unit 3 – Land, Sea and Air Power Thinkers

- F.C. Fuller, and B.H. Liddell Hart
- Mackinder, Alfred T. Mahan
- Giulio Douhet and Billy W. Mitchell

Unit 4 – Nuclear Strategists and Peace

- Bernard Brodie, Lawrence Freedman
- Mahatma Gandhi's Thoughts
- Nehru's Development of Peace

Suggested Readings:

1. Shekhar Adhikari (2004), *Modern Strategic Thought: Machiavelli to Nuclear Warfare*, New Delhi: Kilsas Books.
2. Carl Von Clausewitz trans. James John Graham (1873), *On War*, London: N. Trübner.
3. E. M. Earle (1943), *Makers of Modern Strategy: From Machiavelli to Nuclear Age*, Princeton: Princeton University Press.
4. Beatrice Heuser (2010), *The Strategy Makers: Thoughts on War from Machiavelli to Clausewitz*, California: Praeger.
5. Martin Van Creveld (2000), *The Art of War & Military Thought*, London: Cassell& Co., Wellington House.
6. Mao Tse Tung (1961), *Guerrilla Warfare*, Urbana: University of Illinois Press.

GLOBAL SECURITY AND CONFLICT RESOLUTION

Course Code: STS-404

Course Type: Core

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

This course will aim at promoting the understanding of the major characteristics of wars and global conflicts and peace-making against the changing political, socio-economic, and technological conditions in which they have taken place from the end of the Second World War to the near present. It will deal with the contemporary history of international conflicts and wars and conflict resolutions. The paper will investigate the key ideas and issues that have influenced them in the context of numerous case studies. The emphasis is on wars and conflicts in East, Southeast and South Asia and West Asia.

Unit 1: Theories/ concept of war and peace

- Introduction to War and Peace
- Causes of Wars
- Theories of Conflict Resolution
- Approaches to Conflict Management and Conflict Resolution

Unit 2. Major conflicts and conflict resolutions in East Asia and South East Asia

- Korean War
- Vietnam War
- Sino –Japanese disputes
- Conflict management and conflict resolution in East Asia and S.E. Asia

Unit 3. Major conflicts and conflict resolutions in South Asia

- Afghanistan
- India and Pakistan
- Bangladesh
- Conflict management and conflict resolution in South Asia

Unit 4: Major conflicts and conflict resolutions in West Asia

- Syrian conflict
- Israel Palestine conflict
- Iran
- Lebanon
- Conflict management and conflict resolution in West Asia

Readings

Unit 1: Theories/ concept of war and peace

- Galtung, Johan, 'Violence, Peace, and Peace Research' Journal of Peace Research, Vol. 6, No. 3 (1969), pp. 167-191

- Galtung, Johan, *Peace by Peaceful Means ,Peace and Conflict, Development and Civilization*, SAGE Publications Ltd (1996)
- Morton Deutsch, Eric C. Marcus, Peter T. Coleman (Eds)*The Handbook of Conflict Resolution: Theory and Practice*, Wiley (2000)

Unit 2. Major Conflicts and conflict resolutions in East Asia and South East Asia

- Ward, Geoffrey C. *The Vietnam War: An Intimate History*. Ebury publishing (2019)
- Karnow, Stanley, *Vietnam: A History*, Amazon Paperback (1997)
- Louis H. Carlson, *Remembered Prisoners of a Forgotten War: An Oral History* (St. Martin's Press)
- Richard A. Peters and Xiaobing Li, eds., *Voices from the Korean War: Personal Stories of American, Korean, and Chinese Soldiers* (University of Kentucky Press).

Unit 3. Major Conflicts and conflict resolutions in South Asia

- Edward Ingram, "Great Britain's Great Game: An Introduction," *The International History Review*, Vol. 2, No. 2 (April 1980), pp. 160-171.
- Thomas Barfield, *Afghanistan: A Cultural and Political History* (Princeton: Princeton University Press, 2010),
- Thomas P. Cavanaugh, *Hubris, Self-Interest and America's Failed war in Afghanistan: The Self-Sustaining Overreach*,
- Bose, Sumantra. *Kashmir: Roots of Conflict Paths to Peace*. Cambridge, Mass.: Harvard University Press.
- Brass, Paul. *Theft of an Idol*. Princeton: Princeton University Press
- Cohen, Stephen. *The Idea of Pakistan*. Washington D.C.: Brookings Institutions Press.
- Ollapally, Deepa. 2008. *The Politics of Extremism in South Asia*. New York: Cambridge University Press.
- Europa regional surveys of the world, *South Asia 2018*, Routledge (2017)

Unit 4: Major conflicts and Conflict Resolution in West Asia

- Eric Davis (2009). *The New Middle East: 10 Conceptual Sins in Analyzing Middle East Politics* (Arabic translation below). *The New Middle East*. url: <http://new-middle-east.blogspot.com/2009/01/10-conceptual-sins-in-analyzing-middle.html>
- David Fromkin (1991). "How the modern Middle East map came to be drawn". In: *Smithsonian* 22.2, p. 132
- Michael L. Ross (2001). "Does Oil Hinder Democracy?" In: *World Politics* 53.3, pp. 325–361.
- Larry Diamond (2010). "Democracy's Past and Future: Why Are There No Arab Democracies?" In: *Journal of Democracy* 21.1, pp. 93–112
- Meir Litvak (1998). "The Islamization of the Palestinian-Israeli conflict: The case of Hamas". In: *Middle Eastern Studies* 34.1, pp. 148–163
- Herbert C. Kelman (2011). "A One-Country/ Two-State Solution To the Israeli-Palestinian Conflict".In: *Middle East Policy* 18.1, pp. 27–41

- Ely Karmon (2007). "Iran's Role in the Radicalization of the Sunni-Shia Divide". In: *Geopolitical Affairs* (Shia Power: Next Target Iran?) 1.1, pp. 273–293
- Mai Yamani (2008). "The Two Faces of Saudi Arabia". In: *Survival* 50.1, pp. 143–156
- Samuel Helfont (2009). "The Muslim Brotherhood and the Emerging Shia Crescent". in: *Orbis* 53.2, pp. 284–299
- William McCants, *The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State* (New York: St. Martin's Press, 2015)
- Fisher, Max. "Syria's Paradox: Why the War Only Ever Seems to Get Worse." *The New York Times*. August 26, 2016.

SOFT SKILL DEVELOPMENT

Course Code: STS-441

Course Type: Compulsory

Credit: 02

Contact Hours: 2 hours per week

DESCRIPTION:

The course has been developed to enhance personal skills of students. It will help them to improve interpersonal skills, team work abilities, leadership quality etc. In addition, it will also help them in progressing their communication skills and confidence that could further benefit them in facing any type of interviews for job or academic admissions.

OBJECTIVE:

- It helps students to develop competencies and capability
- It develops and strengthens several skills making them competent and confident
- It helps students to bring in behavioural change among them
- It helps students to acquire employability skills and it develops interpersonal communication, team building and leadership skills.

Mode of Evaluation

Mid- Semester exam : 50%

End-Semester exam : 50%

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit 1: Interpersonal and Team Skills

- Interpersonal Communication, Assertiveness, Aggressiveness, Submissiveness
- Confrontation, Conflict Resolution, Team Skills
- Team Building, Negotiations, Mediations, Arbitrations
- Definition of Personality, Need for Personality Development

Unit 2: Leadership Quality Skills

- Leadership Skills, Team Building and Leadership
- Common Leadership mistakes, Best Practices of Leadership Successful Leadership
- Identifying your Individual Leadership Style, Managing change
- Strategies for Self-Motivation, Problem Solving, Creativity

Suggested Readings:

- Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata Mc Graw Hill.
- Robbins, S.B.(2005). Organizational Behaviour. New Delhi: Prentice Hall of India.
- Pravesh Kumar (2005). All about self- Motivation. New Delhi: Goodwill Publishing House.
- Smith, B (2004). Body Language. Delhi: Rohan Book Company.
- Mile, D.J (2004). Power of positive thinking. Delhi: Rohan Book Company.

Second Semester

INDIA'S NATIONAL SECURITY

Course Code: STS-451

Type of Course: Core

Credits: 04

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

DESCRIPTION: National security is one of the core components of International Relations [IR]. No country does IR without concerning its national security. Given the importance of national security in IR, this course has been designed for students to familiarise with the concepts and issues of national security along its linkages with International Relations.

OBJECTIVE

- To introduce students the theory, concept, issues and concerns of national security.
- To develop understanding on internal/external security issues and government responses.
- To enable students to analyse varieties of threats to Indian and global security.

Teaching Methods: Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Contents

Unit 1 - Introduction to National Security

- National Security Concept, Definition and Theories
- National Power and its Components
- Security concerns of Major Powers/Middle Powers and Small Powers

Unit 2 - India's Security Structure and Environment

- India's National Security Environment
- India's National Security Structure (Internal and External)
- India's Higher Defence Organisation

Unit 3 - India's Security Concerns, Nuclear Weapons and National Security

- India's Internal Security and National Security
- India-Pakistan relations and National Security
- India-China relations and National Security
- Nuclear Weapons and National Security

Unit 4 – Wars and Decision-making bodies in India

- India's Wars – WW1, WW2, 1947, 1962, 1965, 1971, 1999
- Cabinet Council on Security Affairs, NSC, NSCS
- Role of media and impact of public opinion on national security issues

Suggested Readings

1. Bajpai, Kanti (Ed.), *India's National Security: A Reader*, India: Oxford University Press.
2. Harsh Pant, Ed. (2019), *India's Evolving National Security Agenda: Modi and Beyond*, Seattle: Konark Publishers, 2019.
3. Baldwin, David, "The Concept of Security", *Review of International Studies*, 23, 1997, pp.5-26
4. Ganguly, Sumit (2010), *India's Foreign Policy: Retrospect and Prospect*, London: Oxford University Press.
5. Itty Abraham (1998), *The Making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State*, New York: Zed Books.
6. Russell, Wirtz (2008), *Globalisation and WMD Proliferation: Terrorism, Transnational networks, and International Security*, London: Routledge.
7. Subramaniam, Arjun (2016), *India's Wars: A Military History, 1947-1971*, Harper Collins.
8. Thapliyal, Uma Prasad (2018), *Military History of India*, Rupa.
9. Raghavan, Srinath (2016), *India's War: The Making of Modern South Asia 1939-1945*, Allen Lane.

GEOPOLITICS AND SECURITY

Course Code: STS-452

Course Type: Core

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: The course will explore some major (regional) conflicts and security challenges in both the Cold and Post-Cold war world as well as assess the role of key (regional) powers and international actors in shaping the geopolitics and security regimes in a particular region.

Mode of Evaluation:

- 20% Presentation and Assignment/Term Paper
- 30% Mid-Semester examination
- 50% End Semester examination

Course Content

UNIT-1: GEOPOLITICS AND GEOSTRATEGY

- Introduction to geopolitics
- Geopolitical theories and geostrategy
- Geostrategy as the art of war
- Changing nature of geopolitics

UNIT-2: GEOPOLITICS AND SECURITY DURING COLD WAR

- Ideology and Geopolitics
- Identifying new strategic places
- Technological development and its impacts on security and geopolitics
- End of cold war

UNIT- 3: NEW GEOPOLITICAL ENVIRONMENT AND SECURITY ISSUES

- Regional conflicts, climate change and energy politics
- Refugee crisis, internal migration and environmental migration
- Terrorism and geopolitical organizations
- Geo-economics, connectivity and contemporary issues

UNIT-4: MAJOR PLAYERS IN CONTEMPORARY GEOPOLITICS AND GEO-ECONOMIC

- USA and EU as geopolitical and geo-economic power
- Rising China in the world politics
- Resurgence of Russia
- India and other regional powers

READINGS

Readings Unit -1: Geopolitics and Geostrategic

1. Colin S. Gray and Geoffrey Sloan, eds., *Geopolitics: Geography and Strategy* (London: Frank Cass, 1999), pp. 1-11, and 161-77.
2. Ladis K. D. Kristof, "The Origins and Evolution of Geopolitics", *The Journal of Conflict Resolution*, Vol. 4, No. 1, (The Geography of Conflict) (March, 1960), pp. 15-51.
3. Andrew Gyorgy, "The Geopolitics of War: Total War and Geostrategy", *The Journal of Politics*, Vol. 5, No. 4 (Nov., 1943), pp. 347-362
4. Sprout, M. "Mahan: Evangelist of Sea Power." pp. 415- 445.
5. Sumida, J. "Alfred Thayer Mahan, Geopolitician." pp. 39-62.
6. H. MacKinder, "The Geographical Pivot of History." pp. 27-31.

Readings Unit – 2: Geopolitics and Security during Cold War

1. Chapter 3: of Geoffrey Parker's book, 'Geopolitics: Past, Present, and Future,' (London: Pinter, 1998), pp.24-57.
2. David G. Hansen, "The Immutable Importance of Geography" *Parameter*, Spring 1997.

Readings Unit- 3: New Geopolitical environment and Security Issues

1. Ian Skeet, "Geopolitics of Energy", *Energy Exploration & Exploitation*, Vol. 14, No. 3/4, 14th CERI International Oil and Gas Markets Conference Calgary September 1995 (1996), pp. 265-272
2. Charu Rastogi, "Changing Geo-politics of Oil and the Impact on India," *Procedia - Social and Behavioral Sciences*, 2014, Vol.133, pp.93-105.
3. Benjamin K. Sovacool, "Evaluating Energy Security in the Asia Pacific: Towards a More Comprehensive Approach," *Energy Policy*, 2011, Vol. 39 (11), pp. 7472–7479.
4. Charlotte Streck and Maximilian Terhalle, "The Changing Geopolitics of Climate Change," *Climate Policy*, 2013, Vol. 13 (5), pp. 533-537.
5. Branko Bošnjaković, "Geopolitics of Climate Change: A Review," *Thermal Science*, 2012, Vol., 16 (3), pp. 629-654.

Unit-4: Major Players in Contemporary Geopolitics and Geo-economic

1. Richard K Betts and Thomas J Christensen, "The Rise of China: Getting the question right", in Robert J Art and Robert Jervis (ed.), 'International Politics: Enduring concepts and Contemporary Issues'.
2. Manoj Dorraj and James English, "China's Strategy for Energy Acquisition in the Middle East: Potential for Conflict and Cooperation with the United States," *Asian Politics and Policy*, 2012, Vol. 4 (2), pp. 173–191.

SUGGESTED READINGS

- Thomas Owens, "In defense of classical geopolitics" Naval War College Review, Autumn 1999.
- Ostrand, N. (2015). The Syrian Refugee Crisis. Center for Migration Studies of New York, 3:3.
- Guard, C., Chan, B., Lutterloh, A. (2015). Understanding the Syrian Refugee Crisis. World Affairs Council.
- Jonathan Stern et al., "Reducing European Dependence on Russian Gas," The Oxford Institute for Energy Studies (2014).
- Gray, Colin. *War, Peace, and International Relations: An Introduction to Strategic History*. Strategy and History. London and New York: Routledge, 2007.
- Braden, Kathleen, and F. M. Shelley. *Engaging Geopolitics*. London: Longman, 1999.
- Flint, Colin. *Introduction to Geopolitics*. London and New York: Routledge, 2006.
- Agnew, John. *Making Political Geography*. London: Hodder Arnold, 2002.
- Ó Tuathail, Gearóid, Simon Dalby, and Paul Routledge, eds. *The Geopolitics Reader*. 2d ed. London and New York: Routledge, 2006.
- Morgenthau, Hans, and Kenneth Thompson. *Politics among Nations: The Struggle for Power and Peace*. 6th ed. Boston: McGraw-Hill, 1985.
- Lacoste, Yves. *Géopolitique, la longue histoire d'aujourd'hui*. Paris: Larousse, 2006.

INDIA'S DEFENCE POLICY AND DEFENCE ECONOMICS

Course Code: STS-453

Course Type: Core

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

DESCRIPTION:

This course will make students to understand India's Defence Policy, economic theories of defence and India's Defence Budgeting and related issues. Students will be able to explore the structure of India's defence setup, defence budgeting, allocation of resources, and the defence planning and procurement process in India. They would be educated on India's defence production and mobilization of resources for military affairs. At the end of the course, the students would be able to understand the various aspects of India's defence policy,

OBJECTIVE:

- To make student understand on India's defence policy, expenditure and economic aspects of military affairs
- To provide information on contours of defence budget and its planning process
- To make clear on India's defence production system

Teaching Methods

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit I: Introduction

- Civil-Military Relations in India
- Understanding the Indian Army, Navy and Airforce
- Jointness in the Indian Defence Forces

Unit II: Defence Expenditure and Defence v/s Development debate

- Economic Theories and Concepts of Defence
- Determinants of Defence Expenditure
- Economic Policy of Military Affairs
- Defence versus Development

Unit III: India's Defence Economic Policy and Defence Production: Policies, Structure and Challenges

- Indian Defence Planning and Budgeting
- Defence Production in India (DRDO, DPSU, OFB, Private Sector) and challenges
- Indian Defence Procurement Policy and Process

Unit IV: India's Defence Budget and Expenditure

- Trend Analyses of India's Defence Expenditures since 1947
- Understanding India's Defence Budget
- India's Defence Expenditures

Readings

1. Harsh V. Pant, "Handbook of Indian Defence Policy: Themes, Structure and Doctrines, (New York: Routledge, 2016)
2. Ron Mathews, Defence Production in India (New Delhi: ABC, 1989)
3. Jasjit Singh, India's Defence Spending: Assessing Future Needs (New Delhi: Knowledge Publishers, 2001)
4. Y.Lakshmi, Trends in India's Defence Expenditure (New Delhi: ABC, 1988)
5. V.P. Malik and Vinod Anand, Defence Planning: Problems and Prospects (New Delhi: Manas, 2006)
6. Annual Reports of the Ministry of Defence, Government of India.
7. Amiya K Ghosh, Resource Allocation and Management in Defence: Need for a Framework (New Delhi, Knowledge World Publishers, 2013)
8. Brauer, Jurgen and Hartley, Keith, The Economics of Regional Security" (New York, Routledge, 2013)

SCIENCE TECHNOLOGY AND NATIONAL SECURITY

Course Code: STS-454

Course Type: Core

Credits: 04

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Introduction: This is a M.A. level course which will introduce students to the manner in which thinking about international security and conflicts have been impacted as a result of advances in science and technology. The course will focus on four areas namely, nuclear weapons and missiles, chemical and biological weapons and space. The manner in which these areas are governed in terms of treaties, agreements, technology control regimes and norms will also be discussed.

Objective

The course aims to enable students:

- To familiarize students with the how science and technology is shaped by the developments in technology.
- To introduce students to technological developments and advance in the areas of nuclear weapons and missiles, chemical and biological weapons and space and how it impacts thinking about security and conflicts.
- To appreciate the risks involved in handling complex technologies.

Evaluation Method

- Sessional Evaluation – 50 Marks
- End Semester Exam - 50 marks

Learning Methods

The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on linkages between science and technology and security.

Course Units

Unit 1: Science, Technology and National Security

- Technological Changes from Industrial Revolution to Information Revolution
- Science, Technology, Society and Security, Complex Technologies and Risks involved
- Relevance of S&T to National Security
- Impact of Information Technology, RMA, and Impact of Technology on Warfare

Unit 2: Science, Technology and Warfare

- Research and Development in Defence Technologies,
- Defence Production in India (DPSUs, OFB and Private Sector)
- Transfer of Technology and impact on National Security (Critical and Dual Use Technology)
- Mobilization of Resources during War and Peace

Unit 3: India's Nuclear, Cyber, Space Capabilities

- India's Nuclear (Civilian and Military) and Missile Program
- India's Cyber Capabilities, Cyber Security, Cyber Vulnerabilities, Cyber Wars, Propaganda
- India's Space Program, Space and Security

Unit 4: Emerging Threats for National Security

- Use of S&T by terrorist groups, WMD Terrorism
- Social media and Impact on National Security
- Countering Terrorism by use of Science and Technology

Course Readings

Unit 1: Science, Technology and National Security

- Bourne, Mike, 2014, *Understanding Security*, Houndmills Basingstoke: Palgrave Macmillan. (Ch 1, Ch 2, and Ch 3)
- David Baldwin, 'The Concept of Security', *Review of International Studies*, Vol. 23, 1997, pp. 5-26.
- Eliot Cohen, "Technology and Warfare", in John Baylis et al *Strategy* (Oxford, 2002)
- Arnulf Grubler, *Technology and Global Change* (Two chapters, Cambridge, 1998)
- C.P. Snow, *Two Cultures*, (Select Chapters and Introduction).
- Charles Perrow, *Normal Accidents: Living with High Risk Technologies*, Princeton: Princeton University Press. (Selections)

Unit 2: Science, Technology and Warfare

- Ranjit Ghosh, *Indigenisation: Key to Self-Sufficiency and Strategic Capability*, Pentagon Press, 2016.
- Lakshman K. Behra, *Indian Defence Industry: An Agenda for Making in India*, Publisher: Pentagon Press, 2016.
- Kevin A. Desourza, *Transfer of Defence Technology: Understanding the Nuances and Making it Work for India*, new Delhi: KW Publishers, 2019.
- Nabeel Mancheri, Lalitha Sundaresan and S. Chandrashekar, *Dominating the World: China and the Rare Earth Industry*, R. 19, Bangalore: national Institute of Advanced Studies, 2013.
- Sophia Kalantzakos, *China and the Geopolitics of Rare Earths*, OUP, 2017.

Unit 3: India's Nuclear, Cyber, Space Capabilities

- Scott D. Sagan, *The Limits of Safety: Organizations, Accidents, and Nuclear Weapons*, Princeton: Princeton University Press, 1993.

- Scott D. Sagan, "The perils of proliferation: Organization theory, deterrence theory, and the spread of nuclear weapons", *International Security*, 18(4), Spring 1994, pp. 66-107.
- Dinshaw Mistry, 'Beyond the MTCR: Building a comprehensive regime to contain ballistic missile protection', *International Security*, vol. 27, no. 4, Spring 2003, pp. 119-149.
- Rossouw von Solms Johan van Niekerk, "From information security to cyber security", *Computers & Security*, Vol. 38, October 2013, Pages 97-102
- Lindsay, Jon R. 2013. "Stuxnet and the Limits of Cyber Warfare." *Security Studies* 22 (3): 365–404
- S Chandrashekar, "Space, War and Security – A Strategy for India," NIAS Report, Bangalore: National Institute of Advanced Studies, December 2015.

Unit 4: Emerging Threats for National Security

- Charles Perrow, 2007, "Are Terrorists as Dangerous as Management? The Nuclear Plant Threat." In *The next Catastrophe: Reducing Our Vulnerabilities to Natural, Industrial, and Terrorist Disasters*, Princeton, NJ: Princeton University Press, pp. 132–73.
- Myriam Cavelty Dunn. 2008. "Cyber-Terror—Looming Threat or Phantom Menace? The Framing of the US Cyber-Threat Debate." *Journal of Information Technology & Politics* Vol. 4, No. 1, pp. 19–36.

COMMUNICATION SKILLS AND COMPUTER APPLICATION

Course Code: STS-491

Course Type: Compulsory

Credits: 02

Teaching and Contact Hours: 2 per week

DESCRIPTION: The course is designed to improve the communication and basic computer skills of students. It will support students to enhance communication and understanding abilities in English. At the same time, basic computer application will also be taught during the course which could improve their elementary research skills in terms of study material collection [internet research], collation [data banking] and report preparation (writing skills) for respective subjects.

OBJECTIVES

- To enable students to comprehend the concept of Communication
- To make students to build a repertoire of functional vocabulary and communication skills
- To train students in basic computer knowledge, this provides essential skills for the user to get adapted to any work environment.

Mode of Evaluation

Mid- Semester exam : 50%

End-Semester exam : 50%

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit 1: English Language Skills

- Spoken English Skills, Greeting, Self-introduction, Body Language, Verbal and Non Verbal Communication
- Skills In Reading, Writing Skills, listening Skills, Conversation Skills
- Public Speaking, Interpersonal, Interactive and Presentation Skills

Unit 2: Basic Computing Skills and Academic Computer Application

- Introduction to Computers-Classification of Computers, Role of Computers in Society and Security, Inside Computers- Software (Processing, memory) and Hard Ware (CPU, OS, DOS, Windows)

- Word Processing, File Management, Spread Sheets, Networks, Presentations, Data Base, Pi Chart, Graphs, Power Point, Excel, Word, PDF etc.
- E-Mail-Reading and Writing, Letter and Report Writing

Suggested Readings

- Sasikumar.V and P.V. Dhamija. (1993). *Spoken English: A Self-Learning Guide to Conversation Practice*. 34th Reprint. Tata McGraw-Hill. New Delhi
- V. Syamala, (2002). *Effective English Communication for you*. Emerald Publishers, Chennai.
- Hewings, Martin. 1999. *Advanced English Grammar: A Self-Study Reference and Practice Book for South Asian Students*. Reprint 2003. Cambridge University Press. New Delhi
- Introduction to Computers – Peter Norton, Tata McGraw Hill
- Microsoft (2003) – Jennifer Ackerman Kettell, Guy Hat-Davis, Curt Simmons, Tata McGraw Hill

Third Semester

INTRODUCTION TO RESEARCH METHODOLOGY

Course Code: STS-541

Course Type: Compulsory

Credits: 02

Teaching and Contact Hours: 2 per week

Introduction: The course will familiarize students with the methods and tools of doing research in Social Sciences, Defence and Strategic Studies and International Relations (IR). The students will learn the nuances of research writing, data analysis (quantitative and qualitative), selecting and designing a research proposal including framing research questions and hypothesis, reviewing and critically analyzing the existing literature in the area.

Objective:

The course aims to enable students: -

- To identify a research area and research questions to be investigated
- To collect data from online and offline databases
- To write a literature review
- To write research proposal

Evaluation Method:

- Preparation of Sample Research Proposal : 50 marks
- Field Work Analysis : 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include preparation of a research proposal and its presentation by the students. Students will be encouraged to do a regular reading of the important books and journals pertaining to the issue area.

Units

Unit 1: Introduction to Research Methodology

What is Research and Research Methodology

- Types of Research
- Inductive vs Deductive Method
- Introducing Positivism, Behaviouralism
- Hermeneutics, Falsification, Paradigm

How to prepare a Research Proposal

- Research Ethics and Plagiarism
- Collecting Data using Online and Offline Databases, Using ICT Tools for Citation (Zotero, Endnote)
- Deciding Research Area/Focus

- Literature Review
- Designing Research Questions and Hypothesis

Unit 2: Quantitative and Qualitative Tools and Techniques in Social Science Research

Quantitative Tools and Techniques in Social Science Research

- Data and data collection
- Designing and Selecting samples
- Basics of statistical Tools and techniques to Analyse Data

Qualitative Tools and Techniques in Social Science Research

- Questionnaire
- Field Work
- Interviews

Introduction to Field Trip

- Field Visit to University Departments/ Centers
- Interactions with Think Tanks and Research Institutions
- Meetings/Interactions with Defence Forces, Area Experts and Specialists

Essential Readings

1. Stephen Van Evara, *Guide to Research for Students of Political Science*, Cornell: Cornell University Press, 1997.
2. McNabb David, *Research Methods for Political Science: Quantitative and Qualitative Methods*, Prentice Hall, New Delhi 2004.
3. Howard Lune and Bruce L. Berg, *Qualitative Research Methods for Social Sciences*, Pearson, Ninth Ed., 2017.
4. Anselm Strauss and Juliet Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 2nd Edition. Newbury Park, CA: Sage Publications, 1998.
5. William E Wagner, *Using SPSS for social sciences and research methods*, Sage, 2006.
6. N.L. Spoull, *Handbook of Research Methods: A Guide for Practitioners and Students in the Social Sciences*, 2nd Ed., Metuchen, NJ: Scarecrow Press, 1995.

GLOBAL TERRORISM AND INTERNATIONAL SECURITY

Course Code: STS-521

Course Type: Optional

Credits: 04

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Description:

The course was designed keeping in mind the fact that terrorism has become a primary concern for the international community especially after the 9/11 terrorist attacks in the United States. It will make students to understand the important aspects of terrorism and counter terrorism occurring in different parts of the globe. After completing the course, the students will be able to understand the functioning of major terrorist organisation and the challenges caused in global order.

OBJECTIVE

- To understand concept, causes and effect of global terrorism
- Educate the functioning of major international terrorist organisation and global counter terrorism measures
- Analysis of terrorism as a major challenge for national and international security

Teaching Methods

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper : 20%

Mid- Semester exam : 30%

End-Semester exam : 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Contents

Unit 1 - Introduction to Terrorism

- Terrorism – Meaning, Definitions & Concept
- Types of Terrorism - State Sponsored, Cross Border, Homegrown
- Ideological perspectives & Causes of Terrorism (psychology, economy, culture etc.

Unit 2 - Terrorism Around the Globe

- Terrorism in Asia (India, Neighbouring Nations and East Asia)
- Terrorism in West and Central Asia
- Terrorism in Europe, Africa, and South America

Unit 3 – Global Terrorist Organisations

- Main Global Terror Operatives
- Aims and Objectives of Terrorist Groups
- Strategies and Activities of Terrorist Organisations

Unit 4 – Global Response to Terrorism

- Role of International Organisations – (United Nations and others)
- Bi/Multi-lateral Collaboration in counter terrorism
- Role of Media and Non-Governmental Organisations

Suggested Readings:

1. Aubrey, Stefan M. (2004), *The New Dimension of International Terrorism*, Zurich: VDF
2. Bhatt, Ashok (2007), *Global Terrorism*, New Delhi: Lotus Press
3. Freeman, Michael (2013), *Financing Terrorism: Case Studies*, New Delhi: Ashgate Publications
4. Kaur, Kulwant (2005), *Global Terrorism: Issues, Dimensions and Options*, New Delhi: Kanishka Publishers
5. Kay, Sean (2009), *Global Security in the Twenty First Century: The Quest for the Search for Peace*, USA: Rowman & Littlefield Publishers
6. Lutz, James M., Lutz, Branda J. (2013), *Global Terrorism*, New York: Rutledge

INTRODUCTION TO NON-TRADITIONAL SECURITY

Course Code: STS-522

Credits: 04

Course Type: Optional

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Course Description

This course introduces students to, contemporary discourses in security studies. While war remains as the central issue in international security, it is certainly not the only threat to survival, nor is peace synonymous with security. In this context the course attempt to discuss a wide variety of Non-Traditional Security (NTS) challenges/issues, along with different perspectives and policies regarding threats other than war. How does NTS relate to war and peace, for example, and what dangers are most threatening? When does conflict over scarce resources – food, water, energy, healthcare, etc. affect survival? And what can be done about new or emerging threats, like climate change and cyber-attack.

Course Units

Unit 1: Introduction to Security and Non-Traditional Security

- Introduction to the Course
- Security Theories

Unit 2: Securitisation, Human Security and Migration

- Contemporary Security Discourses
- Securitization and Human Security
- Population and Migration

Unit 3: Energy, Climate Change, Food Security and Infectious Diseases

- Energy
- Climate Change
- Food & Water
- Infectious Diseases

Unit 4: Transnational Crime, Terrorism and Cyber Security

- Transnational Crime
- Terrorism
- Cyber Security

Unit Readings

Unit 1: Introduction to Security and Non-Traditional Security

INTRODUCTION TO THE COURSE

- Alan Collins, "Introduction: What is Security Studies?" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 1)

- David Baldwin, "The Concept of Security," *Review of International Studies*, Vol. 23 (1997), pp. 5-26.

SECURITY THEORIES

- Charles L. Glaser, "Realism" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 2)
- Patrick Morgan, "Liberalism" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 3)
- Christine Agius, "Social Constructivism" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 6)
- Andrew T. Price-Smith, "Theory and Exegesis" and "On Health, Power, and Security" in *Contagion and Chaos: Disease, Ecology, and National Security in the Era of Globalization*

Unit 2: Securitisation, Human Security and Migration

CONTEMPORARY SECURITY DISCOURSES: SECURITIZATION AND HUMAN SECURITY

- Ralf Emmers, "Securitization" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 12).
- Randolph B. Persaud, "Human Security" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 10)
- Heidi Hudson, "'Doing' Security as Though Humans Matter: A Feminist Perspective on Gender and the Politics of Human Security," *Security Dialogue*, 36, no. 2 (June 2005), pp. 155-174.

Recommended:

- Roland Paris, "Human Security: Paradigm Shift or Hot Air?," *International Security* 26, no. 2 (2001): 87-102
- Marlies Glasius, "Human Security from Paradigm Shift to Operationalization: Job Description for a Human Security Worker," *Security Dialogue*, 39, no. 1 (March 2008): 31-54.
- Holger Stritzel, "Towards a Theory of Securitization: Copenhagen and beyond," *European Journal of International Relations* 13, no. 3 (2007): 357-383.
- Tara McCormack, "Power and Agency in the Human Security Framework," *Cambridge Review of International Affairs*, 21, no. 1 (2008): 113-128.

POPULATION AND MIGRATION

- Paul Roe, "Societal Security" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 15)
- Tara Wagner, "A Less than 'Pacific' Solution for Asylum Seekers in Australia," *International Journal of Refugee Law* 16, no. 1 (2004): 53-90.

Recommended:

- Fiona B. Adamson, "Crossing Borders: International Migration and National Security," *International Security* 31, no. 1 (2006): 165-199.
- Mark L. Haas, "A Geriatric Peace? The Future of U.S. Power in a World of Aging Populations," *International Security* 32, no. 1 (Summer 2007): 112-147.

Unit 3: Energy & Climate Change, Food Security and Infectious Diseases

ENERGY

- Doug Stokes and Sam Raphael, "Energy Security" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 23).
- Charles L. Glaser, "How Oil Influences U.S. National Security," *International Security* 38, no. 2 (2013): 112-146.
- Michael Wesley, *Power Plays: Energy and Australia's Security*, Canberra: Australian Strategic Policy Institute, 2007. URL:http://www.aspi.org.au/publications/publication_details.aspx?ContentID=142
- Xu Yi-chong, "China's Energy Security," *Australian Journal of International Affairs* 60, no. 2, (2006): 265-286.
- Susanne Peters, "Coercive Western Energy Security Strategies: 'Resource Wars' as a New Threat to Global Security," *Geopolitics* 9, no. 1 (2004): 187-212.
- Frank Verrastro and Sarah Ladislav, "Providing Energy Security in an Interdependent World," *The Washington Quarterly* 30, no. 4 (2007): 95-104.

CLIMATE CHANGE

- Daniel Deudney, "The Case Against Linking Environmental Degradation and National Security," *Millennium*, Vol. 19, No. 3 (1990), pp. 461-476.
- Joshua Busby, "Who Cares about the Weather?: Climate Change and U.S. National Security," *Security Studies*, Vol. 17, No. 3 (2008), pp. 468-504.
- Bruno Tertrais, "The Climate Wars Myth," *The Washington Quarterly*, Vol. 34, No. 3 (Summer 2011), pp. 17-29.
- Emily Meierding, "Climate Change and Conflict: Avoiding Small Talk about the Weather," *International Studies Review* 15, no. 2 (2013): 185-203.
- Alex Evans, "Resource Scarcity, Climate Change and the Risk of Violent Conflict," *World Development Report 2011: Background Paper*, World Bank (9 September, 2010), URL:http://siteresources.worldbank.org/EXTWDR2011/Resources/6406082-1283882418764/WDR_Background_Paper_Evans.pdf
- Erika Cudworth and Stephen Hobden, "Beyond Environmental Security: Complex Systems, Multiple Inequalities, and Environmental Risks," *Environmental Politics*, 21, no. 1 (February 2011): 42-59.

FOOD & WATER

- "The 9-billion people question – A special report on feeding the world," *The Economist*, 26 February 2011.
- Thomas F. Homer-Dixon, "Overview," in *Environment, Scarcity, and Violence* (Princeton, Princeton University Press, 1999), Chapter 2.
- Wendy Barnaby, "Do Nations go to War Over Water?," *Nature*, Vol. 458, (19 March, 2009): 282-283.

INFECTIOUS DISEASES

- Stefan Elbe, "Health and Security" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 25).

- Tara O'Toole, Michael Mair, Thomas V. Inglesby, "Shining Light on 'Dark Winter'," *Clinical Infectious Diseases* 34, (1 April): 972-83

Recommended:

- Gregory D. Koblenz, "Biosecurity Reconsidered: Calibrating Biological Threats and Responses," *International Security*, Vol. 34, No. 4 (2010).

Unit 4: Transnational Crime, Terrorism and Cyber Security

TRANSNATIONAL CRIME

- Harold Trinkunas and Jeanne Giraldo, "Transnational Crime" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 26).
- Ralf Emmers, "ASEAN and the Securitization of Transnational Crime in Southeast Asia," *Pacific Review* 16, no. 3 (2003): 419-438.

Recommended:

- Michael Kenney, *From Pablo to Osama: Trafficking and Terrorists Networks, Government Bureaucracies, and Competitive Adaptation* (University Park, PA: The Pennsylvania State University Press, 2007).
- Emmanuel Obuah, "Combating Global Trafficking in Persons: the Role of the United States Post-September 2001," *International Politics* 43, no. 2 (2006): 241-265.
- Charles Tilly, "War Making and State Making as Organized Crime," in *Bringing the State Back In*, Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol eds., (Cambridge: Cambridge University Press, 1985).

TERRORISM

- Brenda Lutz and James Lutz, "Terrorism" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 21).
- Max Abrahms, "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," *International Security*, Vol. 32, No. 4 (Spring 2008), pp. 78-105.
- Neil Renwick, "Southeast Asia and the Global 'War on Terror' Discourse," *Cambridge Review of International Affairs* 20, no. 2 (2007): 249-266.
- Andrew H. Kydd and Barbara F. Walters, "The Strategies of Terrorism," *International Security* 31, no. 1 (2006): 49-80.
- Bruce Hoffman, *Inside Terrorism*, Revised and Expanded Edition (New York: Columbia University Press, 2006).
- Marc Sageman, *Leaderless Jihad: Terror Networks in the Twenty-First Century* (Philadelphia, University of Pennsylvania Press, 2008).

CYBER SECURITY

- Myriam Dunn Cavelty, "Cyber-security," in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2013. (Chapter 25)
- Richard Clarke and Robert Knake, "The Battlespace," chapter 3 in *Cyber War: The Next Threat to National Security and What to Do about It* (New York: HarperCollins, 2010)

CONFLICT, SECURITY AND DEVELOPMENT

Course Code: STS-523

Course Type: Optional

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description:

The course explores the interconnections between conflict, security and development and how these manifests themselves in the wider context of globalization. Using theoretical frameworks from International Relations, Security Studies and Peace and Conflict studies, the course will introduce various debates surrounding the changing nature of conflict and peacebuilding and the challenges facing actors in conflict zones. It will cover issues such as security-development nexus, humanitarian intervention, security sector reform, democratisation, good governance and state building. It critically analyses the role of diverse actors such as governments, international institutions, aid agencies and NGOs having a stake in the politics of peace and post-conflict reconstruction.

Objectives:

- To understand the linkages between conflict, security and development.
- To understand the challenges of conflict and post-conflict environment.
- Develop awareness of concepts and theoretical approaches for understanding causes of conflict.
- To analyze role of international actors in humanitarian intervention, peacebuilding and reconstruction.

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods:

The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries, movies.

Learning Outcomes:

- To critically reflect on causes of conflict, understanding patterns and trends.
- Knowledge of data sources for conflict mapping.
- To use concepts and theoretical approaches for case studies.
- To develop insights into possible future scenarios and research in the field.

Course Units

Unit 1: Introduction – Understanding Conflict, Causes and Characteristics

- The New War Approach
- Fragile States and Security Dilemma
- Ethnic and identity conflicts
- Shadow Economies
- Gender and Conflict

Unit 2: Global Governance and Security-Development Nexus

- Globalization and Security
- Liberal Peace
- Human Security
- Securitization of Aid

Unit 3: Role of International Organizations and Humanitarian Actors

- UN Peacekeeping
- Responsibility to Protect
- NGOs and other humanitarian actors

Unit 4: Conflict Management and Post-conflict Reconstruction

- Peacebuilding
- Statebuilding
- Security Sector Reform
- Democratization

Unit Readings

Unit 1

- Beswick, D. and Paul Jackson (2015). *Conflict, Security, and Development: An Introduction*. New York: Routledge.
- World Bank (2011). *World Development Report 2011: Conflict, Security, and Development*. Washington: World Bank.
- Jacoby, T. (2008). *Understanding Conflict and Violence: Theoretical and Interdisciplinary Approaches*. London: Routledge.
- Kaldor, M. (2006). *New & Old Wars*. Cambridge: Polity
- Polity Collier, P. (2003). Market for Civil War, *Foreign Policy*, May/June, 39-45.
- Mueller, John (2000). The Banality of 'Ethnic War', *International Security*, 25 (1): 42-70.
- Cockburn, C. (2010). Gender Relations as Causal in Militarization and War. *International Feminist Journal of Politics*, 12(2): 139-157.
- Hagen, Jamie J. (2016). Queering Women, Peace and Security. *International Affairs*, 92 (2): 313–332
- Coomaraswamy, Radhika. (2015). *Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325*. UN Women.
- LeBillon, P. (2001). The political ecology of war: natural resources and armed conflicts. *Political Geography*, 20 (5): 561-584.

- Keen, D. (2012). Greed and grievance in civil war, *International Affairs*, 88(4): 757-777.
- Berger, M.T. and Heloise Weber (2009). War, Peace and Progress: Conflict, Development, (in)security and Violence in the 21st century. *Third World Quarterly*, 30(1): 1-16
- Jackson, P. and D. Beswick (2011). *Conflict, Security and Development*. London: Routledge.

Unit 2

- Richmond, O. (2008). *Peace in International Relations*. London: Routledge.
- Duffield, M. (2001). *Global Governance and the New Wars: The Merging of Development and Security*. London: Zed Books.
- Heathershaw, John (2008). Unpacking the Liberal Peace: The Dividing and Merging of Peacebuilding Discourses, *Millennium*, 36, 597-621.
- Duffield, M. (2007). *Development, Security and Unending War: Governing the World of Peoples*. Cambridge: Polity
- Dower, N. (1999). Development, Violence and Peace: A Conceptual Exploration. *European Journal of Development Research*, 11: 44-64.
- Hettne, B. (2010). Development and Security: Origins and Future, *Security Dialogue*, 41(1): 31–52.
- Duffield, M. (2002). Social Reconstruction and the Radicalization of Development: Aid as a Relation of Global Liberal Governance. *Development and Change*, 33(5): 1049-1071.
- Picciotto, R. (2004). Aid and Conflict: The Policy Coherence Challenge, *Conflict, Security and Development*, 4(3): 543-562
- Kavalski, E. (2008). The Complexity of Global Security Governance: An Analytical Overview, *Global Society*, 22(4): 423-443.

Unit 3

- Ayoob, M. (2004). Third World Perspectives on Humanitarian Intervention and International Administration. *Global Governance*, 10(1): 99-118
- Paris, R. (2014). The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention, *International Peacekeeping*, 21(5): 569-603
- Mills, K. (2005). Neo-Humanitarianism: The Role of International Humanitarian Norms and Organizations in Contemporary Conflict. *Global Governance*, 11:161-83.
- Aleksovski, Stefan. Oliver Bakreski and M.A. Biljana Avramovska (2014). Collective Security – The Role of International Organizations – Implications in International Security Order. *Mediterranean Journal of Social Sciences* 5 (27): 274-282.
- Boehmer, Charles, Erik Gartzke, and Timothy Nordstrom (2004). "Do Intergovernmental Organizations Promote Peace? *World Politics* 57(1): 1-38.
- Bellamy, A.J. and Paul D. Williams (2009). The West and Contemporary Peace Operations, *Journal of Peace Research*, 46 (1): 39-57.

Unit 4

- Roland, Paris (2002). International peacebuilding and the 'mission civilisatrice', *Review of International Studies*, 28, 637-656
- Berger, M.T. (2006). From Nation-Building to State-Building: The Geopolitics of Development, the Nations-State System and the Changing Global Order. *Third World Quarterly*, 27(1): 5–25.
- Pugh, M. (2005). The Political Economy of Peacebuilding: A Critical Theory Perspective. *International Journal of Peace Studies*, 10 (2):23–42.
- Chandler, D. (2010). *International Statebuilding: The Rise of Post-Liberal Governance*. New York: Routledge
- Paris, R. and T. Sisk (eds.) (2009). *The Dilemmas of Statebuilding. Confronting the Contradictions of Postwar Peace Operations*. New York: Routledge.
- Hippler, J. (2008). Democratization After Civil Wars – Key Problems and Experiences. *Democratization*, 15(3): 550-569.
- Heather, M. and Danielle Beswick. (2011). State Building, Security and Development: state building as a new development paradigm? *Third World Quarterly*, 32(10), 1703-1714.

Suggested Journals

- | | |
|--------------------------------------|---|
| • Alternatives | • International Security |
| • Civil Wars | • Intervention and State Building |
| • Conflict, Security and Development | • Journal of Conflict Resolution |
| • Development and Change | • Journal of Conflict, Security and Development |
| • Ethics & International Affairs | • Journal of Peacebuilding and Development |
| • Global Governance | • Journal of Peace Research |
| • Human Rights Quarterly | • Security and Development |
| • International Affairs | • Third World Quarterly |
| • International Organization | |
| • International Peacekeeping | |

Useful websites

- International Crisis Group (<https://www.crisisgroup.org/>)
- Dept. of Peace and Conflict Studies, Uppsala University (<http://www.pcr.uu.se/data/>)
- Berghof Foundation (<https://www.berghof-foundation.org/en/>)
- Peace Research Institute Oslo (<https://www.prio.org/>)

INTERNAL SECURITY OF INDIA

Course Code: STS-524

Course Type: Optional

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Description:

This course will make students understand the security threats evolving/occurring in India. It will allow student to explore the various internal security threats ranging from between insurgency in the North East, left wing extremism by the CPI-Maoists, Naxal to terrorism in the hinterland to militancy in Jammu and Kashmir. The students would be trained (for their future academic endeavors) academically to objectively study and analyse conflict in a holistic manner.

Objective:

- To holistically understand the internal security dynamic in India
- Analyse the various sources of internal security threats in India
- Educate the measures taken by state to control the violence

Teaching Methods

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units

Unit I: Terrorism in India

- Introduction
- Militancy in Jammu and Kashmir
- Terrorism in Rest of India (RoI)

Unit II: Insurgency in North East India

- Origin and Active Groups
- Spread and Affected Areas
- Current Status and State Response

Unit III: Left Wing Extremism in India

- History and Active Groups
- Red Belt Areas and Reasons for Growth
- Current Status and State Response

Unit IV: Other Internal Security Challenges

- Fake Indian Currency Notes
- Arms Smuggling
- Drug and Human Trafficking

Suggested Readings:

- Paranjpe, Shrikant, *Internal Security in India: Issues, Structures, Approaches* Ed., Mumbai: Indus Source Books 2014, for Nehru Centre, Mumbai.
- Paranjpe, Shrikant, *Internal Security and Role of the State: Managing Conflicts in India*, New Delhi: D.K. Publishers, 2019.
- Avasthi, Abha, *Dimensions of Violence and Terrorism* (Lucknow: Bharat Book Centre, 1998).
- Bhatnagar, V., *Challenges to India's Integrity: Terrorism, Casteism, Communalism* (Jaipur: Rawat Publications, 1998)
- Marwah, Ved, *Uncivil Wars: Pathology of Terrorism in India* (New Delhi: Harper Collins Publishers, 1999).
- Maroof Raza, Stephen P. Cohen, *Confronting Terrorism*, Penguin, 2009
- Arora, Subhash Chander, *Strategies to Combat Terrorism* (New Delhi: Har-Anand Publications, 1999)
- Karan, Vijaya, *War by Stealth: Terrorism in India* (New Delhi: Penguin Books, 1997)
- Iliams and Dimitri Vlassis, *Combating Transnational Crime: Concepts, Activities and Responses*

CHINA'S FOREIGN AND SECURITY POLICY

Course Code: STS-525

Course Type: Optional

Credits: 04

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Introduction:

This course attempts to provide a comprehensive introduction to China's security and foreign policy. In particular, it will analyse China's rising role in international relations.

Objective:

By the end of the course, the student will be able to:

- Identify the main objectives and priorities of Chinese foreign policy
- Investigate the source of conflict and cooperation in China's behaviour in international arena.
- Understand Chinese military capabilities and its grand strategy and strategic culture

Mode of Evaluation

Sessional Evaluation + Class Participation : 50%

End -Sem. Exam : 50%

Course Units

UNIT 1: SOURCES OF CHINA'S FOREIGN POLICY AND CHINA'S RELATIONS WITH MAJOR COUNTRIES

Source of Foreign Policy

- Internal factors (Tibet, Xinjiang etc.)
- External factors (Taiwan, Hong Kong, China's Peaceful Rise)

China's Relations with Great Powers

- USA
- USSR/ Russian Federation

China's Relations with Major Countries/Regions

- Korea
- Japan
- India
- Pakistan
- Central Asian
- Southeast Asian
- Africa
- West Asia

UNIT 2: TERRITORIAL DISPUTES

- Border disputes
- South China Sea
- Chinese strategy to resolve territorial disputes with neighbours

UNIT-3: CHINA'S STRATEGY, STRATEGIC CULTURE AND MILITARY CAPABILITIES

China's Strategy and Strategic Culture

- Ancient Chinese thought
- Sun Tzu and Art of War
- Mao Zedong
- Contemporary grand strategy
- Strategic Culture

Chinese Military Capabilities and Modernisation

- Military capabilities
- Nuclear & delivery platform
- Space & Cyber

UNIT -4: CHINA'S TRADE & ECONOMIC RELATIONS

- Chinese growing economic power in International Relations
- China Pakistan Economic Corridor (CPEC)
- One Belt One Road (OBOR)
- Maritime Silk Route

Suggested Readings

1. Harsh Pant, *China Ascendant: Its Rise and Implications* Ed., New Delhi: HarperCollins, 2019.
2. Andre Beaufre (1996), '*An Introduction to Strategy*' Santa Barbara, CA Praeger: 19-50.
3. Colin S. Gray (1999), 'Strategic Culture as Context: The First Generation of Theory Strikes Back' *Review of International Studies*, Vol. 25(1) (Jan., 1999), pp. 49-69
4. Alastair Iain Johnston (1995), "*Cultural Realism: Strategic Culture and Grand Strategy in Chinese History*". Princeton University Press.
5. Sun Tzu (2002), "The Art of War",
6. Alastair Iain Johnston (1996), "Cultural Realism and Strategy in Maoist China", in Peter J. Katzenstein edited book 'The Culture of National Security: Norms and Identity in World Politics' New York: Columbia University Press: pp 216-270.
7. James Mann (1998), 'About Face: A History of America's Curious Relationship with China', New York: Alfred Knopf.
8. Davis Shambugh (2013), 'China Goes Global: The Partial Power', Oxford: Oxford University Press.
9. Robert G. Sutter (2012), 'Chinese Foreign Relations : Power and Policy since the Cold War,' (3rd Edition), New York: Rowman and Littlefield.
10. A. Doak Barnett (1978), 'China and the Major Powers in East Asia', Washington DC: Brookings

DISASTER MANAGEMENT

Course Code: STS -526

Course Type: Optional

Credits: 04

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Introduction:

This course attempts to provide a comprehensive introduction to types of disaster and disaster management, mitigation and recovery and reconstruction after disasters.

Objective:

By the end of the course, the student will be able to:

- Understand the concepts of disaster and disaster management in detail;
- They will also come to know about disasters - both natural and manmade and its impact on society and ecological systems.
- Students will also acquire knowledge on policies and actions regarding preparedness, mitigation, relief and rehabilitation.

Mode of Evaluation

Sessional Evaluation + Class Participation	: 50%
End -Sem. Exam	: 50%

Course Units

Unit 1: Introduction to Disasters

- Disaster Management: Concept & significance
- Approaches to disaster management: Rationale, elements and objectives of disaster management.

Unit 2: Types of Disasters

- Dimensions and typology of Disasters - Natural disasters- include broad outlines regarding natural and non-natural disasters such as; earthquake, volcanic eruptions, floods, landslides, avalanches, tsunamis, cyclone, climatic change, drought, epidemics and war.
- Dimensions and typology of Disasters - Manmade Disasters- include Industrial accidents, soil degradation, desertification, deforestation, depletion of water resources, destruction of ecological system, landslides, fire, oil spill, breakdown of essential services etc.

Unit 3: Risk Assessment and Mitigation

- Risk Assessment and Vulnerability Analysis: Understanding Risk, Hazard, Risk and Vulnerability, Vulnerability Identification and Analysis
- Disaster Management: Risk Reduction and Preparedness, Mitigation, Recovery and Reconstruction

Unit 4: Disaster Management in India

- Disaster management in developed and developing nations.
- National Disaster management policy- significance, principles and policy options.
- National Disaster Management Authority: Structure, Function, Powers, NDMA Act.

Suggested Reading

- Bourriau, Janine; (1992) Understanding Catastrophe; Cambridge University Press, Cambridge,.
- Carter, W. Nick., (1991) Disaster Management- A Disaster Manager's Handbook, A.D.B., Manila, Philippines.
- Coppola, P. Damon, (2006) Introduction to International Disaster Management, Elsevier.
- Garlake, Teresa, (2000) Dealing with Disasters, Oxfam Education, Oxford.
- Greenberg, Michael I., (2006) Encyclopaedia of Terrorist, Natural & Man-Made: Disasters Jones & Bartlett, United Kingdom.
- Goel S.L. and Ram Kumar, (2001) Disaster Management, Deep Publications Pvt. Ltd., New Delhi.
- Goel, S.L., (2006) Encyclopedia of Disaster Management, Deep and Deep, New Delhi.
- Marathe P. P., (2006) Concepts and practices in disaster management, Diamond Publications
- Narayan, B., (2000) Disaster Management, APH Publishing Corporation, New Delhi.
- Pelling, Mark (2003) Vulnerability of Cities: Natural Disasters and Social Resilience, Earth Scan, London.
- Sharma V.K. (2013) Disaster Management, IIPA, New Delhi.
- Shaw, Rajib and R.R. Krishnamurthy, (2009) Disaster Management: Global Problems and Local Solutions, Universities Press.
- Singh, R.B., (2006) Natural hazards and disaster management: Vulnerability and Mitigation, Rawat Publications, Jaipur.
- Singh, Shailendra K, Kundu, Subhash C and Singh, Shobha, (1980) Disaster Management; Mittal Publications, New Delhi.

INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEM (GIS)

Course Code: STS -527

Course Type: Optional

Credits: 04

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Introduction:

This course attempts to provide a introduction to the basics of Geographic Information System (GIS) using the GIS lab in the School of National Security Studies. It will provide hands-on training to students on the use of QGIS software to carry out analysis on national security issues.

Objective:

By the end of the course, the student will able to:

- Understand the concepts of Geographic Information System (GIS)
- They will also come to know about disasters - both natural and manmade and its impact on society and ecological systems.
- Students will also acquire knowledge on policies and actions regarding preparedness, mitigation, relief and rehabilitation.

Mode of Evaluation

Sessional Evaluation + Class Participation : 50%

End -Sem. Exam in the form of a project : 50%

Unit 1: Introduction to GIS

- Types of Maps and Projections, Scale, Coordinate Reference System
- Uses of GIS, Various types of data and layers
- Installing Plugins and Familiarising with QGIS software and Datasets

Unit 2: Vector Data and Analysis

- Create Point, Line, Polygon (P,L,P) shape files
- Digitize Point, Line, Polygon shape files
- Importing Spreadsheets data to add layer to P,L,P

Unit 3: Raster Data and Analysis

- Types of Raster Data, Data Attribute
- DEM analysis
- Heatmap, Contour, Hillshade and other features

Unit 4: Creating a Map and adding Layers

- Digitisation of Small Map, Clipping of Map
- Adding layers to Map
- Adding Data to Map
- Finalising Map by adding scale and Legend

Suggested Readings and Resources

- *Geographic Information System Basics*” by Jonathan E. Campbell, UCLA, Michael Shin, UCLA.
- Spoken Tutorial, QGIS, IIT Bombay, FOSSE Project, https://spoken-tutorial.org/tutorial-search/?search_foss=QGIS&search_language=English
- Geographic Information Systems (GIS), GIS Data, *MIT Libraries*, <https://libguides.mit.edu/gis>

Fourth Semester

RESEARCH PAPER

Course Code: STS -591

Course Type: Compulsory

Credits: 02

Teaching and Contact Hours: 2 per week

Introduction: The course will familiarize students in writing a research paper of about 5000 words.

Objective:

The course aims to enable students: -

- To identify a research area and research questions to be investigated
- To collect data from online and offline databases
- To write a literature review
- To write research paper

Evaluation Method:

- Writing the research paper requires weekly one-hour consultation with the assigned faculty guide.
- Research Paper – 60 marks
- Presentation of the research paper to faculty members – 40 marks

Submission Details:

- The research paper should be typed on A4 size paper, with proper references.
- The paper should be an original research and should not be copied or plagiarized.
- The paper should be typed in
Font- 'Times New Roman'
Font Size- 12
Spacing- 1.5
- Research Paper should be submitted in hard and soft copy to the assigned faculty guide and the School Office.

ENERGY SECURITY

Course Code: STS-571

Credits: 04

Course Type: Optional

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Course Outline

This course will focus on many aspects of the energy and security nexus. It will begin with an overview of the concept of energy security, its meaning and uses, as well as an overview of some major contemporary energy security issues and problems. This will include some of the basic data, trends, issues and options in oil, gas, electrical, hydropower, alternative energy sources and more. The course will examine the evolution of thinking about the relationship between energy and security in the 20th century and explore new thinking about how to ensure energy security in the 21st century; the course highlights policy challenges to integrate diverse economic, geopolitical and environmental objectives by examining selected energy security policy issues and approaches

Course Modules

Unit 1

- Why is Energy a National Security Issue?
- Oil Economics

Unit 2

- The Persian Gulf and Resource Wars
- Global Governance of Extractive Resources
- Energy Poverty and Development

Unit 3

- Russia, Central Asia, Pipeline Politics and Europe
- Energy and Africa
- US, China and Energy Security
- China and India

Unit 4

- Climate Change
- Energy Security and Renewable Energy
- Conservation, Alternative Energies,
- India's Quest for energy security

Reading list

- Brenda Shaffer (2009) "Introduction," in Energy Politics, pp. 1-18.

- Jean-François Seznac (2012) "Politics of Oil Supply: National Oil Companies vs. International Oil Companies," in Looney, ed., the Routledge Handbook of Oil Politics, pp. 45-59.
- Daniel Yergin (2011) "Is the World Running out of Oil?" in *The Quest*, pp. 227-241. [in polycopié]
- James Fearon (2005) "Primary Commodity Exports and Civil War" *Journal of Conflict Resolution* 49(4): 483-507.
- Michael Ross (2004) "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases," *International Organization* 58:35-67.
- Philippe Le Billon (2001) "The Political Ecology of War" *Political Geography* 20:561-584.
- Robert Kaplan (2011) "The South China Sea Is the Future of Conflict," *Foreign Policy*, Sept-Oct.
- Terry Lynn Karl (1999) "The Perils of the Petro-State: Reflections on the Paradox of Plenty," *Journal of International Affairs* 53(1): 31-48.
- Michael Ross (2001) "Does Oil Hinder Democracy?" *World Politics* 53: 325-361.
- Stephen Haber and Victor Menaldo (2011) "Do Natural Resources Fuel Authoritarianism: a Reappraisal of the Resource Curse," *American Political Science Review*, pp. 1-26.
- Halvor Mehlum et. al. (2006) "Institutions and the Resource Curse," *The Economic Journal* 116: 1-20.
- Marc J. O'Reilly and Wesley B. Renfro (2006) "Evolving Empire: America's 'Emirates' Strategy in the Persian Gulf," *International Studies Perspectives* 8: 137-151.
- Bruce Russett (1981) "Security and the Resources Scramble: Will 1984 be like 1914?" *International Affairs* 58(1): 42-58.
- Michael T. Klare "Petroleum Anxiety and the Militarization of Energy Security," in Moran and Russell, eds. *ES&GP*, pp. 39-61.
- Christopher J. Fettweis (2009) "No Blood for Oil: Why Resource Wars are Obsolete," in Luft and Korin, eds. *ESC*, pp. 66-77.
- Leszek Buszynski (2010) "Rising Tensions in the South China Sea: Prospects for a Resolution of the Issue," *Security Challenges* 6(2): 85-104.
- David R. Dreyer (2010) "One Issue Leads to Another: Issue Spirals and the Sino-Vietnamese War," *Foreign Policy Analysis* 6: 297-315.
- Krista Wiegand (2009) "China's Strategy in the Senkaku/Diaoyu Islands Dispute: Issue Linkage and Coercive Diplomacy," *Asian Survey* 5(2): 170-193.
- M. Taylor Fravel (2010) "International Relations Theory and China's Rise: Assessing China's Potential for Territorial Expansion," *International Studies Review* 12: 505-532.
- Jeff D. Colgan (2010) "Oil and Revolutionary Governments: Fuel for International Conflict," *International Organization* 64: 664-691.
- Joanna Depledge (2008) "Striving for No: Saudi Arabia in the Climate Change Regime," *Global Environmental Politics* 8(4): 9-35.
- Matthew Fuhrmann (2012) "Splitting Atoms: Why Do Countries Build Nuclear Power Plants?" *International Interactions*

NATIONAL SECURITY AND INDIA'S FOREIGN POLICY

Course Code: STS-572

Credit: 04

Course Type: Optional

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: Foreign policy is a tool that a sovereign state uses to pursue its national interests in the international arena. This course aims at providing a comprehensive introduction to the key issues in India's foreign policy. It discusses the origins and determinants of India's foreign policy, the theory and practice of nonalignment, key episodes and trends in the history of India's foreign policy, the reasons for its transformation during the late-1980s and early-1990s, and the features of contemporary foreign policy. The course also covers key bilateral relations, regions and issue areas and culminates with discussions on the enduring themes in India's relations with the world and the skill of analysing foreign policy.

Teaching methods: A significant portion of teaching would involve classroom lectures. Group discussions and presentations would be initiated when these activities would be useful from the point of view of the course.

Learning outcomes: Students crediting this course can expect to:

- Acquire a comprehensive understanding of the historical outlines of India's foreign policy
- Become familiar with the enduring themes in India's foreign policy
- Be skilled in the analysis of foreign policy
- Possess a fair understanding of India as an international actor
- Understand the key challenges before contemporary Indian foreign policy

Requirements: Students are expected to read the material given by the course instructor in advance and be prepared for each class. They are also expected to respect deadlines.

Evaluation

20 percent – term paper plus presentation

30 percent – mid-semester exam

50 percent – end-semester exam

Course Units

Unit I: Introduction, Structure and Determinants of India's Foreign Policy

1. The meaning of foreign policy and its relation to national interest
2. Determinants of India's foreign policy
3. Institutions, Actors and Personalities in the Making of India's Foreign Policy (Parliament, Cabinet, Political parties, Pressure Groups, Foreign Policy Planning, Bureaucracy, Military, National Security Council); Personalities and Indian Foreign Policy (Jawaharlal Nehru to Narendra Modi)

Unit 2: India's Foreign Relations

4. India and South Asia: Major Issues and their implications for National Security
5. Extended neighbourhood and National Security Implications: West Asia, Central Asia and South East Asia
6. Key bilateral relations: United States, Russia, China, Japan, Israel, Africa

Unit 3: India and International Institutions

7. India and the UN
8. India and International Financial Institutions - GATT, IMF, World Bank
9. India and Regional Institutions – BRICS, SCO, European Union, SAARC, BIMSTEC

Unit 4: Major Security Issues and India's Foreign Policy

10. India's nuclear policy (PTBT, NPT, CTBT, MTCR, NSG, Wassenaar Agreement)
11. Global issues – climate change, international terrorism and security
12. Diaspora and foreign policy

Reading List

Required

- Appadorai, A. (1949). 'India's Foreign Policy'. *International Affairs*, 25(1): 37-46.
- Ganguly, Sumit and Rahul Mukherji (2011). *India Since 1980*. New York: Cambridge University Press.
- Harsh Pant, *Indian Foreign Policy: The Modi Era*, New Delhi: Har Anand Publications, 2019.
- Harsh Pant, Ed., *New Directions in India's Foreign Policy: Theory and Praxis*, Cambridge: Cambridge University Press, 2018.
- Harsh Pant and Yogesh Joshi, *Indian Nuclear Policy*, Oxford: Oxford University Press, 2018.
- Harsh Pant, *Indian Foreign Policy: An Overview*, Manchester: Manchester University Press; New Delhi: Orient Black Swan: 2016.
- Lal, Deepak. (1967). 'Indian Foreign Policy, 1947-64'. *Economic and Political Weekly*, 2(19): 879+881-883+885-887.
- Malone, David M., C. Raja Mohan and Srinath Raghavan (eds.) (2015). *The Oxford Handbook of Indian Foreign Policy*. Oxford and New York: Oxford University Press.
- Mehta, P.B. (2009). 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India'. *India Review*, 8(3): 209-233.
- Misra, K.P. (1981). 'Towards Understanding Non-Alignment'. *International Studies*, 20(1-2):23-37.
- Mohan, C. Raja (2003). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. New Delhi: Viking Books.
- Nehru, Jawaharlal. (1946/2012). *The Discovery of India*. New Delhi: Penguin Books.
- Noorani, A.G. (1979). India's Foreign Policy. *Asian Affairs*, 6(4): 231-242.
- _____ (1978). Foreign Policy of the Janata Party Government. *Asian Affairs*, 5(4): 216-228.

- Prasad, Bimal (1962). *The Origins of Indian Foreign Policy: The Indian National Congress and World Affairs, 1885-1947*. Calcutta: Bookland.
- Rajagopalan, Rajesh (2013). 'Nuclear Weapons, Indian Strategy, and International Politics' in Navnita Chadha Behera (ed.) *India Engages the World*, New Delhi: Oxford University Press, 271-330.
- Rajan, M.S. (1968-69). 'India and World Politics in the Post-Nehru Era'. *International Journal*, 24(1): 138-158.
- Rana, A.P. (1969). 'The Intellectual Dimensions of India's Nonalignment'. *The Journal of Asian Studies*, 28(2): 299-312.
- Khilnani, S. et.al (2013). *Non-Alignment 2.0: A Foreign and Strategic Policy for India in the Twenty First Century*. New Delhi: Penguin.

Recommended

The books and articles listed below are recommended readings should students want to read more on any of the key aspects covered in the course.

- Appadorai, A. (1981). *The Domestic Roots of India's Foreign Policy, 1947-1972*. Delhi: Oxford University Press.
- Dixit, J.N. (2004). *Makers of India's Foreign Policy*. New Delhi: HarperCollins.
- Keenleyside, T.A. (1980). Prelude to Power: The Meaning of Non-Alignment Before Indian Independence. *Pacific Affairs*, 53(3): 461-483.
- Rajan, M.S. (1997). *Recent Essays on India's Foreign Policy*. Delhi: Kalinga Publications.
- Harshe, Rajan and K.M. Seethi (eds.) (2009). *Engaging with the World: Critical Reflections on India's Foreign Policy*. New Delhi: Orient Blackswan.
- Raghavan, Srinath (2010). *War and Peace in Modern India: A Strategic History of the Nehru Years*. Ranikhet: Permanent Black.
- Thakur, Ramesh (1992). 'India After Nonalignment'. *Foreign Affairs*, 71(2): 165-182.
- Malone, David M. (2012). *Does the Elephant Dance?: Contemporary Indian Foreign Policy*. Oxford: Oxford University Press.
- Sidhu, W.P.S., P.B. Mehta and Bruce Jones (2013). *Shaping the Emerging World: India and the Multilateral Order*. Washington, D.C.: Brookings Institution Press.
- Abraham, Itty (2014). *How India Became Territorial: Foreign Policy, Diaspora, Geopolitics*. Stanford, C.A.: Stanford University Press.
- Chaudhuri, R. (2013). *Forged in Crisis: India and the United States Since 1947*. London: Hurst.
- Cohen Stephen P. (2013). *Shooting for a Century: The India-Pakistan Conundrum*. Noida: HarperCollins Publishers.
- Garver, J. (2001). *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*. Seattle, W.A.: University of Washington Press.

CYBERSPACE AND INTERNATIONAL SECURITY

Course Code: STS-573

Credits: 04

Course Type: Optional

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

DESCRIPTION:

The course has been designed to introduce the contours of cyberspace to the students. The subject will focus on introduction to cyberspace and discuss the vulnerabilities in it. It will also explain how cyberspace can be protected through various mechanisms including laws and policies. In one of the chapters, the course will dedicatedly examine the situation of cyberspace in India.

OBJECTIVE:

- To understand/explore vulnerabilities in cyber space and implications on International Security
- Study the internal and external global cyber threats
- Examine international and national cyber policies/laws and measures
- Analyse the future challenges in global cyberspace

Teaching Methods

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Mode of Evaluation

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Contents

Unit 1 - Introduction to Cyberspace

- Defining cyber space, Information Security and CII's
- Information Systems: Networks/LAN/WAN and Military Sensors
- Impact of Cyber Crimes in International Security (Citizen Security, Defence Sector, Finance (Banking) Divisions, Energy Segments, Transportation Facilities, Space Domain, Telecommunications)

Unit 2 - Vulnerabilities in Cyberspace (Type of Cyber Aggression/Violence)

- Cyber Warfare (National Security Breach, Cyber Armies, Malware Attacks)
- Cyber Terrorism (Motivation, Recruitment, Training, Campaigning, Tools of violence)
- Cyber Espionage (Data theft, cyber spies/machineries, Espionage Malwares/tools)
- Cyber Crimes (Hacking, Phishing, Defamation, Spam, Trespass, Stalking)

Unit 3 - Securing Global Cyber Space (Role of International and National Bodies)

- Risk Identification, Levels of Protection and Defensive Measures
- Global Computer Emergency Response Team
- UN and other International Institutions

Unit 4 - Cyber Laws/Policies and Indian Cyber Security System

- Overview of Cyber Laws
- Cyber Laws in US, Europe, China, Russia & Others
- Indian Cyber Security Policy and IT-Act
- ME&IT, DIT, CERT-In, NIC, etc
- Prime Minister Office (NCIIPC& NSCS); Ministry of Defence (CYBERCOM, DIARA, Defence-CERT, DRDO); Ministry of Home Affairs (CCTNS)

Suggested Readings:

1. Franklin D. Kramer, Stuart H. Starr, Larry K. Wentz (ed), *Cyberpower and National Security*, Potomac Books Inc, 2009.
2. Jeffrey Carr, *Inside Cyber Warfare: Mapping the Cyber Underworld*, O'Reilly Media, 2011.
3. Richard A. Clarke, *Cyber War: The Next Threat to National Security and What to Do About It*, Ecco, 2012.
4. P.W. Singer, Allan Friedman (ed), *Cybersecurity and Cyberwar: What Everyone Needs to Know*, Oxford University Press, 2014.
5. Jason Andress, Steve Winterfeld (ed), *Cyber Warfare: Techniques, Tactics and Tools for Security Practitioners*, Syngress, 2013.

WEAPONS OF MASS DESTRUCTION (WMD) AND NATIONAL SECURITY

Course Code: STS-574

Credits: 04

Course Type: Optional

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Course Description: This M.A. level course will introduce students to the debates around weapons of mass destruction. The course will study the reasons why states seek WMDs, nuclear weapons, chemical and biological weapons, nuclear deterrence, nuclear capabilities in the major nuclear weapons possessing countries and arms control and disarmament efforts.

Objective

The course aims to enable students:

- To familiarize students with the science of nuclear weapons and nuclear power.
- To introduce students to reasons why states seek nuclear weapons.
- To familiarize the students with the nuclear capabilities in the major nuclear weapons possessing countries.
- To demonstrate the importance of norms and treaties in global efforts to control proliferation of nuclear weapons and eliminate nuclear weapons.

Evaluation Method:

- Mid Semester Exam - 30 marks
- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

Learning Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on deterrence and nuclear strategy. The students will be watching and discussing documentaries and movies about the Cuban Missile Crisis to appreciate the dangers associated with nuclear weapons.

Course Units

Unit 1: Science of Weapons of Mass Destruction (WMD) and Risks Involved

- Introducing the Science behind Nuclear Energy and WMDs
- Challenges for Avoiding proliferation
- Effects of Nuclear, Chemical and Biological Weapons
- Risks involved in dealing with Nuclear Energy and WMDs.

Unit 2: Proliferation of Weapons of Mass Destruction

- Major Drivers (Security related drivers, Domestic Politics related drivers, Norms and Prestige related drivers), Waltz and Sagan debate about 'Spread of Nuclear Weapons'
- Chemical and Biological Weapons
- Concept of Non-Proliferation and Major treaties (PTBT, NPT, CTBT, FMCT)
- Export Control Regimes (MTCR, NSG, Australia Group, Wassenaar Agreement)
- Chemical Weapons Convention and Biological Weapons Convention
- Terrorism and Nuclear Proliferation

Unit 3: Nuclear Strategy, Deterrence and Weapons of Mass Destruction

- Understanding the basic concepts of Nuclear Deterrence
- How has the nuclear strategy evolved in the nuclear age (Major Strategists and Writers on Nuclear Strategy)
- Capabilities and Doctrines of Nuclear Weapons Possessing Countries (NWS and India, Pakistan, Israel, North Korea)

Unit 4: Arms Control and Disarmament

- Arms Control and Disarmament – Concepts, Objectives, Elements of Arms Control, Approaches to Arms Control and Disarmament
- Arms Control Under League of Nations, United Nations, Unilateral, Bilateral and Multilateral Approaches
- Nuclear Arms Limitation and Arms Control Treaties (ABM, SALT, START, INF etc.)
- Countries which have given up or ceased nuclear weapons programs (Former republics of FSU, South Africa, Libya and Iran)
- Nuclear Taboo and Nuclear Disarmament

Course Readings

UNIT 1: Science of Weapons of Mass Destruction (WMD) and Risks Involved

- "How Do Nuclear Weapons Work?" Union of Concerned Scientists,
- Richard Rhodes and Denis Beller, "The Need for Nuclear Power," *Foreign Affairs*, Vol. 79, No. 1 (Jan. - Feb., 2000), pp. 30-44.

UNIT 2: Proliferation of Weapons of Mass Destruction

- Scott D. Sagan, 'The perils of proliferation: Organization theory, deterrence theory, and the spread of nuclear weapons', *International Security*, Vol. 18, No. 4, Spring 1994, pp.66-107.
- Scott D. Sagan, "Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb," *International Security*, Vol. 21, No. 3, Winter, 1996-1997, pp. 54-86.
- Kenneth N. Waltz and Scott D. Sagan, *The Spread of Nuclear Weapons: A debate*, New York: W. W. Norton, 1995. (Selected Sections).
- Richard Price, "A genealogy of the chemical weapons taboo", *International Organization*, Vol. 49, No. 1, Winter 1995, pp. 73-103.

- Jonathan B. Tucker, "A Farewell to Germs: The US renunciation of biological and toxin warfare, 1969-70", *International Security*, Vol. 27, No.1, Summer 2002, pp. 107- 148.

UNIT 3: Nuclear Strategy, Deterrence And Capabilities

- Ward Wilson, *Five Myths About Nuclear Weapons*, Houghton Mifflin Harcourt, 2013. (Selected Sections).
- Lawrence Freedman, *The Evolution of Nuclear Strategy*, London: Macmillan Press Ltd, 1989 (Chapters - 1, 6, 9, 15, 16, 17).
- Jervis, Robert, *Perception and Misperception in International Politics*, Princeton: Princeton University Press, 1976. (Chapter 3).
- Scott D. Sagan, *Moving Targets: Nuclear Weapons and National Security*, Princeton, NJ: Princeton University Press, 1989. (Chapter 1).
- Jacques E. C. Hymans, *Achieving Nuclear Ambitions: Scientists, Politicians, and Proliferation*, Cambridge: Cambridge University Press, 2012. (Selected Sections).
- John Wilson Lewis and Xue Litai, *China Builds the Bomb*, Stanford: Stanford University Press, 1988, pp. 35-169
- Wu Riqiang, "Certainty of Uncertainty: Nuclear Strategy with Chinese Characteristics," *Journal of Strategic Studies*, 2013, Vol. 36, No. 4, pp.579-614.
- Bhumitra Chakma, "Road to Chagai: Pakistan's Nuclear Programme, Its Sources and Motivations," *Modern Asian Studies*, Vol. 36, No. 4, 2002, pp. 871-912.
- Scott Sagan, "Evolution of Pakistani and Indian Nuclear Doctrine," in Scott Sagan Ed. *Inside Nuclear South Asia*, New Delhi: Foundation Books, 2011.
- Paul Kapur, *Dangerous Deterrent* (Sections will be identified)
- George Perkovich, *India's Nuclear Bomb*, California: Oxford University Press (Selected sections).
- "Draft Report of National Security Advisory Board on Indian Nuclear Doctrine", *Ministry of External Affairs*, August 17, 1999, available at <http://www.mea.gov.in/in-focus-article.htm?18916/Draft+Report+of+National+Security+Advisory+Board+on+Indian+Nuclear+Doctrine>
- "Cabinet Committee on Security Reviews Progress in Operationalizing India's Nuclear Doctrine," *Press Information Bureau*, January 4, 2003, available at <http://pib.nic.in/archieve/lreleng/lyr2003/rjan2003/04012003/r040120033.html>
- Bharat Karnad, "The Irrelevance of Classical Nuclear Deterrence Theory," *India Review*, Vol. 4, No. 2, April 2005, pp. 173-213.
- Christopher R. Hill, "The Elusive Vision of a Non-Nuclear North Korea," *The Washington Quarterly*, 2013, Vol. 36 (2), pp. 7-19.

UNIT 4: Arms Control and Disarmament

- Emanuel Adler, "The Emergence of Cooperation: National Epistemic Communities and the International Evolution of the Idea of Nuclear Arms Control." *International Organization*, 1992, Vol. 46, 1, pp. 101-145.
- Francis J. Gavin, "Blasts from the Past: Proliferation Lessons from the 1960s," *International Security*, 2004, Vol. 29, 3, pp. 100-135.

- Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 1999, Vol. 53, 3, pp. 433-468.

EUROPEAN UNION AS A GLOBAL ACTOR

Course Code: STS-575

Course Type: Optional

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description:

The European Union (EU) is a remarkable development of the post-second World War period. Reconciling national interests with pooled sovereignty in certain domains, the EU is a *sui-generis* (one of its kind) project. It represents a post Westphalian actor with the most advanced form of supranational governance inspiring efforts towards regional integration around the world. However, events like Iraq War, Eurozone crisis, Brexit and the migration crisis have put the integration project at crossroads. This course provides an overview of contemporary European politics with focus on EU's role as a global actor. It explores EU's engagement with major powers and emerging regions like Asia and discusses challenges facing the European integration project.

Objectives:

- To understand the origins and evolution of the EU, its politics, institutions and external relations.
- To understand the EU's engagement with major powers and regions.
- To think critically about the EU's role in global politics.
- To analyse challenges confronting future of European integration.

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods:

The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

Learning Outcomes:

- To use different theoretical and methodological approaches to study the EU's global actorness
- To analyse EU's actorness in several policy areas such as economic, development and humanitarian assistance, and security and defence
- To develop insights into possible future scenarios and research in the field.

Course Units

Unit 1: A Brief Introduction to the European Union

- History and evolution
- European Integration – Theoretical approaches (Functionalism, Intergovernmentalism, Supranationalism, Multi-level governance)

Unit 2: Conceptualizing EU as a Global Actor

- Civilian and Normative power
- Multilateralism and rules-based order
- EU as a security actor – ESS (2003) and EUGS (2016)

Unit 3: EU Foreign and Security Policy: Key Issues

- Enlargement and neighbourhood
- Climate change and sustainable development
- Trade and connectivity
- Human rights and democracy promotion
- Migration

Unit 4: EU in a Multipolar World

- Future of Trans-Atlantic partnership
- EU's relations with China, Russia and UN
- India-EU Strategic Partnership

Unit Readings

Unit 1

- Archer, Clive (2008). *The European Union*. London: Routledge.
- Warleigh-lack, Alex (2008). *European Union: The Basics*. New York: Routledge.
- Liesbet Hooghe & Gary Marks (2019). Grand theories of European integration in the twenty-first century. *Journal of European Public Policy*, 26:8, 1113-1133
- Maher, Richard (2019). International Relations Theory and the Future of European Integration, *International Studies Review*, 1-26.

Unit 2

- Manners, Ian (2002). Normative Power Europe: a Contradiction in Terms? *Journal of Common Market Studies*, 40(2): 235-258.
- Smith, Michael (2007). The European Union and International Order: European and Global Dimensions. *European Foreign Affairs Review*, 12(4): 437-456.
- Moravcsik, Andrew (2002). Reassessing Legitimacy in the European Union. *Journal of Common Market Studies*, 40: 603-624.
- Howorth, Jolyon (2010). The EU as a Global Actor: Grand Strategy for a Global Grand Bargain? *Journal of Common Market Studies*, 48(3): 455-474.
- Lucarelli, S. & I. Manners (2006) (Eds.), *Values and Principles in European Union Foreign Policy*. London: Routledge.
- Mälksoo, Maria (2016). From the ESS to the EU Global Strategy: external policy, internal purpose. *Contemporary Security Policy*, 37(3): 374-388.

- Howorth, Jolyon (2016). The EUGS: New Concepts for New Directions in Foreign and Security Policy. *International Spectator*, 51(3): 24-26.

Unit 3

- Oberthür, S. (2016). Where to Go from Paris? The European Union in Climate Geopolitics, *Global Affairs* 2: 2.
- Ash, Timothy Garton (2012). The Crisis of Europe: How the Union Came Together and Why It's Falling Apart. *Foreign Affairs*, 91(5): 2-15.
- Carbone, Maurizio (2007). *European Union and International Development: The Politics of Foreign Aid*. London: Routledge
- Ceccorulli, Michela & Sonia Lucarelli (2017). Migration and the EU Global Strategy: Narratives and Dilemmas. *International Spectator*, 52(3): 83-102.
- Leblond, Patrick & Crina Viju-Miljusevic (2019). EU trade policy in the twenty-first century: change, continuity and challenges. *Journal of European Public Policy*, 26(12): 1836-1846.
- Lisbonne de Vergeron, Karine (2018). The New Silk Roads: European Perceptions and Perspectives. *International Studies*, 55(4): 339-349.
- Singh, Manasi. 2016. EU's Democracy Promotion in the Neighbourhood: Renegotiating the Framework post Arab Spring. In Scott Nicholas Romaniuk and Marguerite Marlin (Eds). *Democracy and Civil Society in a Global Era*, New York: Routledge.

Unit 4

- Simón, L. (2015). Europe, the rise of Asia and the future of the transatlantic relationship. *International Affairs*, 91(5): 269-289
- Berkofsky, A. (2014). The European Union (EU) in Asian Security: Actor with a Punch or Distant Bystander? *Asia-Pacific Review*, 21(2): 61-85.
- Sachdeva, Gulshan (2014). EU–China and EU–India: A Tale of Two Strategic Partnerships. *Strategic Analysis*, 38(4): 427-431.
- Kirchner, Emil (2015). China and the EU as Global Actors: Challenges and Opportunities for Joint Cooperation. *Economic and Political Studies*, 3(1): 98-113.
- Casier, Tom (2016). From logic of competition to conflict: understanding the dynamics of EU–Russia relations. *Contemporary Politics*, 22(3): 76-394.
- Kavalski, Emilian (2016). The EU–India strategic partnership: neither very strategic, nor much of a partnership, *Cambridge Review of International Affairs*, 29:1, 192-208.
- Peters, Ingo (2011). Strategic Culture and Multilateralism: The Interplay of the EU and the UN in Conflict and Crisis Management. *Contemporary Security Policy*, 32:3, 644-666.

Journals

- European Journal of Political Research
- European Security
- European Union Politics
- Journal of European Studies
- Journal of European Integration

INTERNATIONAL ORGANIZATIONS AND GLOBAL GOVERNANCE

Course Code: STS-576

Course Type: Core

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: The course examines the role and relevance of international organizations (IOs) and the major concepts and theoretical approaches to study IOs and assess their contribution in policy areas such as economic development, security, trade, environment, human rights and humanitarian assistance. It focuses on understanding global governance both as a paradigm and as an emerging field of inquiry in international relations. It explores what is meant by 'global', what is being governed, how and by whom. The course introduces students to debates, challenges, the driving forces and processes, that characterise governance in an increasingly interconnected and politicised global context.

Objectives:

- To understand why states cooperate and create institutions to address collective action problems.
- To understand the design and functioning of IOs and their interactions with states and non-state actors.
- To understand multilateral diplomacy through international institutions, regimes, transnational networks.
- To be familiar with key issues, actors, sources of authority, challenges and trends in global governance.

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

Learning Outcomes:

- To critically evaluate the process of decision-making at the global level in major policy domains.
- To use concepts and theoretical approaches for case studies.
- To develop insights into possible future scenarios and research in the field.

Course Units

Unit 1: Introduction to IOs and Global Governance

- Historical evolution
- Definition, Typology, Roles and Functions
- Governance in a globalizing world

Unit 2: Concepts and Theoretical Approaches

- Realism and Liberal Institutionalism
- Regime Theory
- Functionalism and Neo-functionalism
- Multilateralism
- Power, IOs and Global Governance

Unit 3: Actors and Institutions in Global Governance

- The UN System – Evolution in a changing global context
- World Bank, IMF; WTO
- G20, BRICS
- Regional Organisations (EU, ASEAN, SAARC)
- Non-state Actors (Global Civil Society, Networks & Movements, NGOs, TNCs)

Unit 4: Global Governance and Role of IOs: Key Thematic Issues

- Collective security and use of force
- Peacebuilding and post-conflict reconstruction
- Trade, finance and development
- Human Rights and Human Security
- Environment and Health

Readings

Unit 1

- Diehl, Paul F. (ed.) (2005). *Politics of Global Governance: International Organizations in an Interdependent World*, Boulder, CO: Lynne Rienner.
- Dingwerth, Klaus and Philipp Pattberg (2006). Global Governance as a Perspective on World Politics. *Global Governance*, 12: 185-203.
- Finkelstein, Lawrence (1995). What is Global Governance? *Global Governance*, 1(3): 367-372.
- Abbot, Kenneth and Duncan Snidal (1998). Why States Act through Formal Organizations. *Journal of Conflict Resolution*, 42: 3-32.
- Archer, Clive (2015). *International Organisations*, London: Routledge.
- Hurd, Ian (2018). *International Organizations: Politics, Law, Practice*, New York: Cambridge University Press.
- Karns, M. P. and Mingst, K.A. (2004). *International Organizations: The Politics and Processes of Global Governance*, Boulder, CO: Lynne Rienner.
- Reinalda, Bob (2009). *Routledge History of International Organizations: From 1815 to the Present Day*, London: Routledge.

Unit 2

- Keohane, Robert O. and Lisa L. Martin (1995). The Promise of Institutional Theory," *International Security*, 20(1), pp. 39-51.
- Grieco, Joseph (1988). Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism. *International Organization*, 42(3): 485-507.
- Barnett, Michael N. and Martha Finnemore (1999). The Politics, Power, and Pathologies of International Organizations. *International Organization*, 53(4): 699-732.
- Ruggie, John Gerard (1992). Multilateralism: The Anatomy of an Institution. *International Organization*, 46(3): 561-598.
- Mearsheimer, John J (1994). The False Promise of International Institutions. *International Security*, 19(3): 73-91.

Unit 3

- Craig, Campbell (2008). The Resurgent Idea of World Government. *Ethics & International Affairs*, 22 (2): 133-142.
- Dutt, Sagarika (2012). The UN and Global Governance: Do Ideas Alone Help? *India Quarterly*, 68(2): 187-194.
- Kaldor, Mary (2003). The Idea of Global Civil Society. *International Affairs*, 79 (3): 583-593.
- George Weiss and Ramesh Thakur (eds.) (2010), *Global Governance and the UN: An Unfinished Journey*, Bloomington: Indiana University Press.
- Goodrich, Leland M. (1947). From League of Nations to United Nations. *International Organization*, 1(1): 3-21
- Cooper, Andrew (2010). The G20 as an Improvised Crisis Committee and/or a Contested 'Steering Committee. *International Affairs*, 86 (3): 741-757.
- Cronin, Bruce (2002). The Two Faces of the United Nations: Between Inter-governmentalism and Transnationalism. *Global Governance*, 8(1): 53-71.
- Hettne, Björn and Fredrik Söderbaum (2006), The UN and Regional Organizations in Global Security: Competing or Complementary Logics? *Global Governance*, 12(3): 227-232.
- Bexell, Magdalena; Jonas Tallberg and Anders Uhlin (2010). Democracy in Global Governance: The Promises and Pitfalls of Transnational Actors. *Global Governance*, 16 (1): 81-101.

Unit 4

- Lipson, Michael (2007). Peacekeeping: Organized Hypocrisy? *European Journal of International Relations*, 13: 5-34
- Woodward, Scott (2012). The Responsibility to Protect: The Time is Now, *Mediterranean Quarterly*, 23 (3): 82-97.
- Woods, Ngaire (2007). *The Globalizers: The IMF, the World Bank, and Their Borrowers*, Ithaca: Cornell University Press.
- Ng N, Ruger J (2011). Global health governance at the crossroads. *Global Health Governance*, 3(2): 1-37.
- Lee, Kelly and Adam Kamradt-Scott (2014). The multiple meanings of global health governance: a call for conceptual clarity. *Globalization and Health*, 10 (28),
- Woods, Ngaire (2010). Global governance after the financial crisis: a New multilateralism or the last gasp of the great powers?. *Global Policy*, 1: 51-63.

- Newell, Peter (2008). The Political Economy of Global Environmental Governance. *Review of International Studies* 34 (3): 507-529

JOURNALS

- International Organization
- Global Governance
- Global Society
- Global Policy
- The Review of International Organizations

VIDEOS

- Rise of WTO
<https://www.youtube.com/watch?v=1Xp75Egtvi8>
- Transnational crime
<https://vimeo.com/56937394>
- EU migration crisis: the inside story
<https://www.youtube.com/watch?v=YnYzcl4QRgY>
- A world on the move: Refugees and Migrants
<https://www.youtube.com/watch?v=vpkcHYfXC0w>
- Life As A UN Peacekeeper In The Democratic Republic Of The Congo
<https://www.youtube.com/watch?v=T1xiS8mBpBs>

INTELLIGENCE AGENCIES AND INDIA'S NATIONAL SECURITY

Course Code: STS-577

Course Credits: 04

Course Type: Optional

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods:

The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

Course objectives

- To educate the objectives/functioning of Intelligence communities (academic approach, not the statecraft) and National Security Studies in higher education
- Study different types of intelligence organisations/units in India and their respective role
- Analyse the basic functions of such institutions and their future trends.

Course Contents

Unit 1: Introduction to Intelligence Studies and National Security

- Understating the concept of intelligence and security studies
- History of Indian Intelligence
- National Security Laws (Secret Act)
- Basic role of Intelligence Organisation in securing India

Unit 2: Indian Intelligence Organisations

- India's Dedicated Intel Organisation: Intelligence Bureau (Internal); Research and Analyses Wing (External/Foreign); National Technical Research Organisation (Technical)
- Military and Central Armed Police Forces: Their Intelligence Units

- Other Intelligence setups: Finance Intelligence Unit, Narcotics Crime Bureau, Enforcement Directorate, Multi Agency Center, Joint Intelligence committee etc.)

Unit 3: Function and Sources of Intelligence

- Open Sources Intelligence (OSINT), Human Intelligence (HUMINT)
- Signal Intelligence (SIGINT), Communication Intelligence (COMINT)
- Imagery Intelligence (IMINT), Cyber Intelligence (CYBERINT)

Unit 4: Relevance of Intelligence Studies in Academic Realm and Social Sphere

- Intelligence studies at Universities and Think Tanks (case study of US, UK, Europe, Israel & Australia)
- Intelligence in Literature and Films
- Intelligence and the Media
- Analyses on Future Trends of Indian Intelligence
- Exercise/Gaming

Suggested Readings:

1. V.K.Singh, *India's External Intelligence*, Manas Publications, New Delhi-2007.
2. B. Raman, *The Kaoboy of R&AW: Down Memory Lane*, Lancer Publishers, New Delhi-2007.
3. D.C. Pathak, *Intelligence: A Security Weapon*, Manas Publication, New Delhi, 2008
4. Maloy Krishnar Dhar, *Intelligence Tradecraft: Secrets of Spy Warfare*, Manas Publication, New Delhi, 2011
5. D C Nath, *Intelligence Imperatives for India*
6. Dr Bhashyam Kasturi, *Intelligence Services Analysis, Organization And Function*

WARS, CONFLICT AND VIOLENCE IN INDIA

Course Code: STS-578

Credits: 04

Course Type: Optional

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Introduction: The course aims to introduce major wars and conflicts in India since post-independence period. It discusses both full scale wars and Kargil conflict with Pakistan, falling short of full scale war. Along with wars, major insurgencies in North, West, Central and North-East India would be explored. The course also takes into account non-traditional security issues and challenges, like caste, communal and linguistic conflicts in India. Major inter-state conflicts over water resource would be also discussed.

Teaching Methods

The primary mode of instruction would be regular lectures by course instructor. Class room discussions and interactions would also constitute essential part of class room teaching. For students, regular attendance, preparation and participation are essential. Students will be expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Evaluation

Mode of Evaluation

Assignments / Term Paper	: 20%
Mid- Semester	: 30%
End-Semester	: 50%

Term Paper/Assignment- will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. There will be penalties for late submission. Strict action would be initiated against plagiarism.

Mid-Semester Examination: Written examination in the middle of the semester would be conducted, covering half of the course.

End Semester Examination: There will be a written test towards the end of the Semester.

Course Units:

Unit I: India's Wars/Conflicts with neighbours

- 1947- Indo-Pak war 1947-48
- 1962- India-China war
- 1965 - Indo-Pak war
- 1971- Indo-Pak war
- 1999-Kargil Conflict

Unit II: Major Insurgencies and Militant Movements

- Left Wing Extremism
- Kashmir
- Punjab
- North-East

Unit III: Religious Conflict, Communalism and Caste Violence

- Religious Conflict,
- Communalism
- Caste Violence

Unit IV: Linguistic Demands, State Reorganization and Intra-State Conflicts over Water Resources

- Linguistic Demands
- Demands for State Reorganisation
- Intra-State conflicts over Water Resources

Essential Readings:

- Navnita Chadha Behra, "Internal Conflicts and Governance: Understanding India's Praxis," in *Norms and Premises of Peace Governance: Socio-Cultural Similarities and Differences in Europe and India*, eds., Janel B. Galvanek, Hans J. Giessmann and Mir Mubashir, Berghof Occasional Paper No. 32, Berlin, Berghof Foundation, 2012.
- Navnita Chadha Behra, *Conflict, Governance and Peace Building In Kashmir*, Oslo: Peace Research, 2103
- Arjun Subramaniam, *India's Wars: A Military History, 1947-1971*, HarperCollins, 2016
- V P Malik, *India's Military Diplomacy*, Harper, 2013
- Srinath Raghavan, *War and Peace in Modern India*, Orient Blackswan, 2013
- Srinath Raghavan, *1971: A Global History of the Creation of Bangladesh*, Harvard University Press, 2013
- John Garver, China's Decision for War with India in 1962," in *New Approaches to the Study of Chinese Foreign Policy*, Robert S. Ross and Alastair Iain Johnston, Stanford University Press, 2005.
- John Garver, Indian-Chinese Rivalry in Indochina," *Asian Survey*, Vol. 27, No. 1 (November 1987), pp. 1205-1219.
- Amitav Acharya, Subrat K Singhdeo and M Rajaretnam, ed. 2011. *Human Security: From Concept to Practice Case Studies from Northeast India and Orissa*. Singapore. First. 5 Toh Tuck Link: World Scientific Series on Human Security. doi:Asian Dialogue Society.
- Chakrabaty, Bidyut and Kujur Kumar Rajat. 2010. *Bidyut Chakrabarty, Rajat Kumar Kujur Maoism in India Reincarnation of Ultra-Left Wing Extremism in the Twenty-First Century Routledge Contemporary South Asia Series 2010.pdf*. First. Routledge.
- Dubey, Sandeep Kumar. 2013. "Maoist Movement in India: An Overview." *Institute for Defence Studies and Analyses*, 1–21.
- Mohanty, Manoranjan. 1977. *Manoranjan Mohanty-Revolutionary Violence_ A Study of the Maoist Movement in India-Sterling Publishers (1977).pdf*. New

Delhi: Sterling.

- Scott Gates, Kaushik Roy, *Unconventional Warfare in South Asia: Shadow Warriors and Counterinsurgency*, Routledge, 2014
- Baruah, Sanjib (2005) *Durable Disorder Understanding the Politics of Northeast India*. Oxford: Oxford University Press.
- Gill, K.P.S. (1997) *The Knights of Falsehood*. New Delhi: Har Anand.
- Goswami, Namrata (2007) 'The Naga Narrative of Conflict: Envisioning a Resolution Roadmap', *Strategic Analysis*, 31 (2): 287–313.
- Kohli, Atul, 'Can Democracies Accommodate Ethnic Nationalism? Rise and Decline of Self Determination Movements in India', *Journal of Asian Studies*, 56 (2), 1997, pp. 325–44.
- Baruah, Sanjib (1994) 'The State and Separatist Militancy in Assam: Winning a Battle and Losing the War?', *Asian Survey*, 34 (10): 863–97
- Egreteau, Renaud (2006) *Instability at the Gate: India's Troubled Northeast and its External Connections*. New Delhi, Centre de Sciences Humaines.
- Wallace, Paul (2007) 'Countering Terrorist Movements in India: Kashmir and Khalistan', in Robert J. Art and Louise Richardson (eds), *Democracy and Counterterrorism Lessons from the Past*. Washington, DC: United States Institute of Peace, pp. 425–82
- Asha Sarangi and Sudha Pai, *Interrogating Reorganisation of States: Culture, Identity and Politics in India*, Routledge, 2016
- Louise Tillin, *Remapping India: New States and their Political Origins*, C. Hurst & Co., 2013
- Alan Richards & Nirvikar Singh (2010) Inter-state Water Disputes in India: Institutions and Policies, *International Journal of Water Resources Development*, 18:4, 611–625, DOI: [10.1080/079006202200001743](https://doi.org/10.1080/079006202200001743)
- Iyer, R. R. (1994a) Federalism and water resources, *Economic and Political Weekly*, 26 March, pp. 733–738.
- Iyer, R. R. (1994b) Indian federalism and water resources, *Water Resources Development*, 10(2), pp. 191–202.
- Ramana, M. V. V. (1992) *Inter-state River Water Disputes in India* (Madras, Orient Longman)
- Wilkinson, Steven Ian. "India, Consociational Theory, and Ethnic Violence." *Asian Survey* 40, no. 5 (2000): 767–91. doi:10.2307/3021176.
- Paul R. Brass, *The Production of Hindu-Muslim Violence in Contemporary India*, Seattle: University of Washington Press, 2003
- Rup Kumar Barman, Caste Violence in India: Reflections on Violence against the Dalits of Contemporary India, *Contemporary Voice of Dalit*, Vol 3, Issue 2, 2010, pp. 193 – 212, <https://doi.org/10.1177/0974354520100205>
- Hugo Gorringer, Surinder S. Jodhka & Opinderjit Kaur Takhar (2017) Caste: experiences in South Asia and beyond, *Contemporary South Asia*, 25:3, 230–237, DOI: [10.1080/09584935.2017.1360246](https://doi.org/10.1080/09584935.2017.1360246)

INTRODUCTION TO WEST ASIA

Course Code: STS-579

Credits: 04

Course Type: Optional

Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)

Course Description: This is a M.A. level course which seeks to introduce students to the concepts, history, conflicts and India's concerns and interests in the West Asian region.

Objective

The course aims to enable students:

- To familiarize students with the terms and concepts used to delineate the region.
- Introduce students to the history of the region
- Familiarize students with the major conflicts in the region.
- Highlight India's concerns and interests in the West Asian region.

Evaluation Method:

- Mid Semester Exam - 30 marks
- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles to understand the west Asian region. Important films on the region like *Lawrence of Arabia* and the *Ten Commandments* will also be shown and discussed during the course.

Course Units

UNIT 1: TERMS, CONCEPTS & APPROACHES TO HISTORY

- Issues: Terms: Middle East, Near East, West Asia
- Concepts: Orientalism

UNIT 2: WEST ASIA IN HISTORY AND IDEOLOGIES

History of the West Asian Region

- Ottoman and Persian Empires
- Rivalry Among European Powers and Emergence of the British as the Dominant Power
- Growth of Nationalism

- First World War and its impact on the region (Ottoman-German Alliance; Revolt by Sharief Husain of Mecca against the Ottomans; Balfour Declaration & Sykes-Picot Agreement; Disintegration of the Ottoman Empire)
- Creation of New Nation-States and struggle for Independence

Ideologies

- Nationalism: Arab, Iranian and Turkish
- Pan-Islamism
- Zionism
- Bathism and Socialism
- Wahabism and Salafism

UNIT 3: CONFLICTS IN WEST ASIA

- Iran-Saudi Rivalry
- Israel-Palestine Dispute
- Iran-Iraq War

UNIT 3: CONFLICTS IN WEST ASIA

- Iran-Saudi Rivalry
- Israel-Palestine Dispute
- Iran-Iraq War

UNIT 4: INDIA AND THE CONTEMPORARY ARAB WORLD

- Historical Linkages between India and West Asia
- Nasser, Nehru and NAM, Suez crisis
- India and GCC
- Post-Cold War Era and Globalisation
- Challenges for India's West Asia Policy

Unit Readings

UNIT 1: TERMS, CONCEPTS & APPROACHES TO HISTORY

1. Carr, E. H., What is History? (Selected Sections).
2. Edward Said, Orientalism (Selected Sections).

UNIT 2: WEST ASIA IN HISTORY AND IDEOLOGIES

- George E Kirk, *A Short History of the Middle East: From the Rise of Islam to Modern Times*, New York: Methuen, 1955.
- Ira M. Lapidus, *A History of Islamic Societies*, Cambridge: Cambridge University Press, 1988.

UNIT 3: CONFLICTS IN WEST ASIA

1. Beverley Milton-Edwards and Peter Hinchcliffe, *Conflicts in the Middle East Since 1945*, Routledge, 2008.
2. Gregory Hamas and Todd M. Ferry, *The Palestine-Israel Conflict: A Basic Introduction*.

UNIT 4: INDIA AND THE CONTEMPORARY ARAB WORLD

1. S. Maqbul Ahmad, *Indo-Arab Relations; an account of India's Relations with the Arab World from ancient up to modern times*, (Selected Chapters)
2. Abhyankar, Rajendra M. (ed.) *West Asia and the Region: Defining India's Role*, New Delhi, Academic Foundation, 2008 (Selected Chapters)
3. Riyaz Punjabi and AK Pasha, (Eds.) *India and the Islamic World*, New Delhi: Radiant Publishers, 1998.

INTERNATIONAL LAW

Course Code: STS-580

Credit: 04

Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)

Course Description: International Law has gained significant momentum in the global legal order and relations. This is plainly because no state can exist and operate independently of others, however strong and powerful it may be. Virtually there is no area at the global level which is not influenced and governed by International Law at present. Observance of International Law has almost become an indispensable order of/for international relations. This course introduces students to the realm of International Law in terms of its nature, sources, international operation and municipal application. This course is also devoted to address various established concepts and current issues of International Law.

Course Units

UNIT 1: INTRODUCTION, SOURCES AND SUBJECTS OF INTERNATIONAL LAW

1. Introduction to International Law
 - Origin and Nature of International Law
 - Definition of International Law
 - Is International Law a True Law?
 - Bases of International Law
 - Asian African Perspectives on International Law
2. Sources of International Law
 - International Conventions
 - International Customs
 - General Principles of Law Recognized by Civilized States
 - Judicial Decisions and Juristic Works
 - Codification and Progressive Development of International Law
3. Subjects of International Law
 - States and International Organizations
 - Status of Individuals
 - International Non-State Actors

UNIT 2: SOVEREIGNTY, STATE RECOGNITION, SUCCESSION, JURISDICTION AND RESPONSIBILITY

4. Concept of Sovereignty in International Law
 - Nature of a State
 - Essential Elements of a State
 - Rights and Duties of States
 - Different Kinds of States
 - Sovereign Equality of States

5. Relationship between International Law and Municipal Law
 - Theories of Relationship
 - State Practices: US and UK
 - Indian Position
6. State Recognition and Succession
 - Theories of Recognition
 - Modes of Recognition
 - Legal Effects of Recognition
 - State Succession
7. State Jurisdiction
 - Acquisition and Loss of State Territory
 - Law of Air and Outer Space, Law of the Sea
 - Nationality
 - Criminal Jurisdiction: Extradition and Asylum
 - Diplomatic immunities and Privileges
8. State Responsibility
 - Elements of International Responsibility
 - Notion of Imputability
 - Calvo Doctrine
 - State Responsibility for Breach of Treaty or Contractual Obligations
 - State Responsibility in respect of Expropriation of Foreign Property
 - State Responsibility for Environment
 - Responsibility to Protect

UNIT 3: LAW OF TREATIES, LAW OF ENVIRONMENT AND LAW OF INTERNATIONAL ORGANISATIONS

9. Law of Treaties
 - Definition and Meaning
 - Vienna Convention on the Law of Treaties
 - Classification of Treaties
 - Parties Competent to Make a Treaty
 - Formation and Reservations to Treaties
 - Interpretation, Amendment of Treaties
 - Termination of Treaties
10. Law of Environment
 - Relevance of General International Law for Environment
 - International Co-operation for the Regulation of Environmental Conservation
 - UN Efforts on the Protection and Preservation of Environment
 - Concept of Sustainable Development and Environment
11. Law of International Organizations
 - Definition and Evolution of International Organizations
 - League of Nations
 - United Nations and Its Principal Organs
 - Specialized Agencies and other Inter-governmental Organizations

UNIT 4: LEGALITY OF WAR, USE OF FORCE AND HUMAN RIGHTS

12. Legality of War and Use of Force
 - Settlement of International Disputes

- Definition of War and Its Legal Character and Effects
- Position within the UN Charter
- Laws of Warfare
- War Crimes and Genocide
- Termination of War and Postliminium
- Non-International Armed Conflicts
- Law of Neutrality

13. Human Rights

- Universal Protection of Human Rights
- Regional Protection of Human Rights
- National Protection of Human Rights

Reading List

- Agarwal, H.O., International Law and Human Rights (20th edn, Jain Book Agency 2014).
- Anand, R. P., Development of Modern International Law and India (Nomos 2005).
- Anand, R. P., Studies in International Law and History: An Asian Perspective (Springer 2004).
- Brownlie, Ian., Principles of Public International Law (7th edn, OUP 2008).
- Dixon, M., Textbook on International Law (OUP 2005).
- Harris, D.J., Cases and Materials on International Law (7th rev edn, Sweet & Maxwell 2010).
- Jennings, Robert and Arthur Watts (eds.), Oppenheim's International Law (9th edn, Longman 1992).
- Kapoor, SK, International Law and Human Rights (18th edn, Central Law Agency 2011).
- Malanczuk, Peter, Akehurst's Modern Introduction to International Law (8th rev edn, Routledge 2002).
- Shaw, Malcolm N., International Law (6th edn, Cambridge University Press 2008).
- Verma, S.K., An Introduction to Public International Law (PHI Learning 1998).

CENTARE FOR GUJARATI LANGUAGE AND LITERATURE
SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES
CENTRAL UNIVERSITY OF GUJARAT
SYLLABUS 2021/2022

NAME OF PROGRAMME : M.A. GUJARATI
SEMETER-1

COURSE	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	અર્વાચીન ગુજરાતી કવિતા Early Gujarati Poetry	GUJ-403	50/50	04
CORE-2	ભારતીય સાહિત્ય મીમાંસા Indian Literary Criticism	GUJ-404	50/50	04
ELECTIVE-1	ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ Political and Cultural History of Gujarat	GUJ-426	50/50	04
ELECTIVE-2	ગુજરાતની લોકવિદ્યા Folklore of Gujarat	GUJ-427	50/50	04
ELECTIVE-3	સાહિત્ય અને આધુનિકતા Modernism and literature	GUJ-428	50/50	04
ELECTIVE-4	લોકપ્રિય સાહિત્ય Popular Literature	GUJ-429	50/50	04
ELECTIVE-5	ગુજરાતી વિવેચન-1 Gujarati Criticism-1	GUJ-430	50/50	04
CORE	પ્રકલ્પ કાર્ય Project work	GUJ-442	50/50	02
	TOTAL CREDIT			28

CENTARE FOR GUJARATI LANGUAGE AND LITERATURE

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CENTRAL UNIVERSITY OF GUJARAT
SYLLABUS 2021/2022

NAME OF PROGRAMME : M.A. GUJARATI
SEMETER-2

COURSE	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	અર્વાચીન ગુજરાતી ગદ્ય Early Gujarati Prose	GUJ-453	50/50	04
CORE-2	પાશ્ચાત્ય સાહિત્ય મીમાંસા Western Literary Criticism	GUJ-454	50/50	04
ELECTIVE-1	મધ્યકાલીન ગુજરાતી સાહિત્ય Medieval Gujarati Literature	GUJ-476	50/50	04
ELECTIVE-2	ગુજરાતનું લોકસાહિત્ય Folk Literature of Gujarat	GUJ-477	50/50	04
ELECTIVE-3	સાહિત્ય અને સમાજ Literature and Society	GUJ-478	50/50	04
ELECTIVE-4	તુલનાત્મક સાહિત્ય Comparative Literature	GUJ-479	50/50	04
ELECTIVE-5	ગુજરાતી વિવેચન-2 Gujarati Criticism-2	GUJ-480	50/50	04
CORE	પ્રકલ્પ કાર્ય Project Work	GUJ-492	50/50	02
	TOTAL CREDIT			30

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SYLLABUS 2021/2022

NAME OF PROGRAMME : M.A. GUJARATI
SEMETER-3

COURSE	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	ગ્રંથકારનો અભ્યાસ: Study of Author	GUJ-503	50/50	04
CORE-1	ભાષાવિજ્ઞાન-I Linguistics-1	GUJ-504	50/50	04
ELECTIVE-1	ભારતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ Political and Cultural History of India	GUJ-526	50/50	04
ELECTIVE-2	ગુજરાતની આદિવાસી અને વિચરતી જાતિનું લોકસાહિત્ય Nomadic and Tribal Folk Literature of Gujarat	GUJ-527	50/50	04
ELECTIVE-3	સાહિત્ય અને સિનેમા Literature and Cinema	GUJ-528	50/50	04
ELECTIVE-4	વિશ્વ સાહિત્ય World Literature	GUJ-529	50/50	04
ELECTIVE-5	નારીવાદી સાહિત્ય Feminist Literature	GUJ-530	50/50	04
CORE	પ્રકલ્પ કાર્ય Project Work	GUJ-542	50/50	02
	TOTAL CREDIT			30

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SYLLABUS 2021/2022

NAME OF PROGRAMME : M.A. GUJARATI
SEMETER-4

COURSE NO.	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	સાહિત્ય સ્વરૂપ : ટૂંકી વાર્તા Literary Genre : Short story	GUJ-553	50/50	04
CORE-2	ભાષાવિજ્ઞાન- 2 Linguistics-2	GUJ-554	50/50	04
ELECTIVE-1	ભારતીય સાહિત્ય Indian Literature	GUJ-576	50/50	04
ELECTIVE-2	ગુજરાતનું સંત સાહિત્ય અને ચારણી સાહિત્ય Saint and Charani Literature of Gujarat	GUJ-577	50/50	04
ELECTIVE-3	સાહિત્ય અને પત્રકારત્વ Literature and Journalism	GUJ-578	50/50	04
ELECTIVE-4	ડાયસ્પોરા સાહિત્ય Diaspora literature	GUJ-579	50/50	04
ELECTIVE-5	દલિત સાહિત્ય Dalit Literature	GUJ-580	50/50	04
CORE	પ્રકલ્પ કાર્ય Project Work	GUJ-592	50/50	02
	TOTAL CREDIT			30

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गुजरातकेन्द्रीयविश्वविद्यालय

(भारतकीसंसदकेअधिनियमसं. 25, 2009केतहतस्थापित)

CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

Sector 29, Gandhinagar-382030, Gujarat, INDIA

www.cug.ac.in

Centre for Studies in Society and Development School of Social Sciences

Established in 2009, The Centre for Studies in Society and Development (CSSD) is one of the academic centres in the School of Social Sciences, Central University of Gujarat. The Centre is anchored to the disciplines of sociology and anthropology in articulating perspectives on development. The Centre aims to generate and disseminate knowledge on theoretical and applied aspects of society and development and the interfaces between them. Its courses introduce and engage with different theoretical formulations and debates concerning local as well as global issues related to social development. It tries to analyse different processes, actors, structures and power relations as constructed and contested by the state and different institutions as well. Teaching and research activities in the Centre are oriented towards contemporary questions pertaining to theoretical and applied dimensions of society.

M.A. Sociology Programme (Course Outline)

M.A in Sociology is a two-yearfull-time programme, consisting of four semesters. The students are mandated to take 16 courses, four credits each, comprising of both core papers and optional/elective papers. Additionally, the students are required to do a self-study project (2 Credits), in each of the first three semesters, and a research dissertation (4 Credits) in fourth semester. The MA Sociology programme has a total of 74 Credits. During the vacation the students are encouraged to take up internship programmes with NGOs, research institutions and other institutions working in the area of social development.

First Semester (Monsoon Semester)			
Course Code	Course Title	Core/Optional	Credit
SOC 401	Research Methodology-I	Core	4
SOC 402	Classical Sociological Theory	Core	4
SOC 405	Indian Society-I	Core	4
SOC 421	Social Movements and Change in India	Optional	4
SOC 422	Sociology of Gender	Optional	4
SOC 441	Self-Study Project	Core	2

**Students may credit one optional course*

Second Semester (Winter Semester)			
Course Code	Course Title	Core/Optional	Credit
SOC 451	Research Methodology II	Core	4
SOC 452	Modern Sociological Theory	Core	4
SOC 454	Rural Sociology	Core	4
SOC 472	Political Sociology	Optional	4
SOC 473	Introduction to Human Rights	Optional	4
SOC 491	Self-Study Project	Core	2
		Total Credit	18

**Students may credit one optional course*

Third Semester (Monsoon Semester)			
Course Code	Course Title	Core/Optional	Credit
SOC 501	Social Stratification and Mobility	Core	4
SOC 503	Sociology of Development	Core	4
SOC 504	Indian Society-II	Core	4
SOC 521	Sociology of Diaspora	Optional	4
SOC 522	Entrepreneurship and Development	Optional	4
SOC 524	Corporate Social Responsibility	Optional	4
SOC 541	Self-Study Project	Core	2
		Total Credit	18

**Students may credit one optional course*

Fourth Semester (Winter Semester)			
Course Code	Course Title	Core/Optional	Credit
SOC 551	Social Exclusion and Inclusive Policy	Core	4
SOC 553	Urban Sociology	Core	4
SOC 571	Tribal Studies in India	Optional	4
SOC 573	Sociology of Environment	Optional	4
SOC 574	Sociology of Health	Optional	4
SOC 592	Master's Dissertation	Core	4
		Total Credit	20

**Students may credit two optional courses*

Total Credit Requirements for MA Sociology Programme: 74

M.A. SOCIOLOGY
SYLLABUS

SEMESTER I COURSES

COURSE NO	COURSE TITLE	CREDIT
SOC-401	RESEARCH METHODOLOGY-I (Core)	4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> This course will familiarize the students with the philosophical premises of social science research. Further, it will introduce students to diverse theoretical perspectives and methodological tools in carrying out research.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand philosophy of science and theoretical foundation of social science research.
Unit-II	LO2	Explain of methodological perspectives, politics and ethics of social science research.
Unit-III	LO3	Describe uniqueness of social science research and research process in social sciences.
Unit-IV	LO4	Know the usage of statistics and organization of statistical survey.

Didactics: Lectures and Assignments

Evaluation: Mid semester exam: 20%, Class Participation: 10 %, field work-based Assignment: 20% and Semester end exam: 50%.

Unit- 1:

16 Hours

An Introduction to Philosophy of Science and Theory in Social Science

- a) What is social science? Issues in understanding reality.
- b) Paradigm, Theory, how to construct a theory? and Integration of Theory and Empirical Data
- c) Ontology, Epistemology, Methodology
- d) Empiricism and Positivism
- e) Debate on objectivity vs. subjectivity, facts and interpretation, hermeneutics

Unit- 2:

20 Hours

- A. Methodological Perspectives
 - a) Positivist and Post-Positivist
 - b) Interpretive
 - c) Grounded theory
 - d) Feminist
 - e) The Comparative Approach
- B. Politics of Knowledge and Research
- C. Ethics in Social Science Research

Unit- 3:**10 Hours****A. Introduction to Social Science Research**

- a) What is research? – Deductive Research and Inductive Research
- b) Why do research? – Exploration, Description, Explanation
- c) How is social science research different from others?
- d) Overview of the research process

B. Types of Research:

- a) Quantitative
- b) Qualitative
- c) Mixed

Unit-4:**14 Hours****Introduction to Statistics:**

- a) Why we need statistics
- b) Testing of Hypothesis
- c) Organizing statistical survey: types of statistical unit, source of data, techniques of data collection, processing of data and preparation of report

Essential Readings

Benton, T. And Craib, I. (2001). *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. New York: Palgrave.

Blaikic, N. (1993). *Approaches to Social Enquiry*. Polity Press

Bloc, Marc, (1964). *Historian's Craft*, Vintage , 1964

Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman
Carr, E. H., (1967). *What is History*, Vintage,

Christian C. G. (2011). Ethics and Politics in Qualitative Research. In Norman K D and Lincoln, Yvona. S. L (2011) (Ed). *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage

Feyerabend, P (1993). *Against Method*. London: Verso

Foucault, M. (1972). *Power/knowledge*. New York: Pantheon Books (ed. By Collin Gordon)

Glaser, B. G. and Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine
Harding, S.(Ed.) (1988). *Feminism and Methodology*. Bloomington: Indiana University Press.

Kuhn, T. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Lakatos, I. (1970), "Falsification and the Methodology of Scientific Research Programmes" in I. Lakatos and R. Musgrave, eds., *Criticism and the Growth of Knowledge*, Cambridge, 1970

Okasha, S. (2004). *Philosophy of Science: A very short introduction*. Delhi: OUP

Popper, Karl (1959), *The Logic of Scientific Discovery*, New York.

Salkin N J. (2013). *Statistics for people who (think they) hate statistics*. New Delhi: Sage

Spicer, N. (2004). Combining qualitative and quantitative methods. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Weber, M. (1949). *The Methodology of Social Sciences*. Illinois: The Free Press

Weinstein, Jay Allen. (2010). *Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology*. Rowman and Littlefield : New York , Toronto.

Additional Readings:

Andrew, S. (1992). *Method in Social Science: A realist Approach*. London: Routledge.

Berger, P.L and Luckman T. (1966). *The social construction of reality*. London: Penguin Books

Collingwood, (1994) *The Idea of History: With Lectures 1926-1928*, Delhi: OUP, (Revised Edition)

Durkheim, Emile, 1938, *The Rules of Sociological Method*, Free Press, London

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill.

Mahajan, G. (1997). *Explanation and understanding in Human Sciences*. Delhi: OUP

Seale, C. (2004). *Researching Society and Culture*. New Delhi: Sage

**COURSE NO.
CREDIT**

COURSE TITLE

COURSE

SOC-402

CLASSICAL SOCIOLOGICAL THEORY (Core) 4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> The course would provide an historical background of the context in which sociology emerged as a discipline. It would familiarize students with various perspectives on 19 th century and early 20 th century sociological theories.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the historical context of the emergence of Sociology and theory of positivism as propagated by Auguste Comte and Herbert Spencer.
Unit-II	LO2	Get a comprehensive perspective about the concepts and methodology as propagated by Emile Durkheim.
Unit-III	LO3	Provide a broader perspective about theoretical perspective and concepts used by Karl Marx.
Unit-IV	LO4	Explain Max Weber's perspective on society and analyse the way Max Weber developed his theoretical, methodological perspective while critiquing both Marxist theory as well as positivism.
Unit-V	LO5	Understand Georg Simmel's theory of social interaction.

Note: LO- Learning Outcome

Didactics: Lectures and assignments

Evaluation: a mid-semester exam; a book/article review and end semester exam.

Unit-1: 8. hours

- A. Social and Historical Context for the Emergence of Sociology – Europe and the dynamics of change in 18th and 19th century. Theory of Progress.
- B. Positivism of Auguste Comte
 - a) Laws of Human Progress
 - b) Hierarchy of Sciences
 - c) Positivism
- C. Herbert Spencer and Organicism

Unit-2: 14 hours

Emile Durkheim:

- a) Division of Labour
- b) Rules of Sociological Method
- c) Suicide
- d) Elementary Forms of Religious Life

Unit 3: 14 hours

Karl Marx:

- a) Conception of Society: Historical and Dialectical Materialism
- b) Capitalism: Origin, Development, Social System and Alienation
- c) Theories of Surplus Value
- d) Class Consciousness and Class Struggle

Unit 4: 13 hours

Max Weber:

- a) Weber in dialogue with Marx
- b) Methodology, Science, Values, Objectivity and Ideal Types
- c) Social Action, Domination, Authority, Class, Status and Party
- d) Bureaucracy, Rationalization
- e) World Religions and Western Capitalism: Protestant Ethic Thesis.

Unit 5: 13 hours

Georg Simmel:

- a) Method: Forms on Interaction
- b) Social Types
- c) The theory of Culture
- d) Philosophy of Money

Essential Readings:

1. Durkheim, Emile, Division of Labour
2. _____ Rules of Sociological Method
3. _____ Suicide
4. _____ Elementary Forms of Religious Life
5. Marx, Karl .A Contribution to the Critique of Political Economy
6. _____, The Communist Manifesto
7. _____, Capital Volume 1
8. Weber,M.,The Theory of Social and Economic Organization. Free Press. P.B.1964.
9. _____ Protestant Ethic and the Spirit of Capitalism
10. _____ Economy and Society
11. _____ The Sociology of Religion
12. Simmel, Georg. The Philosophy of Money. Routledge, London 2004
13. _____. Sociology - Inquiries into the Construction of Social Forms. Brill books Leiden 2004.
14. Kurth H Wolff. The Sociology of Georg Simmel. The Free Press, Glencoe, Ill. 1950

Additional Readings:

1. Aron, R. :Main Currents in Sociological Thought Vols.I,II. London : Weidenfeld,1976.
2. Barnes, H.E. (ed.), An Introduction to the History of Sociology, Chicago : University of Chicago Press, 1948.
3. Coser, Lewis (ed.), Georg Simmel, Englewood Cliffs, N.J. : Prentice Hall, 1965.
4. Coser , L.A.: Masters of Sociological Thought : Ideas in Historical and Social Context , (2nd ed.) New York :Harcort , 1977.
5. Gurvitch, G.andW.E.Moore (eds.),Twentieth Century Sociology, New York : Philosophical Lib.1945.
6. Heilborn ,Johan, The Rise of Social Theory, London: Polity Press, 1996.
7. MacRae, D.G.Weber London : Fontana\Collins, 1974.
8. Martindale, Don, The Nature and Types of Sociological Theory, Boston : Houghton, Mifflin,1981.

9. McLelland, David, Marx, London : Fontana\Collins, 1975.
10. Morrison, Ken, Marx, Weber, Durkheim: Formations of Modern Social Thought, London: Sage, 2006.
11. Nisbet, Robert, The Sociology of Emile Durkheim, New York : Oxford University Press 1974.
12. Ritzer, George, Sociological Theory (8thed.), New York etc.: Tata McGraw-Hill Companies Inc., 2011.
13. Ritzer, George (ed.), The Blackwell companion to major social theorists, Massachusetts: Blackwell Publishers, 2000.
14. Timasheff, N.S. and G.A. Theodorson, Sociological Theory : Its Nature and Growth (4th ed.), New York : Random House, 1976.
15. Thomason, Kenneth, Auguste Comte : The Foundation of Sociology, New York : Halstead Press, 1975.
16. Turner, S.P. (ed.), Emile Durkheim : Sociologist and Moralist. London : Routledge, 1993.
17. Turner, Jonathon, Classical Sociological Theories : A Positivistic Interpretation, Chicago: Nelson-Hall, 1993.

COURSE NO
SOC-405

COURSE TITLE
INDIAN SOCIETY- I (Core)

CREDIT
4

<i>Pre-requisites for the Course: None</i>		
<i>Objectives of the Course:</i> The term “Indian Society” perhaps is in a way misnomer, but the term has been used, quite often, in the literature to indicate a certain kind of unity in culture or civilization or social system. Multiplicity of castes associated with it are many religions, tribes, numerous linguistic groups, ethnic groups and so on, inhabit the landscape of the subcontinent. What kinds of structures and systemic nature “Indian Society” exhibits? If so, what is the nature of these structures? How are they constituted? What kinds of patterns could be discerned? What has been the historical processes which have been shaping and reshaping this society? What is the role of politics, power, ideology, hegemony and so on which have been shaping this society? What are the kinds of articulations and critiques of these systems/structures? This course on Indian Society would introduce to various points of view of social systems/structures and its critiques to grasp the complexities or paradoxes of this society, and the changing nature of this society itself. In this course, students are introduced to history of caste system and theories of Caste.		
Learning Outcomes:		
Unit-I	LO1	This unit helps students to understand the intellectual background and the context of emergence of disciplines of sociology and social anthropology in India and their focus and methodological concerns.
Unit-II	LO2	This unit helps students to expand their sociological imagination to understand and study the evolution of caste, religion, and other coordinates of Indian society. Students would be in a position to conceptualize historically the diversity of social formations in Indian context.
Unit-III	LO3	This unit helps students to understand Structural-functional conceptualizations to understand Indian social system.
Unit-IV	LO4	This unit helps students to understand caste system critically and the reconceptualization in terms of caste-less society.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion and presentation; and a written mid-term examination and the final examination.

Course Outline

A. General Theoretical-Methodological orientations to study Indian Society

Sociology and Social Anthropology in India

Book view and Field view

Orientalist Constructions of Indian Society

Historical Approaches to study of Origins of Caste

B. Cultural Approaches

- a) G S Ghurye
- b) Irawati Karve
- c) N.K. Bose

C. Structural Functional Approaches

- a) M. N. Srinivas
- b) Louis Dumont
- c) S. C. Dube

D. Critical Approaches

- a) Jotiba Phule
- b) B.R. Ambedkar
- c) V. Ramasamy Naicker (Periyar)
- d) Gerald Berreman
- e) Parvathamma C.
- f) Gail Omvedt
- g) Kancha Illaiah
- h) Nicholas Dirks
- i) Declan Quigley

Readings:

Aloysius, G. 1999. Caste In and Above History, Sociological Bulletin Vol. 48, No. 1/2 (March-September 1999), pp. 151-173.

Ambedkar, B.R. 1916. Castes in India: Their Mechanism, Genesis, and Development, Jullandar: Patrika Publications.

Ambedkar, B.R. 1936. Annihilation of Caste

Bronkhorst, Johannes. 2017. Brahmanism: Its place in ancient Indian society, Contributions to Indian Sociology 51, 3 (2017): 361–36, Contributions to Indian Sociology (NS) Vol. 12 No. 1 (1978), New Delhi: SAGE Publications.

Das Veena. 2004. Handbook of Indian Sociology. New Delhi: OUP.

Deshpande, G.P. (ed.) 2002. Selected Writings of Jotirao Phule, New Delhi: Leftword Books.

Deshpande, Satish. (ed.) 2014. The Problem of Caste, New Delhi: Orient Blackswan.

Dhanagere D N. 1998. Themes and Perspectives in Indian Sociology, Jaipur: Rawat.

Dumont, Louis. 1970. Homo Hierarchicus: The Caste System and its Implications, Delhi: OUP

Ghurye G.S. 1990. Caste and Race in India. Bombay: Popular Prakashan

- Gore, M. S. 1993. The Social context of the Ideology: Ambedkar's Political and Social Thought, New Delhi: Sage Publications.
- Gough, Kathleen. 1981. Rural Society in Southeast India. Cambridge: Cambridge University Press.
- Gupta, Dipankar. 1991. Social Stratification. Delhi: Oxford University Press.
- Ilaiah, Kancha. 1996. Why I am not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy. Calcutta: Samya.
- Inden, Ronald B. 1986. Orientalist Constructions of India, Modern Asian Studies, Vol.20, No.3.
 _____. 1990. Imagining India, London: Hurst & Company.
- Klass, Morton. 1980, Caste: The Emergence of the South Asian Social System, Philadelphia: Institute for the Study of Human Rights.
- Karve, Iravati. 1961. Hindu Society: An Interpretation. Poona: Deccan College.
- Madan T N 1994. Pathways: Approaches to the Study of Society in India. Delhi: OUP.
- Madan T N. 2001. The Comparison of Civilization: Louis Dumont on India and the West. International Sociology. 16(3).
- Madan T.N. (ed.). 1992. Religion in India, New Delhi: OUP.
- O'Hanlon, Rosalind. 2002. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India, Cambridge: Cambridge University Press.
- Omvedt Gail. 1994. Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India. Delhi: Sage.
- _____. 2003. Buddhism in India: Challenging Brahmanism and Caste, New Delhi: Sage Publications.
- _____. 2011. Understanding Caste: From Buddha to Ambedkar and Beyond, Orient Blackswan: New Delhi.
- Oomen .T.K. Mukherjee P. 1986: Indian Sociology: Reflections and Introspections, Bombay: Popular Prakashan.
- Phule, Jotirao. 1873. Gulamgiri/Slavery
- Quigley, Declan. 1995. Interpretation of Caste, Oxford: Clarendon Press.
- Rege, Sharmila. (ed.) 2013. Against the Madness of Manu: B. R. Ambedkar's Writings on Brahmanical Patriarchy, New Delhi: Navayana.

- Rodrigues, Valerian. (ed.) 2004. Essential Writings of B. R. Ambedkar, New Delhi: Oxford University Press
- Said, Edward. 1979. Orientalism. New York: Vintage.
- Srinivas, M.N. 1987. The Dominant Caste and other Essays. New Delhi: OUP.
- Srinivas. M.N. 2009. The Oxford India: Srinivas, New Delhi: OUP.
- Uberoi, Patricia. 1993. Family, Kinship and Marriage in India, New Delhi: OUP.
- _____. (et. al.) 2007. Anthropology in the East, Ranikhet: Permanent Black.

COURSE NO.	COURSE TITLE	CREDIT
SOC-421	Social Movements and Change in India (Optional)	4

Pre-requisites for the Course: None		
<i>Course Objective:</i> This course examines the conceptual issues of social movements and their roles in social transformation. It examines the meanings, nature, typology of social movements and the social bases of social movements. The major theoretical explanations/approaches to social movements – that explains why people take part in social movements, the contexts in which social movements take place, and how social movements mobilise resources, among others – are also explored. The course also explores diverse range of social movements (both pre-independence and post-independence India) in India. The institutionalizations of social movements, state's response, and the outcomes of social movements are also critically examined.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand basic concepts of social movements and their characteristics
Unit-II	LO2	Explain the different theoretical approaches to social movements
Unit-III	LO3	Differentiate the diverse types of social movements in the context of India.
Unit-IV	LO4	Explain the new social movements in India that include the Womens' movements, human rights movements, and Dalit movements, among o others.
Unit-V	LO5	Understand how social movements have been instrumental in bring social change in India and how state has reacted to such movements

Note: LO- Learning Outcome

Evaluation:

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc.: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit-1 Conceptual Terrain 10 Hours

Social Movements: Definitions, Characteristics and Types; Stages of Social Movements; Social Bases of Social Movements; Counter movements

Unit 2 Theories of Social Movements 15 Hours

Marxist Approaches; Weberian Approach; Collective Behaviour Theory; Relative Deprivation Theory; Resource Mobilization Theories; Political Opportunity Structure Approach; Rational Choice Perspectives

Unit 3 Social Movements in India 10Hours

Social Reform Movements in India; Peasant Movements in India: Pre independent and Post Independent; Labour and Trade Union Movements; Sub-nationality movements.

Unit 4 New Social Movements in India**15 Hours**

New Social Movements: Conceptual Framework; Dalit Movements; Backward Caste/Class Movements; Women Movements; Environmental Movements, Human Rights Movements; LGBTQ Rights Movements

Unit 5 Social Movements, Social Change and the State 10 Hours

Conceptual Clarifications: Relationship between Social movements and Social Change; Consequences of Social Movements; State's Response; A Critical Assessments of Social Movements in India

Essential Reading Lists:

Agnihotri, I. & Mazumdar, V. (2010). Changing Terms of Political Discourse: Women's Movement in India, 1970s-1990s. In: Oommen, T. K. (Ed.) *Social Movements II: Concerns of Equity and Security* (pp. 181-202). New Delhi: Oxford University Press.

Bosi, L., Giugni, M. & Uba, K. (eds). (2016). *The Consequences of Social Movements*. Cambridge: Cambridge University Press.

Buechler, S. New Social Movement Theories. In Buechler, S. and Cylke, F. K. (Eds.). (1997). *Social Movements: Perspectives and Issues*. Mountain View, California: Mayfield Publishing Company.

Desai, A.R. (ed.). (1979). *Peasant Struggles in India*. Bombay: Oxford University Press.

Dhanagare, D.N. (1991). *Peasant Movements in Indian 1920-1950*. Delhi: Oxford University Press.

Gadgil, M. and Guha, R. (2006). Ecological Conflicts and the Environmental Movement in India. In: Rangrajan, M. (Ed.) *Environmental Issues in India: A Reader* (pp. 385-428). New Delhi: Orient Longman.

Ferree, M. M. (1992). The Political Context of Rationality: Rational Choice Theory and Resource Mobilization. In: *Frontiers in Social Movement Theory* (29-52). Morris, A. & Mueller, C. (Eds.). New Haven: Yale University Press.

Goodwin, Jeff and Jasper & James M. (Eds). (2003). *The Social Movements Reader: Cases and Concepts*. Oxford: Blackwell.

Gould, R. (1991). Multiple Networks and Mobilization in the Paris Commune, 1871. *American Sociological Review*, 56, No. 6, 716-729.

Jaffrelot, C. 2000. 'The Rise of the Other Backward Classes in the Hindi Belt'. *Journal of Asian Studies*, 59 (No. 1)

Jaffrelot, C. 2003. *India's Silent Revolution: The Rise of the Lower Castes in North India* London: Hurst and Co.

Jones, K. W. (1989). *Socio-religious reform movements in British India*. Hyderabad: Orient Longman.

Kurzman, C. (1996). Structural Opportunity and Perceived Opportunity in Social Movement Theory: The Iranian Revolution of 1979. *American Sociological Review*, 61, 153-170.

McCarthy, J. & Mayer Zald. (2008). Resource Mobilization and Social Movements: A Partial Theory. In: Ruggiero, V. & Montagna, N. (Eds). *Social Movements: A Reader* (pp. 105-117). London: Routledge.

Mishra, U. (2014). *India's North East: Identity Movements, State, and Civil Society*. New Delhi: Oxford University Press.

Olson, M. (1971). *The Logic of Collective Action*. Cambridge: Harvard University Press.

Omvedt, G. (1994). *Dalits and the democratic revolution*. New Delhi: Sage Publications.

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

Oommen, T.K. (1990). *Protest and Change: Studies in Social Movements*. Delhi: Sage Publications.

Rao, M.S.A. (1979). *Social Movements and Social Transformation*. New Delhi: Macmillan.

Sethi, H. (1993). Survival and Democracy: Ecological Struggles in India. In: Wignaraja, P. (ed.) *New Social Movements in the South: Empowering the People* (pp. 122-148). New Delhi: Vistaar.

Singh, R. (2001). *Social Movements, Old and New: A Post-Modernist Critique*. New Delhi: Sage Publications.

Shah, G. (ed.). (2002). *Social Movements and the State*. New Delhi: Sage.

Sinha, S. Tribal Solidarity Movements in India: A Review. In: Shah, G. (ed.) *Social Movements and the State* (pp. 251-266). New Delhi: Sage.

Singha, R. & Debal, K. (2004). *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*. Delhi: Sage.

Tilly, Charles. (1978). *From Mobilization to Revolution*. Reading, MA: Addison-Wesley.

Additional Readings:

Amenta, Edwin et. al. (2010). The Political Consequences of Social Movements. *Annual Review of Sociology* 36, no. 14, 287-307.

- Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press.
- Crossley, N. (2002). *Making Sense of Social Movements*. Buckingham: Open University Press.
- Diani, M. (1992). The Concept of Social Movement. *The Sociological Review* 40, no. 1: 1-25.
- Eisendstadt, S. N. (1965). *Modernisation: Protest and Change*. New Jersey: Prentice Hall.
- Giugni M, McAdam, D, Tilly, C. (Eds.). (1999). *How Movements Matter: Theoretical and Comparative Studies on the Consequences of Social Movements*. Minneapolis: University of Minnesota Press.
- Gupta, K. P. (1974). Religious Evolution and Social Change in India: A Study of Ramkrishna Mission Movement. *Contributions to Indian Sociology*, New Series, No. 8.
- Mukherji, P. N. (2012). Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework. In: Sahu, D. R. (ed). *Sociology of Social Movement* (pp. 3-22). New Delhi: Sage Publications.
- Nambiar, V. (1964). *Indian Nationalism and Hindu Social Reform*. Princeton, Princeton University Press.
- Omvedt, G. (2005). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage Publications.
- Oommen, T. K. (2012). Sociological Issues in the Analysis of Social Movements in Independent India. In: Sahu, D. R. (Ed.). *Sociology of Social Movement* (pp. 23-44). New Delhi: Sage Publications.
- Shah, G. (2012). *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
- Singh, Y. (1986). *Modernization of Indian Tradition*. New Delhi: Rawat Publications.
- Wilson, J. (1973). *Introduction to Social Movements*. New York: Basic Books Inc. Publishers.

COURSE NO	COURSE TITLE	CREDIT
SOC- 422	Sociology of Gender (Optional)	4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> The course tries to familiarize students with key issues, perspectives and debates in sociology of gender. It is expected to help students in applying gender as a critical tool in academics as well as their everyday lives.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the key concepts in gender studies and get clarity about the very categorization of 'gender' and 'sex'.
Unit-II	LO2	Get a broader perspective on the emergence of different theoretical perspectives in feminism and the recent developments in feminist theorization.
Unit-III	LO3	Provide a comprehensive view about how gender interfaces with the issues of economic production, the biological reproduction and social reproduction.
Unit-IV	LO4	Analyse the politics, movements and laws with regard to gender justice in India.

Note: LO- Learning Outcome

Didactics: Lectures, Book Review, Documentary Screening

Evaluation: a mid-semester examination, seminar presentation and end semester examination

Unit-I- 10 hours

Basic concepts in gender studies:

- a) Androcentrism
- b) Patriarchy
- c) Multiple Sexualities
- d) Socialization
- e) Sex/Gender Debate

Unit II- 17 hours

Theoretical Perspectives and Waves in Feminism:

A. First wave and second wave feminist perspectives

B. Third wave feminism: Challenges to 'woman' as a universal category- Internationally and in Indian Context

- a) Black feminism
- b) Sexuality Debate
- c) Interrogating the Category of Third World

- d) Caste Question
- e) Social Disability
- f) Question of Religion

Unit III- 15 hours

Production and Reproduction:

- a) Women, Class and Work
- b) Household labour debate
- c) Gender and Property
- d) Cultural construction of reproduction
- e) Contemporary reproductive debates
- f) Globalization, production and reproduction

Unit IV- 15 hours

Politics, Movements and Laws in India:

- a) Women's Movements in post Independent India
- b) Violence against women
- c) Women's Reservation Debate
- d) Gender and Development

Essential Readings:

1. Agarwal Bina (1996): *A Field of One's Own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press.
2. Agnes, Flavia (2000): "Women, Marriage and the Subordination of Rights in Community" in *Gender and Violence: Subaltern Studies XI*, Permanent Black, New Delhi.
3. Butler, Judith (1990): *Gender Trouble*. New York: Routledge.
4. "Combahee River Collective: A Black Feminist Statement," 1977. In *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal; An African American Anthology*, edited by Manning Marable and Leith Mullings, 524-529. New York: Bowman & Littlefield Publishers, Inc., 2000.
5. Das Veena and Renu Addalkha (2001): *Disability and Domestic Citizenship: Voice, Gender and the Making of the Subject*, *Public Culture*, Vol.13, No.3.
6. Davis, Angela Y. (2011). *Women, Race and Class*. New Delhi: Navayana.
7. Dube, Leela,(1986). „Seed and Earth: The symbolism of biological reproduction and sexual relations of production“. In Leela Dube, Eleanor Leacock & Shirley Ardener (Eds.). *Visibility and Power: Essays on Women in Society and Development*. (22-53). Delhi: Oxford University Press.
8. Ehrenreich, Barbara and Arlie Russell Hochschild. (2002). (Ed.). *Global Women:Nannies, Maids and Sex Workers in the New Economy*. New York: Metropolitan books.
9. Fausto-Sterling, Anne (2000): *Sexing the body*. New York: Basic Books. Chapter-1, 4

10. Gandhi, Nandita and Nandita Shah. (1992). *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women.
11. Geetha, V (2006): 'Gender', Stree,
12. Ginsburg, Faye and Rayna Rapp. (1991). „The politics of reproduction“. *Annual Review of Anthropology*. 20 (1991), 311-343.
13. Jane Pilcher and Imelda Whelehan, *Fifty key concepts to gender studies*, Sage, 2004.
14. Kumar, Radha (1993): History of Doing, Kali, New Delhi.
15. Mary E. John, 'Alternate Modernities? Reservations and women's Movement in 20th century India', Economic and Political weekly, October 28, 2000, volume. 35, No. 43/44, pp.3822-3829.
16. Mohanty, Chandra Talpade (1988): "Under Western Eyes: Feminist Scholarship and Colonial Discourses". Feminist Review, Vol.-30, pp. 61-88.
17. Naila Kabeer, "Reversed Realities: Gender Hierarchies in Development Thought", Verso, 1994. Selected Chapters.
18. Nivedita Menon, 'Recovering Subversion: Feminist Politics Beyond the Law'. Permanent Black, 2004. Chapter 4.
19. Rege, Sharmila (1998): "Dalit Women Talk Differently: A critique of 'Difference' and Towards a Dalit Feminist Stand Point Position". Economic and Political weekly, Vol.33, no.44.
20. Roberts, Dorothy (1997). *Killing the Black Body: Race, Reproduction and the Meaning of Liberty*. New York: Pantheon Books.
21. Sangari, Kumkum (1995): "Politics of Diversity: Religious Communities and Multiple Patriarchies" Economic and Political Weekly. 23 December and 30 December issue.
22. Tharu, Susie and Tejaswini Niranjana. (1999): 'Problems for a contemporary theory of gender' in Nivedita Menon (ed.) Gender and Politics in India, New Delhi: Oxford University Press. Pp. 494-525.
23. Valerie Bryson (1992): 'Feminist Political Theory: An Introduction' Palgrave. (Selected chapters).

Additional Readings:

1. V. Geetha, 'Patriarchy', Stree, 2007.
2. Sylvia Walby, 'Theorizing Patriarchy', Basil Blackwell, 1990.
3. Rege, Sharmila (2003): "Introduction" in Sharmila Rege ed. *Sociology of Gender*.
4. Acker, J (1973): 'Women and Social Stratification: A case of Intellectual Sexism'. *American Journal of Sociology*, Vol. 78, No. 4, pp. 936-45.
5. Nivedita Menon edited Gender and Politics in India, New Delhi OUP.
6. Linda Nicholson ed (1997). 'The Second Wave: A Reader in Feminist Theory', Routledge, Selected chapters.
7. Sanghari, Kumkum and Sudesh Vaid (ed.) (1989): Recasting women: Essays in Colonial History, Kali for Women.

SEMESTER II COURSES

COURSE NO	COURSE TITLE	CREDIT
SOC-451	RESEARCH METHODOLOGY-II (Core)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of research methods.		
<i>Course Objective:</i> This course will help students in getting knowledge about the application of different tools in carrying out their research. Students would also become familiar with diverse documentary sources of data. Further, the course also help students in training them about analyzing data and writing report.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Learn the usage of different research tools for gathering quantitative and qualitative data.
Unit-II	LO2	Understand sequential steps associated with designing of research proposal and know about major secondary sources of data.
Unit-III	LO3	Acquire knowledge about analyzing data and writing dissertation.
Unit-IV	LO4	Know about statistical analysis of quantitative data.

Didactics: Lectures and Assignments

Evaluation: Mid semester exam: 20%, Class Participation: 10 %, Field work-based Assignment: 20%, Semester end exam: 50%.

Unit- 1: 20 Hours

A. Introduction to Quantitative and Qualitative Methods:

- a) Interviews
- b) Case study
- c) Participant Observation / Ethnography
- d) Oral Narratives
- e) Focus Group Discussion
- f) PRA (Participatory Rural Appraisal)
- g) Surveys
- h) Questionnaire
- i) Document Analysis
- j) Content Analysis

Unit- 2: 10 Hours

A. Basic information Literacy Skills:

- a. Review of Literature
- b. Library search
- c. Web search,
- d. Bibliography and Referencing
- e. Identifying Research Problem and Framing Research Questions
- f. Designing Research Proposal and Writing Synopsis

B. Major Data Sources on Indian Society:

- a) Archives
- b) Census
- c) National Sample Survey Organisation (NSSO)
- d) National Family Health Survey (NFHS) and other large data sets
- e) Gazetteers, District handbooks, People of India Project

Unit- 3: 10 Hours

A. Writing a Research Report

- a) How to write a field note
- b) Erasing and Inserting the Researcher; Reflexivity
- c) Analysis
- d) Writing Dissertation
- e) Plagiarism test

Unit-4: 20 Hours

- A. Sampling, Sample design
- B. Measures of central tendency
- C. Correlation analysis
- D. Diagrammatic, Graphic and Tabular presentations

Essential Readings

Agresti, A. and B. Finley. (1997) *Statistical Methods for the Social Sciences*, Prentice Hall and Pearson Publishing, (Several editions available, under more than one imprint).

Alexander L George, Andrew Bennett (2005). *Case Studies and Theory Development in Social Sciences*. Cambridge: MIT Press

Becker, H. (1984). *Writing for Social Scientists*, Chicago: University of Chicago Press

Bhatt, C. (2004). Doing a Dissertation. In Cleave S. (Ed). *Researching Society and Culture*. London: Sage

Bogdan R and Taylor S. J. (1974). Participant observation. In Robert B and Steven J. T. *Introduction to Qualitative Research Method – A Phenomenological Approach to the Social Sciences*. New York: John Wiley and Sons.

Branley, D. (2004). Doing a literature review. In Cleave S. (Ed). *Researching Society and Culture*. London: Sage

Bryman, A. (2008): *Social Research Methods*. Delhi: OUP.

Chambers, Robert (1994) The Origins and Practice of Participatory Rural Development. In *World Development*, Vol. 22, No. 7, pp. 953-969.

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill

Geertz, C. (1973). *Thick Description: Towards an Interpretive Theory of Culture*. NY: Basic Books, Chapter 1

Miles, M., & Huberman, A.M., (1994). *Qualitative Data Analysis*. London: Sage

Mills, C. Wright (1959) *The Sociological Imagination*, Oxford University Press: Oxford.

Moser, Claus and Kalton, G. (1976). *Survey Methods in Social Investigation*. New Delhi: Heinmann.

Perks, Robert and Alistair Thomson eds. (1998). *The Oral History Reader*, Routledge, (selections).

Reinharz, S and Lynn, D. eds. (1991). *Feminist Research Methods*. New York: OUP
Robert P. Weber (1997). *Basic Content Analysis*. Sage.

Salkin N J. (2013). *Statistics for people who (think they) hate statistics*. New Delhi: Sage
Sayer, Andrew. (1992). *Method in Social Science (revised 2nd edition)*, Routledge.

Seale, C. (2012) (ed). *Researching Society and Culture*. London: Sage

Srinivas, M. N., A. Shah and E. Ramaswamy (eds.) (1979). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*. Delhi: Oxford University Press.

Taylor, Steven J and Robert Bogdan (1984) .*Introduction to Qualitative Research methods: the Search for Meanings*, New York Wiley,

Tonkiss, F. (2004). *Analysing text and speech: content and discourse analysis*. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Tonkiss, F. (2004). *Using Focus Groups*. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Williamson J. B, Karp, D. A. and Dolphin, J. R. (1977). *The Research Craft: An introduction to social science methods*. Oxford: Little Brown and Company. (chapter 11)

Additional Readings:

Denzin, N K and Lincoln, Y. S. (2011) (Ed). *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill.

Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman

COURSE NO
SOC-452

COURSE TITLE
MODERN SOCIOLOGICAL THEORY (CORE)

CREDIT
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/ Social Sciences		
<i>Objectives of the Course:</i> Modern Sociological Theory introduces the students to the field of theories and conceptualizations and their re-workings within various streams of sociological thought. Broadly, the course would explore through various readings the continuities and discontinuities from the classical sociological thought; new currents in sociological thought- (as an ongoing critique and progression, and cumulation); and the epistemologies of various streams of sociological thought. Generally modern sociological theory is periodized from 1930s to the present times thought process.		
<i>Learning Outcomes:</i> The course places sociological theorizations and conceptual resources at the disposal of the students. The course demonstrates to the students the scientific nature of sociological theorizing. Different streams of the sociological theorizing prepare students to conceptualize different realities and history of the society. Theorizing being the very essential part of the research process, it equips students to take up research in a systematic manner.		
Unit I	LO1	This unit shows the students to understand the differences between Classical Sociological Theory and Modern Sociological Theory- in terms of periodization and the underlying epistemological break.
Unit II	LO2	This unit introduces students to understand ensembles of Structural-functional conceptualizations of various theorists of sociological theorizing.
Unit III	LO3	This unit helps students to various conceptualizations of social conflict.
Unit IV	LO4	This unit aids students to conceptualizations interactional experiences in the social world of human beings.
Unit V	LO5	This unit helps students to understand the synthesis of various strands of sociological theorizing

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussions and presentations; and a written mid-term examination and the final examination.

Course Outline:

Unit I (2 hours)

What is Modern Sociological Theory/Contemporary Social Theory?

Unit II (15 hours)

Structural-Functionalism

Talcott Parsons' Grand Theory:
Theory of Action
The Pattern Variable
Social Systems- Functional System

Social Change
Robert K. Merton: Re-workings of Functionalism
Theories of Middle Range
Reconsideration of Functionalism
Jeffrey Alexander: Neo-functionalism

Unit III (17 hours)
Conflict-Critical Theory

Marxist and Neo-Marxist Sociology:
Antonio Gramsci- Hegemony
Louis Althusser- Ideology
Critical Theory: Frankfurt School and JurgenHabermas
Wright Mills
Pierre Bourdieu
Ralf Dahrendorf
Lewis Coser
Randall Collins

Unit IV (16hours)
Symbolic Interactionism and Phenomenological Sociology

George Herbert Mead: The Mind, Self and Society
Herbert Blumer: Interpretation and Methodology- Codifying Interactionism
Erving Goffman: Dramaturgy and Everyday Life, Interaction Order
Alfred Schutz- Phenomenological Sociology
Harold Garfinkel: Ethnomethodology
Peter Berger: Social Construction of Reality
Jacques Lacan: The Symbolic and the Subject of the Unconscious

Unit V (10 hours)

Recent Theoretical Trends in Sociological Theory: Structuration and Theory of Practice, Post-Structuralism, Feminism, etc.

Anthony Giddens
Pierre Bourdieu
Zygmunt Bauman: Liquid Modern Sociality and Way of Life
Michel Foucault: Institutional orders and Power
Feminist Perspectives

Readings:

Abend, Gabriel. 2008. The Meaning of 'Theory', Sociological Theory, Jun., 2008, Vol. 26, No. 2 (Jun., 2008), American Sociological Association.

Alexander, Jeffrey C. Ed. 1985. Neofunctionalism. London: Sage.

Althusser, L. 1971. Lenin and Philosophy and Other Essays. New York: Monthly Review Press.

Appelrouth, Scott and Edles, D. 2008. Classical and Contemporary Sociological

Beilharz, Peter. 2000. Zygmunt Bauman: Dialectic of Modernity, London: Sage Publications.

Theory: Text and Readings. California: Pine Forge Press.

Berger, Peter L (1966). *The Social Construction of Reality: a Treatise in the Sociology of Knowledge*. Garden City, New York: Anchor.

Blackshaw, Tony. 2005. *Zygmunt Bauman*. London/New York: Routledge.

Bourdieu, Pierre. 1990. In Other Words: Essays Towards a Reflexive Sociology. Oxford: Polity Press.

Bourdieu, Pierre. 1977 *Outline of a Theory of Practice*, Cambridge: Cambridge University Press.

Chiesa, Lorenzo. 2007. Subjectivity and Otherness: A Philosophical Reading of Lacan, Cambridge: The MIT Press.

Connerton, Paul. Ed. 1976. Critical Sociology. Harmondsworth: Penguin.

Dahrendorf, Ralf. 1979. Class and Class Conflict in Industrial Society. London: Routledge and Kegan Paul.

Ferretter, Luke. 2006. Louis Althusser, Routledge: London/New York.

Giddens, Anthony. 2004. In Defense of Sociology. Cambridge: Polity Press.
Giddens, Anthony. 1976. Classical Social Theory and the Origins of Modern Sociology, American Journal of Sociology, Vol. 81. No. 4.

Giddens, Anthony and Turner, J. H. Ed. 1987. Social Theory Today. Cambridge: Polity Press.

Giddens, Anthony (1984) *The Constitution of Society. Outline of the Theory of Structuration*. Cambridge : Polity.

Gouldner, Alvin. 1971. The Coming Crisis of Western Sociology. London: Heinemann.

Gramsci, Antonio. 1971. Selections from the Prison Notebooks. London: Lawrence and Wishart.
Jenkins, Richard. 1992. Key Sociologists: Pierre Bourdieu, Routledge: London/New York.

Jones, Steve. 2006. Antonio Gramsci, Routledge: London/New York.

- Luckmann, Thomas. Ed. 1978. Phenomenology and Sociology: Selected Readings. New York: Penguin Books.
- Mennell, Stephen. 1980. Sociological Theory: Uses and Unities. Surrey: Thomas Nelson and Sons, 2nd Edition.
- Merton, Robert K. 1968. Social Theory and Social Structure. New York: Free Press.
- Parsons, Talcott et al. 1965. Theories of Society: Foundations of Modern Sociological Theory. New York: Free Press.
- Skinner, Quentin. 1990. The Return of Grand Theory in the Human Sciences, Cambridge: Cambridge University Press.
- Rabinow, Paul. Ed. 1986. The Foucault Reader. Harmondsworth: Penguin.
- Ritzer, George. Ed. 2007. The Blackwell Encyclopedia of Sociology. Oxford: Blackwell.
- Ruth A. Wallace et al. 1995. Contemporary Sociological Theory: Continuing the Classical Tradition, New Jersey: Prentice Hall.
- Seidman, Steven and Alexander, J. C. Ed. 2001. New Social Theory Reader: Contemporary Debates. London: Routledge.
- Sharrock, Wes. et. al. Understanding Modern Sociology, London/Thousand Oaks/New Delhi: Sage Publications.
- Tester, Keith. 2004. The Social Thought of Zygmunt Bauman, Hampshire/New York: Palgrave Macmillan.
- Turner, Bryan S. 2006. The Cambridge Dictionary of Sociology, Cambridge University Press, Cambridge.

COURSE NO.
SOC-454

COURSE TITLE
RURAL SOCIOLOGY (core)

CREDIT
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> The students would get to know about different ways of classification of village, rural social structure. The course would also help students in understanding rural power structures and various social processes, institutions, structures in rural societies in India.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts of Rural society.
Unit-II	LO2	Explain the development of village studies in India and the theoretical, methodological Perspectives to study villages.
Unit-III	LO3	Describe rural social structure and challenges posed by introduction of new technological interventions in agriculture, globalization, commercialization, farmers' movements.
Unit-IV	LO4	Provide an understanding of politics and power structure of rural society by analyzing rural social system, role of Panchayati raj institutions.
Unit-V	LO5	Understand the strategies of rural development and emerging issues and challenges of rural society and beyond in the contemporary times.

Methods of instructions: Lectures and assignments

Evaluation: a mid-semester exam; a book/article review and end semester exam.
This paper is divided into four units. The total hours of teaching are mentioned at the beginning of each unit.

Course outline:

Unit I: (7 lectures)

Basic Concepts: Rural society, urban society, rural-urban continuum, Rurbanism

Unit II: (10 lectures)

Village Studies in India

- a) Historical Development
- b) ii) Theoretical and Methodological Perspectives

Unit III: Agriculture and Social Structure (13 lectures)

- a) Classification of Peasants
- b) Agrarian Class Structure, Mode of Production
- c) Land reform, common property resources, and green revolution
- d) Irrigation: political economic dimensions
- e) New Technology, commercialization of agriculture, Agrarian Reforms and Globalization
- f) Farm distress and Farmer's movement

Unit IV: Politics and Power Structure (10 lectures)

- a) Rural Social System – Emergence of social differentiation, occupational specialization / division of labor
- b) Social Dimension: Family, Caste, Class, Gender Relations
- c) Leadership Pattern and the Power Structure
- d) Panchayati Raj and the Devolution of Power
- e) Empowerment of Women and Weaker Sections
- f) Politics and Conflict

Unit V: Rural Development (20 lectures)

- a) Policies and Programmes: Bank and Cooperatives, microfinance Industries, handicraft, self-help group, Artisans
- b) Changing Concerns and Strategies: poverty, migration, culture and marginalization (bonded labor, landless labor, tenants, sharecropping) Food Security, Droughts, and other Calamities.
- c) Emerging Issues and Challenges: amenities and constraints – food and nutrition, health and hygiene, education, unemployment, etc.
- d) Consequences of change in rural and urban India

Readings:

Abraham, Francis M. (1974) Dynamics of Leadership in Village India. Allahabad

Asthana M D and Pedro Madrano (ed) (2001). Towards Hunger Free India: Agenda and Imperatives. New Delhi: Manohar.

Atal Yogesh& Rajesh Misra (eds). 2004. Understanding the Social Sphere: The Village and Beyond. Jaipur: Rawat.

Barbara Harriss-White (2004). India's Socially Regulated Economy. The Indian Journal of Labour Economics, 47(1): 49-68.

Bergmann, Theodar., (1984) Agrarian Reform in India. New Delhi: Agricole.

Beteille, Andre., (1974) Studies in Agrarian Social Structure. Delhi: OUP.

Beteille, Andre. (1979). Caste, Class and Power. Berkley: University of California Press.

Bhalla Alok and Peter J Bumke (eds) (1992). Images of Rural India in the Twentieth Century. New Delhi: Sage.

Bhaumik, Shankar Kumar (1993) Tenancy Relations and Agrarian Development. New Delhi: Sage.

Bose, Pradip Kumar (1984). Classes in a Rural society. New Delhi: Ajanta.

Breman Jan, Peter Kloos and AshwaniSaith (1997) The Village in Asia Revisited. Delhi: OUP.

Chakraborty K and S K Bhattacharya. (1993) Leadership, Factions and Panchayati Raj. Jaipur: Rawat.

Chakraborty, Anand (2001). Social Power and Everyday Class Relations: Agrarian Transformation in North Bihar. New Delhi: Sage.

Chambers Robert. (1983). Rural Development. New York: Longman Comp.

Chattopadhyay Manobendu (1985) Conditions of Labor in Indian Agriculture. Calcutta: K.P. Bagchi.

Chittambar J.B. (1975) Introductory Rural Sociology. New Delhi: Wiley Eastern.

Daniel Thorner (1966). The Theory of Peasant Economy, In D Thorner et al (ed) A.V Chayanov.s Theory of Peasant Economy, New Delhi: OUP.

Dasgupta Biplab. (1977). Agrarian Change and the New Technology in India. Geneva.

Desai A R (ed) (1977) Rural Sociology in India. Bombay: Popular.

Dhadave M.S. et.al. (eds) (1996) Rural Studies in India. Jaipur: Rawat.

Doshi S L and P C Jain.(1999) Rural Sociology. Jaipur: Rawat.

Frankel F (1971). India's Green Revolution, Bombay: OUP, pp.3-46, 191-215.

Gupta Dipankar (2005). Whither the Indian Village .Culture and Agriculture in Rural India.EPW, XL(8), Feb 19.pp. 751-8.

Haque T and A S Sirohi. (1986) Agrarian Reforms and Institutional Changes in India. New Delhi: Concept.

Harriss White, Barbara and S Janakarajan (1997).From Green Revolution to Rural Industrial Revolution in South India.*Economic and Political Weekly*, 32(25):1469-1477.

Jean Dreze (2004). Democracy and Right to Food. EPW, Vol.39, No.17, pp. 1723-31.

Jens Lerche (2013). The Agrarian Question in Neoliberal India: Agrarian Transition Bypassed? *Journal of Agrarian Change*, Vol.13, No.3, July.

Jha Hetukar (1991). Social Structures of Indian Villages. New Delhi: Sage.

John Harris. (1982) Green Revolution. In Harriss J (ed) Rural Development Hutchinson, London.

John Macdougall (1980). Two Models of Power in Contemporary rural India. Contributions to Indian Sociology (N.S), Vol.14, No.1, pp.77-94.

Joshi P C (ed) (1987). Institutional Aspects of Agricultural Development. New Delhi: Allied.

Joshi P C (1975) Land Reforms in India. Bombay: Allied.

Kolenda Pauline (1983) Caste, Cult and Hierarchy. Meerut : Folklore Institute. Pp.6-67.

Lieten G K . (1992) Continuity and Change in Rural West Bengal. New Delhi: Sage.

Lieten G K (2003). Power, Politics and Rural Development: Essays on India. New Delhi: Manohar.

Lieten, G K. (1996). Development, Devolution and Democracy: The Village Discourse in West Bengal. New Delhi: Sage.

Madan G R and Tara Madan (1983). Village Development in India: A Sociological Approach. New Delhi: Allied.

MadanVandana (ed). (2004) The Village in India. New Delhi: OUP.

Maheswari S R. (1985). Rural Development in India. New Delhi: Sage.

Mathur Y B. (1985). Rural Development in India: 1885 – 1985. Hyderabad: NIRD.

Mearns Robin (2000). Access to Land in Rural India: Policy Issues and Options.

Mencher John. P (1978).Agriculture and Social Structure in Tamil Nadu. Bombay: Allied.

Mohanty, Bibhuti Bhusan. (2016). “Agrarian Transition: From Classic to Current Debates.” In *Critical Perspectives on Agrarian Transition: India in the Global Debate*, edited by Bibhuti Bhusan Mohanty, 1–40. Rutledge.

Natar U R and Ambika Chaudhury (eds). (1995). Sociology and Rural Development. Jaipur: Rawat.

Newby H (1980) .Trend Report : Rural Sociology.Current Sociology, 78 (Spring). pp.5-10, 23-30; 36-53; 76-93.

Pathan S N (1987). Land Reforms and Change in Rural Society. Allahabad: Chaugh Publications.

PatnaikUtsa (1987). Peasant Class Differentiation. Delhi: OUP.

Rogaly Ben et.al. (1999). Sonar Bangla. New Delhi: Sage.

Sahay G R. (2001). Village Studies in India. Jaipur: Rawat.

Sen A.K. (1981). Poverty and Famines: An Essay on Entitlement and Deprivation. OUP.

Sengupta Nirmal (1991). Managing Common Property: Irrigation in India and the Phillipines. New Delhi: Sage.

Shah A M (ed) 2007. The Grass-Roots of Democracy. New Delhi: Permanent Black.

Shah Ghanshyam, Mander, Thorat, etl (2006) Untouchability in Rural India , Sage Publications

Shanin T (1987) Peasants and Peasant Societies. pp.1-11, 176-184; 331-337; 447-475.

Sharma K L. (1997). Rural Society in India. Jaipur: Rawat.

Singh Katar. (1999). Rural Development: Principles, Policies and Management. New Delhi: Sage

Srinivas M N (1987). The Dominant Caste and Other Essays. Delhi: OUP.

Thakur, Manish. (2014). Indian Village: A Conceptual History. Rawat Publishers.

Thekkamalai S S (1983). Rural Development and Social Change in India. Delhi: D K Publishers

Thorner Alice (1982) .Semi-Feudalism or Capitalism., EPW, December, pp.1961-8, 1993-9, 2061-6.

Zaid S M Iqbal Anis. (1988) Politics, Power and Leadership in Rural India. New Delhi: Commonwealth.

COURSE NO
SOC 472

COURSE TITLE
POLITICAL SOCIOLOGY (optional)

CREDIT
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> Political Sociology offers and understanding of the interplay between society and polity; It lies at the intersection of political science and sociology. As a branch of Sociology, it concerns with the understanding of political structures in their social context and dimensions, distribution of power in a society. This paper covers the definition, origin, scope and development of Political Sociology; the major theoretical approaches and topics that are critical to the understanding of socio-political phenomena; the interface between politics and society, and social movements in India.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand basic concepts that are fundamental to political Sociology
Unit-II	LO2	Explain the various theoretical approaches that are integral to political sociology
Unit-III	LO3	Understand the intimate connections between Indian society and polity
Unit-IV	LO4	Explain the various socio-political movements in India

Note: LO- Learning Outcome

Evaluation:

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc.: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit 1. Introduction to Political Sociology 15 Hrs

- (a) Definition, Origin and Scope of Political Sociology
- (b) Relationship between Society and Polity
- (c) Basic Concepts: Power and Authority; Nation, State, Citizenship; Democracy, Political Party, Civil Society; Ethnicity, Nationalism, Civic Nationalism

Unit 2: Approaches to Political Sociology 15 Hrs

- (a) Marxian Approach
- (b) Weberian Approach
- (c) Elite Theories: Pareto, Mosca, R. Michels, C.W. Mills
- (d) Feminist Theories
- (e) Foucauldian

Unit 3: Society and Polity in India 10 Hrs

- (a) State and Nation building in India
- (b) Politics of Caste, Ethnicity, Religion, Region, Language
- (c) Secularism, Multi-culturalism, Majoritarianism and Minoritarianism

Unit-4. Socio-Political Movements and Politics in India 20 Hrs

- (a) Political Socialization, Protests and Social Movements
- (b) Party System and Electoral Process
- (c) Pressure Groups and Interest Groups
- (d) Agrarian Movements, Working Class Politics, Language Movement
- (e) Dalit and Backward Class Movements
- (f) Women, Human Rights and Environmental Movements

Reading List:

Anderson, B. (1983). *Imagined Communities*. London: Verso

Baruah, S. (2010). Regionalism and Secessionism. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 12

Baxi, U. (2002). Notes on Holocaust Politics. *Seminar*. Issue no.513

Basu, A. (2010). Gender and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 11

Bottomore, T. (1993). *Political Sociology* (second edition). London: Pluto Press.

Chatterjee, P. (2010). "The state". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. (chapter 1)

Drake, Michael. (2010). *Political Sociology for a Globalized World*. U.S.A: Polity Press.

Collins, R. (1968). A Comparative Approach to Political Sociology. In Reinhard B. et al (ed.): *State and Society*. Boston: Little Brown

Davis, N. Y. (1997). *Gender and Nation*. Thousand Oaks: Sage

Dreyfus, H. L. and Rabinow, P. (1982). *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: Chicago University Press.

Gellner, E. (1983). *Nations and nationalism*. Oxford: Blackwell Publishing.

Gramsci, A. (1992). *Prison Notebooks*. Columbia: Columbia University Press

Gupta, D. (1995). *Political Sociology in India: Contemporary trends*. Hyderabad: Orient Longman

Habermas, J. (1992). *The Structural Transformation of Public Sphere*. Cambridge: The MIT Press

Hariss, J. (2010). Class and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP (Chapter 9)

- Hasan, H. (ed.) (2004). *Parties and party politics in India*. Oxford: OUP
- Jaffrelot, C. (2010). "Majoritarian Politics". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. (Chapter 14)
- Jodhka, S. (2010). Caste and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 10
- Kothari, R. and Manor, J (1970) (Ed). *Caste in Indian Politics*. Hyderabad: Orient Longman
- Marshall, T. H. (1977). *Class, Citizenship and Social Development*. Chicago: Chicago University Press
- Mills, C. R. (1956). *The Power Elite*. Oxford: Oxford University Press
- Narain, A. (2008), "That Despicable Specimen of Humanity: Policing of Homosexuality in India". In Kalpana K. and Ranabir S. (Ed). *Challenging the rules of law*. New Delhi: Sage
- Oommen, T.K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage
- Oommen, T.K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage
- Nash, K. (2010). *Contemporary political sociology*. West Sussex: Wiley Blackwell
- Pareto, V. (1968). *The rise and Fall of Elites: An application of theoretical sociology*. New Jersey: The Bedminister Press Inc
- Roy, A. (2008). Citizenship. In Rajeev Bhargabha (ed). *What is political theory and why do we need it*. Delhi: Pearson Longman
- Scott, J. S. (1998). *Seeing like a state*. Connecticut: Yale University Press
- Sreedharan, E. (2010). "The party system". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 9
- Weber, M. (2004) *The Vocation Lectures*. David O and Tracy B S. (Ed.) (chapter on Politics as vocation). Indianapolis: Hackett Publishing Company.
- Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology*. Volume I, Berkley: University of California Press. (Chapter III, The Types of Legitimate Domination, pp. 212-254)

COURSE NO.**COURSE TITLE****CREDIT****SOC-473****INTRODUCTION TO HUMAN RIGHTS(Optional)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> The importance of the idea of human rights and their centrality in the aspirations of humankind for building a more humane world has become a fact of life and is impossible to ignore. Given the context, the imparting of knowledge on human rights and duties has become central to the efforts towards fostering a rights-conscious society. The objective of this paper is to introduce the students to the basic concepts of human rights, major theoretical foundations of rights, and the institutional mechanisms through which human rights are protected and promoted – both at the national and international domains. The course also introduces students to the various human rights provisions contained in Indian constitution and the major human rights issues in India, such as the rights of the disadvantage and vulnerable sections of the Indian society. The nature, issues and concerns, and the trajectories of the human rights movements in India are also introduced.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the concept of human rights, its historical evolution, and various generations/types of human rights
Unit-II	LO2	Explain the different theoretical approaches to the understanding of human rights
Unit-III	LO3	Explain the institutional context wherein human rights are protected and promoted at the international level, including the UN system
Unit-IV	LO4	Delineate the human rights provisions in Indian constitution and the institutional arrangements for protecting and promoting human rights in the Indian context

Note: LO- Learning Outcome

Evaluation:

Total marks for the paper: 100 Marks (4 Credits)

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit-1 Human Rights-Conceptual Terrain – 15 Hours

- Meaning, Nature, and Definition of Rights
- Historical Evolution of the Concept of Rights
- Notion of Positive and Negative Rights
- Notion of Civil and Democratic Rights
- Three Generations of Rights (Civil and Political Rights; Economic, Social and Cultural Rights; and Collective/ Solidarity Rights)
- The co-relation between rights and duties
- Challenges to Universality of Human Rights

Unit 2 Theories of Human Rights- 15 Hours

- Natural Rights Theory
- Positivist/Legal Theory
- Marxian Theory
- Utilitarian Approach
- Sociological Theory of Rights

Unit 3 International Human Rights System – 15 Hours

- Overview of UN Human Rights Systems
- Human Rights Provisions of UN Charter 1945
- The International Bill of Human Rights (UDHR, ICCPR and the ICESCR)
- Other International Conventions
- Human Rights Monitoring Bodies (Charter based bodies and Treaty-based bodies)
- Shadow Reporting to UN Treaty Bodies
- NGOs and the International Human Rights Movements

Unit 4 Human Rights and Duties in India – 15 Hours

- Indian Constitution and Human Rights
- Fundamental Rights, Duties and Directive Principles of State Policy
- Rights of Marginal/Vulnerable Groups
- Institutional Arrangements for Human Rights Enforcement
- Human Rights Movements in India

Reading Lists:

1. Allan Gibbard (1984). “Utilitarianism and Human Rights”, *Social Philosophy and Policy*, 1 (2): pp 92-102.
2. John Simmons, *Justification and Legitimacy: Essays on Rights and Obligations* (Cambridge: Cambridge University Press, 2001), 185
3. A.R. Desai, *Violation of Democratic Rights in India*, Vol. 1 (Popular Prakashan Publications; Mumbai, 1986).
4. Arun Ray, *National Human Rights Commission of India: Formation, Functioning, and Future Prospects* (Khama Publishers, New Delhi, 2004).
5. Betty A. Sichel, “Karl Marx and the Rights of Man,” *Philosophy and Phenomenological Research* 32, no. 3 (1972): 355.
6. Bryan Turner (1997) “A Neo-Hobbesian theory of Human Rights: A Reply to Malcolm Waters”, *Sociology*, 31(3): 565-571

7. Bryan S. Turner, "Outline of a Theory of Human Rights," *Sociology*, 27, no. 3 (1993): 492.
8. Bryan Turner (1997) "A Neo-Hobbesian theory of Human Rights: A Reply to Malcolm Waters", *Sociology*, 31(3): 565-571.
9. Charles R. Beitz, *The Idea of Human Rights* (New York: Oxford University Press, 2009), 50.
10. Gideon Sjoberg, Elizabeth A. Gill and Norma Williams, "Sociology of Human Rights," *Social Problems* 48, no. 1 (2001): 18.
11. Ian Brownlie and Goodwin-Gill (eds.), *Basic Documents on Human Rights* (Oxford University Press, 2006).
12. Jeremy Waldron, *Theories of Rights* (Oxford; Oxford University Press, 1984).
13. Jack Donnelly, *Universal Human Rights in Theory and Practice* (Cornell University Press, Ithaca, 2013).
14. Janusz Symonides (ed.), *Human Rights* (Rawat Publications; Jaipur, 2005)
15. Jack Donnelly, "The social construction of international human rights" in *Human Rights in Global Politics* Tim Dunne and Nicholas J. Wheeler (eds.) (Cambridge University Press, 1999), 71-102.
16. Jack Donnelly, "Human Rights as Natural Rights," *Human Rights Quarterly* 4, no. 3 (1982): 391-405.
17. Jerome J. Shestack, "The Philosophical Foundations of Human Rights," in *Human Rights: Concept and Standards*, ed. Janusz Symonides (New Delhi: Rawat Publications, 2002), 37-38
18. Jhon K. Thomas, *Human Rights of Tribals* (Delhi: Isha Books, 2005)
19. John Rawls, *Law of the People* (Cambridge: Harvard University Press, 2001).
20. Karl Marx, "On the Jewish Question," in *The Marx-Engels Reader*, Robert Tucker (ed), (New York: Norton & Company, 1978), 26 – 46.
21. Ken Booth, "Three Tyrannies" in *Human Rights in Global Politics*, Tim Dunne and Nicholas J. Wheeler eds. (Cambridge University Press; Cambridge, 1999), 31-70
22. Malcolm Waters (1996) "Human Rights and the Universalization of Interests", *Sociology*, 30(3): 593-600
23. Michael Freeman, *Human Rights: An Interdisciplinary Approach* (Polity Press, Oxford: Polity, 2002).
24. M. R. Ishay, *The History of Human Rights* (Orient Longman, New Delhi, 2004)

25. Munmun Jha, India from Indira Gandhi's Emergency, In Encyclopedia of Human Rights, edited by David P. Forsythe (New York: Oxford University Press, Volume 3, 2009, 5-16).
26. Munmun Jha, "Nehru and Civil Liberties in India, *"International Journal of Human Rights*, Volume 7, Number 3, 2003, pp. 103-115
27. Nirmal, Chiranjivi J, Human Rights in India: Historical, Social and Political Perspective (Oxford University Press, 2006)
28. Philip Alston (ed.), *The United Nations and Human Rights*(Clarendon Press, Oxford, 1996).
29. Upendra Baxi, *Future of Human Rights* (Oxford University Press, New Delhi, 2002).
30. P. L. Mehta and Neena Verma, *Human Rights Under the Indian Constitution* (Deep and Deep Publications, New Delhi, 1995)
31. Ronald Dworkin, *Taking Rights Seriously* (London: Duckworth, 1978).
32. R. Ganga, Children's Rights as basic Human Rights, New Delhi: Reference Press, 2007.
33. Smitu Kothari, "The Human Rights Movement in India: A Critical Overview," in Rethinking Human Rights: Challenges for Theory and Action, ed. Smitu Kothari and Harsh Sethi (New Delhi; New Horizon Press, 1991), 85.
34. S. Sri Krishna, Dalit and Human Rights (New Delhi: Serial Pub., 2007)
35. South Asia Human Rights Documentation Centre, *Introducing Human Rights* (Oxford University Press; New Delhi, 2010).
36. V.V. Devasia, Women, Social Justice and Human Rights (New Delhi: APH Publishing Corporation, 2009)
37. Will Kymlicka (Eds), Rights of Minority Cultures (Oxford: Clarendon Press, 1995).

**SEMESTER III
COURSES**

COURSE NO	COURSE TITLE	CREDIT
SOC 501	Social Stratification and Mobility (CORE)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objectives:</i> As a compulsory course in Sociology, the objective is to familiarize the student with both theoretical formulations and empirical studies undertaken by sociologists & anthropologists - classical and contemporary on the theme of stratification and mobility in advanced societies and in India.		
Learning Outcomes:		
Unit I	LO1	The course on stratification and mobility gives a comprehensive understanding of different kinds of social systems generating social measures of social statuses and roles in the society. The course would mainly equip students to conceptualize the nature of ranking measures, hierarchies, merit, inequalities, differentiation, etc., to understand the structuring of the society and the changes in it.
Unit II	LO2	This unit helps students to understand the conceptualizations of social stratification in advanced societies.
Unit III	LO3	This unit helps students to understand the conceptualizations of social stratification in India
Unit IV	LO4	This unit helps students to understand the conceptualizations of social stratification in Tribal societies.
Unit V	LO5	This unit helps students to understand the conceptualizations of social stratification to understand limits to social mobility in various social contexts.

Didactics: Class room lectures

Evaluation: Mid-term test -20%; book reviews/ assignments 20%; Class participation - 10%; Semester end exam: 50 percent

Unit 1:: Total lectures 14

- **Perspectives on Social Stratification**
 - Functionalist
 - Marxian
 - Weberian
 - Elite
 - Gender
 - Race

Unit 2.: Total lectures: 6

Stratification in Advanced Societies

- a) Nature of Stratification in North America and Western Europe;
- b) Caste in other countries

Unit 3.: Caste: 14 lectures

Social Stratification in India -1

- a) Caste and Hierarchy; Caste and Inequalities exclusion and untouchability; Caste and its Critiques
- b) Caste in non-Hindu religions
- c) Feminist perspectives of Stratification: Patriarchy and the Subordination of Women; The Family as a Site of Inequality; Gender, Work, and Entitlement; The Community, the State and Patriarchy

Unit 4.: Total lectures: 14

Social Stratification in India -2

- a) Stratification in Tribal society
- b) Class stratification in India: Labour and the informal sector; the middle class – changing profile
- c) Ethnicity in India

Unit 5.: Total Lectures – 12

Social Mobility and Change

- Concept of Social Mobility and Change, Difference between Social Mobility and Change; Unit and Direction of Social Mobility; Limit of Social Mobility :
- Types of mobility: inter-generational and intra-generational mobility; horizontal and vertical mobility; Cultural mobility - sanskritization and westernization
- Social Movements and change – Dalit movements; Tribal movements;

Essential Readings:

- Bhatt, Ela. (2006). *We are poor but so many*. Oxford University Press.
- Bhowmik, Sharit. (2012). *Industry, Labour and Soceity*. Orient Blackswan
- Bottomore, Tom B. (1965). *Elites and Society*. Basic Books. New York.
- Breman, Jan (1996). *Footloose Labour: Working in India's Informal Economy*. Cambridge University Press.
- Chakravarti, Uma (1993). Conceptualising Brahmanical patriarchy in early India: Gender, caste, class and state. *Economic and Political Weekly* 28:579-585.
- Chakravarti, Uma (2003). *Gendering Caste Through a Feminist Lens*. Calcutta: Stree

- Crompton, Rosemary. (1993). *Class and Stratification An Introduction to Current Debates*. London: Polity Press.
- Davis, Kingsley and Wilbert E. Moore. (1991). Some Principles of Stratification: The Functionalist Position. In Dipankar Gupta [ed]. *Social Stratification*. Delhi: Oxford University Press.
- Gupta, Dipankar. (1991). *Social Stratification*. New Delhi: Oxford University Press.
- Jefferlot, C. (2000). The Rise of the Other Backward Classes in the Hindi Belt. *The Journal of Asian Studies*, 59(1), pp.86-108.
- Jaffrelot, Christophe. (2003) India's silent revolution: The rise of the lower castes in north India, London: Hurst & company.
- Jaffrelot, Christophe. (2009). *Dr. Ambedkar's Strategies against Untouchability and the Caste System*. Working Paper Series Volume III, No. 4. New Delhi: Indian Institute of Dalit Studies.
- Khanam, Azra. (2013). *Muslim Backward Classes: A Sociological Perspective*, New Delhi: Sage Publications.
- Phule, Jyotirao. (1873). *Slavery*
- Rege, Sharmila. (2013). *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*. Delhi: Navayana
- Rodrigues, Valerian. 2004. *The Essential Writings of B.R. Ambedkar*. : New Delhi: Oxford University Press
- Rossides, Daniel. (1997), *Social Stratification - The Interplay of Class, Race, and Gender*. New Jersey, Prentice- Hall.
- Shah, Ghanshyam. (2004). *Social Movements in India*. Sage.
- Singh, Yogendra .(1999). *Social Stratification and Change in India*. New Delhi: Manohar
- Srinivas, M.N. (1966). *Social Change in Modern India*. University of California Press
- Tumin, Melvin M. (1953). Some Principles of Stratification: A Critical Analysis. *American Sociological Review*. 18(4):387-394
- Verma, Pavan (2007). *The Great Indian Middle Class*. Penguin.
- Walby, Sylvia. (1990). *Theorizing Patriarchy*. Oxford: Basil Blackwell
- Weber, Max. (1958). Class, Status and Party in Gerth, HH and C Wright Mills (ed) *From Max Weber: Essays in Sociology*. (pp.180-195). New York. Oxford University Press.
- Xaxa, V. (2008). *State, Society and Tribes*. Pearson Longman.

Additional Readings:

- Appadurai, A. (1988). "Putting hierarchy in its place." *Cultural Anthropology* 3:36-49.
- Barber, Bernard and Alex, Inkeles (1971). *Stability and Social Change*. Little Brown and Company.
- Bhowmik, Sharit. (2009). *Street Vendors in the Global Urban Economy*. Routledge
- Crompton, Rosemary (1993) *The New Politics of Class Social Movements and Cultural Dynamics in Advanced Societies*. Sage.
- Damle, Y.B. (1968) Reference Group Theory with Regard to Mobility Castes in James Silverberg (ed.) *Social Mobility in the Caste System in India* . The Hague: Mouton.
- Lipset S.N. (1959) *Social Mobility in Industrial Society*,. California University Press
- Marx, Karl. (2001). Alienation and Social Class. In Grusky David. [ed]. *Social Stratification: Race, Class and Gender in Sociological Perspective*. Colorado:Westview Press.
- Mills, C Wright. (1956). *The Power Elite*. New York. Oxford University Press.
- Misra, BB. (1961). *The Indian Middle Classes*. Oxford University Press.
- Parkin Frank. (2001). Marxism and Class Theory: A bourgeois Critique in Grusky David. [ed]. *Social Stratification: Race, Class and Gender in Sociological Perspective*.(pp.162-177) .Colorado. Westview Press.
- Ram, Nandu (1988) *The Mobile Scheduled Caste: Rise of a New Middle Class*. Delhi: Hindustan Publishing House Corporation
- Rege, Sharmila. (2006). *Writing Caste/ Writing Gender: Reading Dalit Women's Testimonios*, Zubaan: New Delhi: Zubaan
- Sharma, K. L. (1997). *Social Stratification in India Issues and Themes*. New Delhi: Sage.
- Silverberg, James (ed.) (1968). *Social Mobility in the Caste System in India*. The Hague: Mouton
- Singer, Milton and B.S. Cohn (1968). *Structure and Change in India Society*, Chicago: Publishing Company
- Srinivas, M.N. (1996). *Caste: Its Twentieth Century Avatar*. New Delhi: Viking
- Washbrook, D. (1990). South Asia, the World System, and World Capitalism. *The Journal of Asian Studies* 49:479-508.
- Wright, Erik Olin. (1994). *Interrogating Inequality Essays on Class Analysis, Socialism and Marxism*. London, Verso. Chapter 1.
- Wright, Erik Olin.(2002). *Class Counts*. Cambridge University Press

Course No.
SOC 503

Course Title
Sociology of Development (Core)

Credit
4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> This course would give an understanding of development in sociological literature. The first unit examines the emergence of the concept of development and distinguishes it from other related concepts. The next three units examines the conceptualizing and theorizing of development in sociology from different perspectives in reference to different socio-historical, economic and political settings. The last two units analyses the different deliberations on development in Indian context and concludes with the understanding of contemporary issues in the field of development in Indian context.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the idea of development in its historical context and the various conceptual perspectives on development
Unit-II	LO2	Explain the various theoretical approaches to the understanding of development
Unit-III	LO3	Explain the arguments of post-development theories
Unit-IV	LO4	Understand the debates concerning development in India with particular reference to the ideas of Nehru, Gandhi and Ambedkar. It will also help in critical interrogation of the disparity in development by looking at the situation of the marginalised social groups.
Unit-V	LO5	Articulate the different facets of globalisation and its encounter with diverse social groups

Note: LO- Learning Outcome

Evaluation:

Total marks for the paper: 100 Marks (4 Credits)

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit 1. Introduction (Total Lectures: 10)

(a) Historical background of the idea of development - End of colonialism; rise of nationalism in the Third World societies and the desire for development.

(b) Conceptual Perspectives on Development: Economic growth, Human development, Social development, Sustainable development

Unit 2. Theories of development (Total Lectures: 14)

(a) Modernisation Theory (b) Failure of modernization approach; Critiques of Modernization (c) Socialist theories; (d) Dependency Theory and its Critiques (e) Limits to Growth thesis

Unit 3: Post- Development theories – Development as a Discourse (Total Lectures: 10)

Unit 4. India' Development Debate (Total Lectures: 14)

(a) Nehru, Gandhi, Ambedkar; (b) New Economic Policies – Disparities in development – Caste, Class, Tribe, Gender, Religion, Region, Minorities (c) Feminist perspectives of development

Unit 5. Globalisation and Social Exclusion (Total Lectures: 12)

Social exclusionary processes in the era of Globalization in India - Minorities, Development of the marginals, perspectives and challenges

Essential Readings:

- Alavi, H. and T. Shanin. (1982). *Introduction to the Sociology of Developing Societies*, Macmillan.
- Chalam, K. S. 2011. *Economic Reforms and Social Exclusion: Impact of Liberalization on Marginalized Groups in India*. New Delhi: Sage Publications (Chs.: 3, 5, 6, 7 & 8)
- Desai, A.R.: (1971): *Essays on Modernisation of Underdeveloped Societies*. Bombay:Thacker and Company Ltd, Vol I and II
- Eade D. & Ligteringen E. (2006). *Debating Development – NGOs and the Future*. Jaipur: Rawat Publications
- Escobar, Arturo. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- Esteva, Gustavo (1997) Development in Sachs, Wolfgang (ed.) *The Development Dictionary*, Hyderabad: Orient Longman.
- Frank, Andre Gunder (1971). *Capitalism and Underdevelopment in Latin America*. Penguin Books.
- Gandhi, MK :*On Trusteeship*
- Harcourt, Wendy. (2009) *Body Politics in Development*. Zed
- Inkeles, Alex .(1976). A Model of the Modern Man: Theoretical and Methodological Issues in Black, C.E. ed., *Comparative Modernisation*, The Free Press
- Kothari, Rajni: (1964): The Meaning of Jawaharlal Nehru. *The Economic Weekly*, Special Number July
- Latouche, Serge. (2009). *Farewell to Growth*. Cambridge: Polity press.
- Lerner, D. (1964). *The Passing of Traditional Society*
- Meadows, Donella H. et al (1974). *The Limits of Growth*, Pan Books
- Nathan, Dev and Virginius Xaxa (eds). 2014. *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press (Chs.: Introduction, 2, 18 & 19)
- Mohanty, C. T.. (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Boundary 2*, 12/ 13, 333–358. <http://doi.org/10.2307/302821>
- Pieterse, Jan Nederveen (2001). *Development Theory: Deconstructions/ Reconstructions*. New Delhi: Vistaar Publications.
- Preston, P. W. (1996). *Development Theory An Introduction*. Oxford: Blackwell

Publishers

- Rahnema, Majid and Bawtree, Victoria (eds.) (1997). *The Post-Development Reader*. London: Zed Books.
- Rahnema, Majid (1997): Participation. in Sachs, Wolfgang (ed). *The Development Dictionary*. Hyderabad: Orient Longman.
- Sachs, Wolfgang (ed.). (1997). *The Development Dictionary* Hyderabad: Orient Longman.
- Schumacher, E.F. (1977). *Small is Beautiful*. New Delhi: Radha Krishna
- Singha Roy, Debal K (ed), (2001), *Social Development and the Empowerment of Marginalized Groups*, Sage Publications, New Delhi
- Thorat S.K., (1998), *Ambedkar's Role in Economic Planning and Water Policy*, Shipra Publications, Delhi
- Wallerstein Immanuel, (1983), *Historical Capitalism*, Verso, London.

Additional Readings:

- Alexander, KC. (1994). *The Process of Development of Societies*, New Delhi: Sage.
- Blomstrons, M. and B. Hettne (1984). *Development Theory in Transition*. London: Zed
- Cooke, Bill and Uma Kothari (eds). 2001. *Participation: The New Tyranny?*, London: Zed Books.
- Dantwala, ML. (1964). Economic Ideology of Jawaharlal Nehru. *The Economic Weekly*. Special Number, July.
- Dreze Jean and SenAmartya, (2002). *India Development and Participation*. New Delhi: Oxford University Press.
- Freire, Paulo. (1996). *Pedagogy of the Oppressed*. Penguin Books.
- Hicky, Samuel and Giles Mohan (eds). (2004). *Participation: From Tyranny to Transformation?*, London: Zed Books.
- Illich, Ivan (1977). *Toward a History of Needs*. Bantam
- Moore, W. (1978). *Social Change*
- Rist, Gilbert. (2008). *The History of Development*. Zed Books
- Schuurman, Frans J. (2001) *Globalization and Development Studies*, New Delhi: Vistaar Publications
- Tipps, D.C. (1976) in Black ed. C.E. (ed.), *Comparative Modernisation*, The Free Press
- _____ (1973): "Modernization theory and Comparative Study of Societies – A Critical Perspective" in *Comparative Studies in Society and History*. Vol 15, No. 2. Cambridge University Press. pp. 199-226

Course No.**Course Title****Credit****SOC- 504****Indian Society-II (Core)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Objectives of the Course:</i> This paper would introduce students to contemporary social processes in India. This would give a view of the interplay/intersectionality of structural/systemic aspects of society that are in operation. While we study the dynamics of social processes, it would also give the view of shaping/reshaping of the society. Debates on Reservations, Secularism, Communalism, Nationalism, etc., would demonstrate the manifestations of various structural/systemic aspects of Indian Society. Though the course would grapple with conceptualizations of various social processes but the emphasis is on to get a view of the inter-wovenness/intertwined structural/systemic complexities.		
Learning Outcomes: The course expands the sociological imagination of the students to understand and study the social processes at work shaping/reshaping Indian society. Students would be in a position to conceptualize the contingencies of the present social world. Students would be equipped to systematically understand the society which is drawn into the processes engendered by the constitutional processes to make/remake the society. Beyond the constitutional aspects, students' imagination is also drawn to understand systematically the nature of dynamics of politics, law, economy and social movements which are significant in the way social life responds to the processes		
Unit I	LO1	This unit helps students to understand the conceptualizations of nationalism and the associated contestations
Unit 2	LO2	This unit helps students to understand the conceptualizations of Communalisms and the associated contestations.
Unit 3	LO3	This unit helps students to understand the conceptualizations of Secularism and problems of its realization in India.
Unit 4	LO4	This unit helps students to understand the conceptualizations of affirmative action to various social categories.
Unit 5	LO5	This unit helps students to understand the role of contemporary social movements in shaping the Indian society.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, writing assignments and examination-

- two internal assessments which consists of review of book/articles, discussion and presentations (20%), participation in the class (10%) and a written mid-term examination (20%).
- and the End Semester final examination (50 percent marks).

Unit I: Nationalism (15 hours)

- Conceptualization of Nationalism; Sociology of Nationalism
- Historical and Social Preconditioning of Nationalism in India
 - Emergence of Anti-Colonial Nationalism and its Social conditioning
 - Emergence of Cultural and Political Nationalisms
 - Interplay of Economic and Political Nationalisms
 - Interplay of Cultural and Political-Communal Nationalisms

Unit II: Communalism (10 Hours)

- Conceptualizations of communalism
- Colonial conditioning and Discourses of Communalism
- Nationalist Discourses on Communalisms and Debates on Representations
- Marxist Perspective, Constructivist Perspective, Anti-Modernist.

Unit III: Secularism (10 Hours)

- What is Secularism?
- Secularism in Indian Context
 - Secularization of Society and Crisis of Secularism
 - Reactions to ideology of Secularism
 - Secularism and Minorities' Life-world and Rights

Unit IV: Reservation Policies for SC, ST, BC, Gender and Minorities (10 Hours)

- Historical background of the debates on 'Representation' and 'Reservation'
- Reservation Policies in the Post-Independence Period
- Debates on Social Justice
- State and Social Justice
- Debates on Minority issues and Justice
- Contemporary Social Movements

Unit V: Dalit Ideology, Tribal Issues and Institutionalization of OBCs (15 Hours)

- Struggles against Caste system and the conceptions of Emancipation/Liberation
- Forms of Atrocities and Discrimination
- Evolving reactions against Anti-Caste struggles
- Policies for Tribal Development
- Dispossession and the Tribal Life-World
- Reservation for OBCs in the institutions and business of State/Government
- Contemporary Social Movements

Essential Readings:

Agrwaal, Ashok. et. al. (eds.) (2009). Justice and Law: The Limits of the Deliverables of Law, New Delhi: Sage Publications.

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COURSE NO.**COURSE TITLE COURSE****CREDIT****SOC-521****SOCIOLOGY OF DIASPORA (Optional)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> This course would help the students to understand the significance of the diaspora, clarify basic concepts and familiarize with different theories. The historical, social, political and economic context of India diaspora would be examined along with the various approaches to study diaspora. This paper is divided into two sections where the first section deals with the theorisation on diaspora in general and second section deals with the Indian diaspora in particular		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the idea of diaspora and the basic concepts that are fundamental in diaspora studies
Unit-II	LO2	Articulate the historical context of the Indian diasporas – precolonial, colonial and post-colonial period.
Unit-III	LO3	Explain the various perspectives on Indian diaspora
Unit-IV	LO4	Understand the debates and discourses on the issue of Indian diasporas
Unit-V	LO5	Delineate the connection between India and her diasporas – its socio-economic impacts.

Note: LO- Learning Outcome

Aim &Outcome:**Didactics:** Lectures and assignments**Evaluation:** a mid-semester exam: 20%; a book/article review 20%, end semester exam 50%. And Class Participation: 10 %**COURSE OUTLINE:****Unit- I Twenty hours**

Diaspora as an area and significance of academic study:

Basic concepts – migration and diaspora, transnationalism, multiculturalism, deterritorialisation, Hybridity and creolisation

Theories of Diaspora- Arjun Appadurai, Stuart Hall, Robin Cohen, Paul Gilroy and Saskia Sassen

Unit-II Ten Hours

Historical background of the Indian diaspora: Pre-colonial, colonial and post-colonial,

Pre-colonial: Trade, and spread of religion — Colonial: The indentured system —

Postcolonial

Unit-III Ten Hours

Perspectives on Indian Diaspora: Regional, Religious, Caste and Gender

Unit- IV Ten Hours

Discourses on the Indian diaspora:

Brain drain and skill drain

Colonial — Nationalist — Contemporary and post-colonial

Unit – V Ten Hours

The social construction of the 'other' Indian:

The India connection of the diasporic Indians — The remittance economy and its socio-economic impact — The diasporic Indians: Policy issues

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COURSE NO**COURSE TITLE****CREDIT****SOC-522****ENTREPRENEURSHIP AND DEVELOPMENT (OPTIONAL)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of sociology/social sciences		
<i>Course Objective:</i> This course will familiarize students with the concepts and theories of entrepreneurship. With the main focus on the perspective that “an entrepreneur as an agent of social change”. It hopes to motivate students to initiate entrepreneurial activities.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Provide a conceptual framework in understanding Entrepreneurship and develop a historical perspective about Indian entrepreneurship.
Unit-II	LO2	Know about theories and approach in understanding entrepreneurship.
Unit-III	LO3	Analyze the relationship of entrepreneurship with other social institutions. Understand the role of different communities such as women, youth and the role of Diaspora in entrepreneurship.
Unit-IV	LO4	Explain the contemporary situation of Entrepreneurship in India and role of the state and other organizational interventions for entrepreneurship development in India.
Unit-V	LO5	Evaluate entrepreneurial performance, by critically analyzing the implementation strategies for handling challenges and getting training in managing new venture.

Didactics: Lectures and assignments**Evaluation:** a mid semester exam: 20 %; a book/article review / field exposure: 20%, class participation : 10%, and end semester exam: 50%**Unit-I : Ten Hours****Key Concept of Entrepreneurship:**

- A) Enterprise, Entrepreneur and Entrepreneurship
- B) History of Indian entrepreneurship
- C) Characteristics and types of Entrepreneur
- D) New generations of entrepreneurship viz. Social Entrepreneurship, Corporate Entrepreneurship, Rural Entrepreneurship, Agripreneurship, Edupreneurship, Health entrepreneurship, Tourism entrepreneurship, Women entrepreneurship etc.

Unit-II Ten Hours**Theories and Approaches:**

- A) Organizational theories: Gandhian, Marxian, Weberian, Neo-Weberian, Durkheim, Karl Polanyi, Parsons, FW Taylor, Herzberg, McGregor, Maslow.

- B) Entrepreneurship Theories: Joseph Schumpeter- Types of Entrepreneurship, and David C. McClelland- Training for Entrepreneurial Motivation
- C) Interdisciplinary approach- Sociological, cultural, political, economic, cognitive and behavioural approach

Unit-III : Fifteen Hours

Social Structure and Entrepreneurship

- A) Entrepreneurship and Social Institution: Demography; Family, Economy, Religion, Class, Caste, Race, and Ethnicity and Cluster approach
- B) Community based Entrepreneurship, Cultural Entrepreneurship, Regional Entrepreneurship, International Entrepreneurs: Diaspora and Immigrant Entrepreneurship
- C) Entrepreneurship among Marginal Groups: Scheduled Castes, Scheduled Tribes, Minority and Other Backward Classes
- D) Women Entrepreneurship and Youth Entrepreneurship

Unit-IV : Fifteen Hours

Entrepreneurship in India:

- A) Entrepreneurship Framework / Conditions in India: Market openness, non- market forces, institutions and social network, physical infrastructure, cultural and social norms
- B) Emerging entrepreneurial Ecosystem and Ease of doing business. IPR and Legal Challenges.
Problems of entrepreneurs – Reasons ,Sickness, and Remedies - Incentives and subsidies
- C) State intervention, Organization assistance and Support Institutions for Entrepreneurship Development – Industrial and Development Corporation, SIBDI, MSME, Khadi and village Industries, Industrial park, Special Economic Zone
- D) Emerging Issues: BRICS Nations, ASEAN, Globalisation and entrepreneurship, tradition, culture and entrepreneurship

Unit-V : Ten Hours

Evaluating Entrepreneurial Performance

- A) Implementation Strategies: Crisis and Challenges in Managing New Venture
- B) Creativity, innovation, invention in new venture
- C) Training - in MSME's, vocational, soft skill, IT and computer and banking and finance training etc.
- D) Entrepreneurship an Implication for Social Change -Social Entrepreneurship (Arvind Eye Care, Ashoka Foundation, AjimPremji Foundation, Bill and Melinda Foundation, Jaipur Foot, Akshaya Patra, SEWA, Teach India, Micro-finance Institutions, Sulabh International etc.)

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COURSE NO	COURSE TITLE	CREDIT
SOC 524	Corporate Social Responsibility (Optional)	4

Pre-requisites for the Course: Students should have basic knowledge of Social Sciences

Course Objective: This course will help students in getting acquainted with the concepts and context of Corporate Social Responsibility. Students will also gain knowledge about CSR, social audit for understanding social change.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand concept of Corporate Social Responsibility. Know history and evolution of CSR at both international level and in Indian context.
Unit-II	LO2	Learn CSR Frameworks in India, legal provisions and specifications. Issues in Indian Economy, Corporate Governance and CSR in social development.
Unit-III	LO3	Design CSR policy and programmes, manage CSR in an organization and understand role of civil society.
Unit-IV	LO4	Understand implementation of CSR through Case Studies. Learn Social Impact Assessment and CSR Audit. Success and failure of CSR initiatives.

Method of Teaching: Lectures, case studies, Seminars, Tutorials and Guest Speakers.
The assessment would be on a continuous basis.

Evaluation: a mid semester exam: 20 %; a book/article review / field exposure: 20%,
class participation : 10%, and end semester exam: 50%

Course Content

Unit I (10 hours)

Concept and Context

- A) Corporate Social Responsibility – Concept and significance
- B) History and Evolution of CSR - International Frameworks and Indian context - a moral and a rational argument for CSR
- C) Strategic context of CSR – Carroll’s Model of CSR (Pyramid of CSR)
- D) Globalization and CSR

Unit II (15 hours)

- A) Issues in Indian Economy and Social Development

- B) Government Expectations, Roles and Responsibilities
- C) Indian CSR Framework (Pre Companies Bill 2012), Companies Act 2013
- D) CSR in India: Legal provisions and specifications on CSR
- E) Stakeholders and perspectives - interest Groups Related to CSR
- F) Corporate Governance and CSR

Unit III (15 hours)

- A) Designing a CSR policy, projects and programmes and Factors influencing CSR policy
- B) Global Recognitions of CSR formulated by UN Global Compact – UNDP, Global Reporting Initiative.
- C) Managing CSR in an organization, Role of HR Professionals in CSR,
- D) Role of Civil Society

Unit IV (20 hours)

- A) Implementing CSR – CSR in the marketplace, CSR in the workplace, CSR in the community and, CSR in the ecological environment
- B) Case Studies: Lifebuoy Soaps' Swasthya Chetna, ITC's e-Choupal venture, Titan Industries Limited, Tata Power, TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai
- C) Social Impact Assessment and CSR Audit – social medicine and community health, education, environment, leadership, women empowerment, rehabilitation of disability, communication, sustainable Development etc.
- D) Success and failure with CSR initiatives – CSR Awards in India – Role of Social Entrepreneurs and social workers in CSR

Readings

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Mukharjee, Amitava (2004) *Participatory Rural Appraisal- Methods and Applications in Rural Planning*, New Delhi : Concept Publishing Company.

Mukherjee, K. (2017). Mandated Corporate Social Responsibility (mCSR): Implications in Context of Legislation. In *International business strategy* (pp. 421-439). Palgrave Macmillan, London.

Murmura, F., & Bravi, L. (2020). Developing a Corporate Social Responsibility Strategy in India Using the SA 8000 Standard. *Sustainability*, 12(8), 3481.

Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad: ICFAI University Press.

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Sekhon, A. K., & Kathuria, L. M. (2019). Corporate Social Responsibility: A Case Study of Vardhman Textiles Limited in India. *MANTHAN: Journal of Commerce and Management*, 6(2), 105-121.

Singh, S., Holvoet, N., & Pandey, V. (2018). Bridging sustainability and corporate social responsibility: Culture of monitoring and evaluation of CSR initiatives in India. *Sustainability*, 10(7), 2353.

Subba, D., & Kumar, S. (2018). Employees' responses to corporate social responsibility: a study among the employees of banking industry in India. *Decision*, 45(4), 301-312.

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Vanclay F, Esteves AM. (2012). New Directions in Social Impact Assessment: Conceptual and Methodological Advances. Cheltenham: Edward Elgar.

Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage

Winkler MS, Krieger GR, Divall MJ, Cisse G, Wielga M, Singer BH, Tanner M, Utzinger J. (2013) Untapped potential of health impact assessment. Bulletin of the World Health Organization 91:298-305.

SEMESTER IV COURSES

COURSE NO	COURSE TITLE	CREDIT
SOC-551	SOCIAL EXCLUSION AND INCLUSIVE POLICY (CORE)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of sociology.		
<i>Course Objective:</i> This course introduces to the concept and context of social exclusion from diverse theoretical perspectives and methodological approaches. The course would familiarize students with the social structures, institutions, agencies and processes involved in the social exclusion and inclusion.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand histories and meanings of social exclusion. Learn conceptual and theoretical frameworks of social exclusion.
Unit-II	LO2	Learn tools and techniques for measuring levels and degrees of social exclusion
Unit-III	LO3	Contextualize of social exclusion at individual and collective level in all spheres of life.
Unit-IV	LO4	Explain social institutions and systems involved in social exclusionary practices.
Unit-V	LO5	Analyze the role of inclusive measures in creating social change and mobility.

Didactics: Lectures and assignments

Evaluation: a mid semester exam: 20 %; a book/article review: 20%, class participation : 10%, and end semester exam: 50%

UNIT: 1 :Ten Hours

Social Exclusion: Histories and Meanings, Concepts and Theories

- A) Discrimination, deprivation inequality, marginality and exclusion,
- B) Capabilities and Entitlements, Social Welfare and Wellbeing, Social Justice and Rights
- C) Thoretico-analytical framework for various issues

UNIT: 2 :Ten Hours

Methodology in Social Exclusion Studies

- A) Tools and Techniques
- B) Measurement: Levels and Degrees of Social Exclusion

UNIT: 3 :Ten Hours

Contextualisation of Social Exclusion

- A) Individual and Collectivity
- B) Socio-cultural Economic Political Spheres

UNIT: 4 :Fifteen Hours

Institution and System of Social Exclusion

Caste, Tribe, Class, Race, Religion, Ethnicity, Minority, Gender variance, disability, region.

UNIT : 5 Fifteen Hours

From Exclusion to Inclusion: Critiques

A) Role of Social Movements, Civil Society, State- Legislations, Policies and Programmes

B) Emergence of Inclusive society: Participation in Societal Spheres

C) Change and Mobility

ESSENTIAL READINGS

Bryne, D. (2006). *Social Exclusion*. London. Open University Press

Chakravarti, U. (2006). *Gendering Caste Through a Feminist Lens*. Calcutta. Stree

Chandhok, N. (1999). *Beyond Secularism: The Rights of Religious Minorities*. New Delhi. Oxford University Press

De Haan, Arjan and Nayak, Pulin (1995). *Social Exclusion and South Asia*. Discussion Paper 77. Geneva, International Institute of Labour Studies.

Estivill, J. (2003) *Concepts and Strategies for Combating Social Exclusion: An Overview*. International Labour Organisation.

Foucault, Michel (2006). *History, Inequality, Exclusion: New Approaches to Theory and Practice – Pauvretes, Inegalites, Exclusions: renouveau des approches theoriques et des pratiques Sociales*. Geneva, ILO.

Gore, Charles, Jose B. Figueiredo and Gerry Rodgers (1996) *Social Exclusion and Anti-Poverty Strategy*. International Institute for Labour Studies. Geneva, International Labour Organization.

Hills, J., Le Grand, J. and Piachaud, D. eds. (2002). *Understanding Social Exclusion*. Oxford. Oxford University Press

Jenkins, Robert (2006). *Social Exclusion of Scheduled Caste Children from Primary Education in India*. New Delhi, UNICEF India.

K. Mohanty (2006). *Encyclopedia of Scheduled Tribes in India*. New Delhi

Lal, A.K., eds., (2003). *Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak*. New Delhi. Concept

Madan, T.N (ed). (1995). *Muslim Communities of South Asia; Culture, Society, and Power*, Delhi, Manohar.

Nambissan, G. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Working Paper Series, Indian Institute of Dalit Studies and UNICEF

Omvedt, G. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi. Sage Publications

Oommen, T. K. (2014). *Social Inclusion in Independent India: Dimensions and Approaches*. New Delhi, Orient Blackswan.

Ram, N. (2008). *Dalits in Contemporary India (Vol 1)*. New Delhi. Siddhant Publication.

Ram, N. (2008). *Encyclopedia of Scheduled Castes, Vol.1*. New Delhi. Gyan Publication

Ramiah, A. (2007). *Laws for Dalit rights and Dignity: Experiences and responses from Tamil Nadu*. Jaipur. Rawat Publication

Sen, A. (2007). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi. Critical Quest

Sen, Amartya (1973), "Poverty, inequality and unemployment: Some conceptual issues in measurement". *Economic and Political Weekly*, Special number.

Sen, Amartya (1977) "Starvation and Exchange Entitlements: A general Approach and its Implications to the Great Bengal Famine". *Cambridge Journal of Economics*, Vol. 1, No.1.

Singh K.S., ed., (1982). *Tribal Movements in India*. Delhi. Manohar.

Thorat S. and Kumar, N. (2008), *B. R. Ambedkar's Perspectives on Social Exclusion and Inclusive Policies*. New Delhi. Oxford University Press.

Varma, H.S., eds., (2005). *The OBCs and the Dynamics of Social Exclusion in India*. New Delhi. Serials

ADDITIONAL READINGS

Abrams, Dominic, eds. (2004). *Social Psychology of Inclusion and Exclusion*. New York. Psychology Press,

Appasamy, P., Guhan, S., Hema, R., (et al) (1996). 'Social Exclusion from a Welfare Rights Perspective in India'. International Institute for Labour Studies and United Nations Development Programme, Research Series. 106, Geneva: ILO Publications

Atkinson, A. B. (1998) 'Social Exclusion, Poverty and Unemployment' in J. Hills, eds. *Exclusion, Employment and Opportunity*, London: Centre for Analysis of Social Exclusion (CASE). London School of Economics

Brass, P. R. (1991). *Ethnicity and Nationalism: Theory and Comparison*. New Delhi. Sage

Furber-Haimendorf, (1982). *Tribes of India*. Delhi. Oxford, Christof Von.

Galanter, M. (1984). *Competing Equalities : Law and the Backward Classes in India*. New Delhi. Oxford. (Parts I & II).

Hasan, M. and Asnuddin, M. (2000). ed., *The Stories Of Muslim Lives in India*. New Delhi. Oxford University Press

Jackson, C. (1999). 'Social Exclusion and Gender: Does One Size Fit All?'. *The European Journal of Development Research*, 11(1)

Jogdand, P.G. and Michael, S.M. (2003). (Eds.), *Globalization and Social Movements – Struggle for Humane Society*. New Delhi and Jaipur. Rawat Publications.

Kabeer, N. (2000). 'Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework'. *IDS Bulletin*, Brighton: Institute of Development Studies, 31(4)

Mandelsohn, O. and Vicziany, M. (1998). *The Untouchables: Subordination, Poverty and the state in Modern India*. Cambridge. Cambridge University Press.

Percy-Smith, J., (ed) (2000). *Policy Responses to Social Exclusion Towards Inclusion?*. Buckingham. Open University Press,

Rodgers, G., Gore, C. and José, B. F., eds., (1995). *Social Exclusion - Rhetoric, Reality, Responses*. International Institute for Labour Studies and United Nations Development Programme. Geneva. International Labour Organization

Sheth, D. L., (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies'. *Occasional Paper*, New York. UNDP, Human Development Report Office

Silver, H. (1994). 'Social Exclusion and Social Solidarity: Three Paradigms'. *International Labour Review*, 133 (5-6).

Course No**Course Title****Credit****SOC-553****Urban Sociology (Core)****4**

Pre-requisites for the Course: Students should have basic knowledge of Sociology/Social Sciences

Objectives of the Course: Urban Sociology is as old as Sociology itself. Encountering modernity in the form of city gave rise to one of the major fields of studies within Sociology. Modern city and the scale of urbanization of the modern times do not have any precedents in the history. Understanding social life and relationships in the urbanizing world, viewing the city as part of systems of production like viz., capitalism, the changing nature of forms of urban life (in terms evolving city in last 200 years viz., differences between modern city of 19th century is markedly different from the 20th century though with certain continuities), the social processes which shape the city and so on, are significant. This paper would address the spatial-turn in sociology. The paper introduces various theoretical perspectives which have been evolving for more than hundred years.

Learning Outcomes: The course of Urban Sociology equips students with wide-ranging conceptual resources to understand the rapidly changing world. Rapidly Urbanizing world poses theoretical and methodological challenges for systematic understanding. Urban Sociology presents to the students not only theoretical resources, but also wide array of empirical resources which are global in nature. Thus giving exposure to cross-cultural understanding of urban societies. Urbanizing societies are synonymous with modernizing societies, the pace of changes in these societies are propelled by technologies and globalization. This paper exposes students to understand the rapid changes in the economy, politics, technologies and society. The course enables the students to understand the social systems in flux caught in the welter of technologies and globalization.

Unit I	LO1	This unit helps students to understand the different theoretical perspectives of urban phenomenon.
Unit II	LO2	This unit helps students to understand the conceptualizations of New Urban Sociology
Unit III	LO3	This unit helps students to understand the Post-modern approaches to Urban phenomena.
Unit IV	LO4	This unit helps students to understand the conceptualizations of role of Globalization and Technologies in determining the urban phenomena.
Unit V	LO5	This unit helps students to understand the conceptualizations of social stratification and marginality in the urban systems.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, writing assignments and examination-

- two internal assessments which consists of review of book/articles, discussion and presentations (20%), participation in the class (10%) and a written mid-term examination (20%).

- and the End Semester final examination (50 percent marks).

Unit I: Classical Urban Sociology- Approaches to Urban Phenomena (10 Hours)

- a) Marxian
- b) Weberian
- c) Socio-psychological
- d) Cultural
- e) Chicago/Ecological approach
- f) New Urban Sociology- Debates on Urban, Urbanization, Space, Stratification, the World and People

Unit II: Neo-Marxian and Neo-Weberian approaches: (20 hours)

- a) Urbanism and Urban Culture as ideological formulation- The myth of Urban
- b) Historical Processes of Urban Phenomena
- c) Formation of Metropolitan Regions
- d) Articulation of Urban System as form of Capitalist Formation
- e) Collective Consumption
- f) Built Environment and Overaccumulation Crisis- Primary and Secondary Circuits of Capital
- g) Debates on Space
- h) Time, Space and Money
- i) Authority, Bureaucracy and Managerialism
- j) Social Structure, Spatial Structure and Inequalities in the City
- k) Communities and Conflicts in the City
- l) Place and Socio-Political Identification
- m) Urban Participation and Social Order

Unit III: Eclectic Socio-spatial Approaches to City (10 Hours)

- a) Dialectics of Space: Production of Space and the Social Space
- b) Right to the City
- c) Social Production of Urban Space: Socio-Spatial Perspective
- d) Trialectics of Space

Unit IV: Globalization and Cities (10 Hours)

- a) Urban Sociology in the Context of Globalization
- b) Command and Control Functions of the Global Cities
- c) Globalization and Urbanization in the Developing World

- d) Globalization and Reconfiguration of Urban regions: Cities and Communities in the global Context
- e) Network Urban Society: Informational Mode of Development and the City

Unit V: Urban Marginality (10 Hours)

- a) Marginal Spaces: Slums, Shantytowns, Ghetto, etc., Definitions, Typologies and Conceptualizations, Global Census of Slums
- b) Spaces of Hope and Despair
- c) Civic Bodies- Space of Difference and Indifference
- d) Tools to Rethinking Marginality: Violence From Below- Deproletarianization, Relegation and Stigmatization, Political Alienation and Mechanisms of Penalization, Challenges to Citizenship
- e) Laissez Faire State and Advancing Marginality

Essential Readings:

Champion, T. and Hugo, G. (ed), (2004). *New Forms of Urbanization- Beyond the Urban-Rural Dichotomy*. Aldershot: Ashgate Publishing Limited.

Clark, D. (1996). *Urban World/Global City*. London/New York: Routledge.

Davis, M. (2006). *Planet of Slums*. London/New York: Verso.

Desai, A. R. & Pillai S, D.(eds.) (1991). *Slums and Urbanization*. Popular Prakashan: Bombay.

Gottdiener, M. & Budd, L. (2005). *Key Concepts in Urban Studies*. London/Thousand Oaks, and New Delhi: Sage Publications.

Gottdiener, M. & Hutchinson, R. (2011). *The New Urban Sociology*. Boulder: Westview Press.

Heitzman, J. (2004). *Network City: Planning the Information Society in Bangalore*. Delhi: Oxford University Press.

Hust, E. & Mann, M. (eds.) (2005). *Urbanization and Governance in India*. New Delhi: Manohar.

Hutchison, R. (ed.) (2010). *Encyclopedia of Urban Studies*. London/New Delhi/Washington DC/Singapore/Los Angeles: Sage Publications.

Katznelson, I. (1993). *Marxism and the City*. Oxford: Clarendon Press.

Kleniewski, N. (ed.) 2005. *Cities and Society*. Massachusetts/Oxford: Blackwell Publishing.

Lefebvre, H. (Eleonore Kofman & Elizabeth Lebas, eds.) (1996). *Writings on Cities*. Massachusetts/Blackwell Publishers.

- LeGates, R. T. & Stout, F. (Eds.) (1996). *The City Reader*. London/New York: Routledge.
- Nair, J. (2005). *The Promise of the Metropolis: Bangalore's Twentieth Century*. Delhi: Oxford University Press.
- Pacione, M. (ed.) (2002). *The City: Critical Concepts in the Social Sciences*. New York/London: Routledge (Vols. I-V).
- Paddison, R. (ed.) (2001). *Handbook of Urban Studies*. London/Thousand Oaks/New Delhi: Sage Publications.
- Pahl, R. E. (ed.) (1968). *Readings in Urban Sociology*. Oxford/New York: Pergamon Press.
- Parker, S. (2004) *Urban Theory and the Urban Experience: Encountering the City* London/New York: Routledge.
- Patel, S. & Deb, K. (eds.) (2006). *Urban Studies*. Delhi: OUP.
- Rex, J. & Moore, R. (1973). *Race, Community and Conflict: A Study of Sparkbrook*. London/New York: Oxford University Press.
- Roy, A. & Ong, A. (eds.) (2011). *Asian Experiments and the Art of Being Global*. West Sussex: Wiley-Blackwell.
- Saunders, P. (1981). *Social Theory and the Urban Question*. London: Hutchinson & Co.
- Savage, M. & Warde, A. (1993). *Urban Sociology, Capitalism and Modernity*. Hampshire/London: The Macmillan Press Ltd.
- Sennett, R. (ed.), 1969, *Classic Essays on The Culture of Cities*. New York: Appleton-Century-Crofts.
- Sennett, R. (1994). *Flesh and Stone: The Body and the City in Western Civilization*. New York/London: W. W. Norton & Company.
- Wacquant, L. (2008). *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Cambridge/Massachusetts: Polity.

Additional Readings:

- Castells, M. (1974). Theory and Ideology in Urban Sociology. In *Urban Sociology: Critical Essays*. Ed. C. G. Pickvance. London:Tavistock.
- Castells, M. (1977). *The Urban Question: A Marxist Approach*. London: Edward Arnold.
- Castells, M. (1978). *City, Class and Power*. New York: Macmillan.

- Castells, M. (1996). *The Informational City: Information Technologies, Economic Restructuring, and the Urban-Regional Process*. Oxford/Massachusetts: Blackwell Publishers.
- Gottdiener, M. (1994). *The Social Production of Urban Space*. Austin: University of Texas Press.
- Harvey, D. (1985). *Consciousness and the Urban Experience*. Oxford: Basil Blackwell.
- Harvey, D. (1985). *The Urbanization of Capital*. Oxford: Basil Blackwell.
- Harvey, D. (2009) *Social Justice and the City-Revised Edition*, Athens: The University of Georgia Press.
- Lefebvre, H. (1991). *The Production of Space*. Oxford/Cambridge. Mass: Blackwell.
- Sassen, S. (1991). *The Global City: London, New York, and Tokyo*. New Jersey/Oxford: Princeton University Press.
- Sassen, S. (2000). New Frontiers Facing Urban Sociology at The Millennium. *The British Journal of Sociology*, Jan/Mar.Vol.51, Issue No. 1.
- Soja, E. (1989). *Postmodern Geographies: the Reassertion of Space in Critical Social Theory*. London: Verso.

COURSE NO.**COURSE TITLE****CREDIT****SOC-571****Tribal Studies in India (Optional)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Sciences		
<i>Course Objective:</i> This paper/course offers insights into tribal lifeways and life-worlds. The course provides an exploration of the meanings of the concept tribe and the context in which the term is understood and used in Indian context. The important aspects of the social, cultural, economic and political life of the tribals are also examined. The issues and problems concerning tribals and their collective mobilizations– both during the colonial and post-independent period – are also examined. The diverse approaches to tribal welfare, constitutional safeguards, and the role of the state and NGOs in shaping tribal development are also explored.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts that are fundamental in tribal studies
Unit-II	LO2	Explain the fundamental characteristics of tribes in terms of their geographical distribution, racial classifications and socio-economic conditions
Unit-III	LO3	Explain the various socio-economic problems of tribal communities
Unit-IV	LO4	Differentiate the various tribal movements in India both during colonial and post-colonial period
Unit-V	LO5	Understand the various approaches to tribal development and the measures adopted by the Indian state for tribal development

Note: LO- Learning Outcome

Evaluation:**The Breakup of marks:**

- Class Participation/attendance: 10%
- Assignment/Presentations: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

Unit - 1 Introduction**10 Hours**

Importance of Tribal Studies; Tribe: Meaning, Nature, Scope; Tribe, Ethnicity, Caste, Race and Tribe; Concept of Tribe in Indian Context; Adivasi/Tribes as Indigenous Peoples

Unit-2 Tribes in India**10 Hours**

Classification of Tribes: Racial, Linguistic Affiliation, Economy, Geographical Distribution; Denotified Tribe and Nomadic Tribe; Vulnerable Tribal Groups; Tribal Institutions: Marriage, Kinship, Religion; Features of Tribal Economy; Traditional Political Structure; Customary Laws; Indigenous Knowledge, Intellectual Property Rights; Social Change among Tribals; Social Differentiation among Tribes

Unit-3 Tribal Problems in India 10 Hours

Problems of Land Alienation and Agriculture; Social and Economic Backwardness; Illiteracy; Indebtedness; Social Backwardness; Tribes and Forest Interaction; Exploitation of Natural Resources and Tribes

Unit 4 Tribal Movements in India 15 Hours

Tribal Consciousness and Collective Mobilisations: Pre-Independence and Post-Independence India; Tribal Anti-Colonial Movements; Religious and Social Reform Movements; Sub-nationalist movements; insurgency movements; Movements around issues of forests rights, environment, development and displacements.

Unit 5 State Policy, Tribal Welfare and Development 15 Hours

Pre-Independence and post-Independence approaches to tribal development: isolationist, assimilationist, and integrationist; Constitutional /Safeguards and Provisions; Tribal Development Programmes; Affirmative Action Programmes in Education and Jobs; National Commission for Scheduled Tribes; Role of Missionaries and voluntary organizations.

Essential Readings:

Bose, A, Nangbri, T. & Kumar, N. (eds.) (1990). *Tribal Demography and Development in North-East India*. New Delhi: B. R. Publishing.

Baviskar, A. (1995): *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*. Delhi: Oxford University Press.

Burman, B. K. R. (1994). *Indigenous and tribal peoples: Gathering mist and new horizon*. New Delhi: Mittal Publications.

Doshi, S. L. (1997). *Emerging Tribal Image*. Jaipur: Rawat Publications.

Devy, G.N. (2009). *The Oxford India Elwin*. New Delhi: Oxford University Press

Furer-Haimendorf, C.V. (1991). *Tribes of India: Struggles for Survival*. New Delhi: Oxford University Press.

Ghurye, G.S. (1963). *The Scheduled Tribes*. Bombay: Popular Prakashan.

Hardiman, D. (1987). *The Coming of the Devi: Adivasi Assertion in Western India*. Delhi: Oxford University Press.

Kumar, D. B., Pfeffer, G. (2002). *Contemporary Society Tribal Studies: The Concept of Tribal Society*. New Delhi: Concept Publishing House.

Mehta, P.L. (1991). *Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect*. New Delhi: H.K Publishers.

Meena, R. (2007). Urban Denotified Tribes: Competing Identities, Contested Citizenship. *Economic and Political Weekly*, 42, no. 59-64.

Nathan, D. & Xaxa, V. (2015). *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press.

Singh, K.P. (1988). *Tribal Development in India*. New Delhi: Uppal, 1988.

Singh, K.S. (ed.). (1972). *Tribal Situation in India*. Shimla: Indian Institute of Advanced Study.

Singh, K.S. (1982). *Tribal Movements in India Vol. I & II*. New Delhi: Manohar Publishers.

Singh, K.S. (ed.). (1982). *Economies of Tribes and their Transformation*. New Delhi: Concept Publishing House.

Singh, K.S. (ed.). (1998). *Tribal Society in India: A Historical Approach*. New Delhi: Manohar Publishers.

Singh, K. S. (1994). *The Scheduled Tribes, People of India*. New Delhi: Oxford University Press.

Singh, K. S. *The Scheduled Tribes, People of India*, National series, Vol. III, (New Delhi: Oxford University Press, 1994).

Upreti, H.C. (2007). *Indian Tribes: Then and Now*. Jaipur: Pointer Publishers.

Xaxa, V. (2005). The Politics of Language, Religion and Identity: Tribes in India, *Economic and Political Weekly*, 40, no. 13, 1363-1370.

Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-colonial India*. New Delhi: Pearson Education.

Additional Readings:

Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press.

Baviskar, A. (2004). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Chaube, S. (1999). *Hill Politics in North-East India*. Delhi: Orient Longman.

Choudhury, S. N. (ed.). (2013). *Globalization, National Development and Tribal Identity*. Jaipur: Rawat Publications.

Gupta, S. K., Sharma, V. P. & Sharda, N. K. (eds). (1998). *N. K. Tribal Development, Appraisal and Alternatives*. New Delhi: Indus Publishing Company.

- Narwani, G.S. (2004). *Tribal Laws in India*. Jaipur: Rawat Publications.
- Misra, U. (2000). *The Periphery Strikes Back: Challenges to the Nation-States in Assam and Nagaland*. Shimla: Indian Institute of Advanced Study.
- Ramdas, R. (2009). *Tribal Land Alienation and Political Movements: Socio-Economic Patterns from South India*. Cambridge: Cambridge Scholars Publishing.
- Sharma, C. K. (2000). Assam: Tribal Land Alienation: Government's Role. *Economic and Political Weekly*, 36, no. 52, 4791-4795.
- Sahay, B.N. (1997). Approach to Tribal Welfare. *Yojana*, 41, no. 1.
- Sisodia, Y. S. (1999). *Political Consciousness among Tribals*. Jaipur: Rawat Publications.
- Vidyarthi, L.P. (ed.). (1981). *Tribal Development and its Administration*. New Delhi: Concept Publishing Company.

COURSE NO**SOC- 573****COURSE TITLE****Sociology of Environment (Optional)****CREDIT****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of social sciences.		
<i>Course Objective:</i> The course attempts to help students understand key issues, perspectives and debates in sociology of environment. It tries to interrogate the responses and responsibilities of state, international agencies and civil society towards environmental issues. The course hopes to enable students to critically analyze inter-linkages of environment with other social and economic issues.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts in environmental sociology and track the history of modern environmentalism.
Unit-II	LO2	Track the key debates in environmental sociology concerning environment, development, sustainability and climate change.
Unit-III	LO3	Get a broader view about major environmental issues concerning land, forest, water, food, air and tourism.
Unit-IV	LO4	Provide a comprehensive perspective on diverse theoretical approaches to study environment.
Unit-V	LO5	Explain diverse environmental movements at national and international level, their interventions; and the formulation of environmental laws and policies.

Note: LO- Learning Outcome

Didactics: Lectures, Book Review/article review, Documentary screening.

Evaluation: Mid-semester examination (20%), Assignment/Seminar presentation (20%), Class participation (10%) and End semester examination (50%).

Unit –I- Basic Concepts of in Environmental Sociology and tracing its history (12 Hours)

- a) Basic Concepts: Changing Human Environment Relationship, Ecosystem, Human Ecology, Political Ecology, Sustainability.
- b) Modern Environmentalism:
 - i) Origin of Modern Environmentalism
 - ii) New Paradigm of Environmentalism of Sixties
 - iii) Environmentalism as a Part of Larger Social Critique

Unit-II- Key Debates in environmental sociology: (10 Hours)

- a) Environment and Development Debate
- b) Population and Sustainability Debate
- c) Climate Change

Unit-III- Major Environmental Issues (13 Hours)

- a) Land (Green Revolution, shrinking of the commons and its effects on poor, SEZ and its impact on people)
- b) Forest (Colonial forest policy, mining, forest and industrial growth, monoculture, rights over forest resources)
- c) Water (unequal distribution of water, depletion of water, big dams),
- d) Food (Genetically modified food)
- e) Air
- f) Tourism

Unit IV- Approaches to Study Environment: (15)

- a) Gandhian
- b) Ecological Marxism
- c) Social Constructionism
- d) Realism
- e) Appropriate Technology
- f) Deep Ecology
- g) Ecofeminism
- h) Caste Perspective

Unit V- Environment Movements, State and International Agencies: (10)

- a) Transnational organization and unequal ecological exchange
- b) Environment Movements in India: Chipko, Narmada Bachao Andolan, Silent Vally, Save Western ghats, POSCO, Niyamgiri
- c) Environmental NGOs and civil society
- d) Environmental Laws and State policies

Essential Readings:

Baviskar, A. (2005). *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Vally*, New Delhi: OUP.

Agarwal, B. (2001). Participatory Exclusions, Community Forestry and Gender: An analysis of South Asia and a Conceptual Framework, *World Development*, Vol-29 (10): 1623-1648.

Agarwal, Bina (2010). *Gender and Green Governance: Political Economy of Women's Presence Within and Beyond Community Forestry*. Oxford University Press.

Breitmeier, H. and Rittberger, V. (2000). Environmental NGOs in an emerging global civil society, in P.S Chasek (ed) *The Global Environment in the Twenty First Century*:

Prospects for International Cooperation. New York: United Nations University Press. Pp-130-163.

Barry, J. (1999). *Environment and Social Theory*, Routledge.

Bryant, R.L. (1997). Beyond the Impasse: The Power of Political ecology in Third World Environmental Research, *Area*, 29 (1): 5-19.

Catton, W. R. JR. (1994). Foundations of Human Ecology, *Sociological Perspectives*, 37 (1): 75-95.

Foster, J.B. (1995). Marx and Ecology, *Monthly Review*, Vol. 47: 108-124.

Gottlieb, R. (2005). *The Transformation of the American Environment Movement*, Washington DC: Island Press.

Guha, R. (2000). *Environmentalism: A Global History*, New York: Longman. (Chapter 3 and 5).

Laska, S.B. (1993). Environmental Sociology and the State of Discipline. *Social Forces*, 72 (1): 1-17.

Gadgil, M. and Guha, R. (1996). *Ecology and equity: The Use and Abuse of Nature in Contemporary India*, New Delhi: OUP.

Merchant, C. (2014). *Earthcare: Women and the Environment*, Routledge.

Merchant, C. (2014). The Scientific Revolution and the Death of Nature, *Focus*, 97: 513-533.

Moolakkattu, J. S. (2010). Gandhi as a Human Ecologist, *Journal of Human Ecology*, Vol. 29, No. 3, pp-151-158.

Omvedt, G. (1995). *Dalit Visions: Anti-Caste Movement and the Construction of an Indian Identity*. Hyderabad: Orient Longman.

Prasad, P M (2006), Environment Protection: Role of Regulatory System in India, *Economic and Political Weekly* April 1, 2006, p.1728.

Redclift, M. R and Woodgate, G. (2010): *The International Handbook of Environmental Sociology*, Edward Elgar Publishing Limited.

Rice, J. (2009). The Transnational Organization of Production and Uneven Environmental Degradation and Change in the World Economy, *International Journal of Comparative Sociology*, Vol-50 (3-4): 215-236.

Roberts T.J and B.C. (2009). Ecologically Unequal Exchange, Ecological Debt and Climate Justice: The History and Implications of Three Related Ideas for a New Social Movement. *International Journal of Comparative Sociology*, Vol-50 (3-4): 385-409.

Sanjay Upadhyay and Videh Upadhyay (2002), 'Handbook on Environmental Law: Forest Laws, Wild Life Laws and the Environment', Volume 1, New Delhi: The LexisNexis Group of Companies.

Skaria, Ajay (2001). Hybrid Histories: Forests, Frontiers and Wildness in Western India. Oxford University Press.

Vandermeer, J. (1998). The Tragedy of the Commons: The Meaning and the Metaphor, *Science and Society*, Vol-60 (3): 290-306.

Wapner, P. (1996). *Environmental Activism and World Civic Politics*. Albany: SUNY Press.

Additional Readings:

Davis, M. 1998). *Ecology of Fear: Los Angeles and the Imagination of Disaster*. New York: Metropolitan Books.

Ehrlich, P. (1969). *The Population Bomb*. San Francisco: Sierra Club.

Foster, J. B. (1994). *The Vulnerable Planet: A Short Economic History of the Environment*. New York: Monthly Review Press.

Freudenberg, W. and Gramling, R. (1989). The Emergence of Environmental Sociology. *Sociological Inquiry*. Vol.59: 439-452.

Guha, R. (1994): *Social Ecology*, New Delhi: Oxford University Press.

Hardin, G. (1968). The Tragedy of the Commons. *Science* Vol-162: 1243-1248.

Karliner, J. (1997). *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club Books.

Merchant, C. (2005). *Radical Ecology: The Search for a Livable World*. Routledge.

Pathak, R.P (2004). Environmental Challenges and Gandhian Solution. *Indian Journal of Political Science*. Vol.65, No-3, Pp.367-376.

Redclift, M. R and Woodgate, G. (2005). *New Developments in Environmental Sociology*. Cambridge University Press.

Philippe Cullet and Sujith Koonan (ed.) (2019). *Research Handbook on Law, Environment and the Global South*. Edward Elgar Publishing.

COURSE NO	COURSE TITLE	CREDIT
SOC- 574	SOCIOLOGY OF HEALTH (Optional)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of social sciences.		
<i>Course Objective:</i> This course aims to provide various perspectives in understanding the relation between medicine, health, and development. The course is expected to offer a comprehensive picture of critical issues involved with health care.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the history of development of medicine in the Western world and develop a critical perspective in defining 'health'.
Unit-II	LO2	Get a broader perspective on diverse theoretical approaches in understanding health.
Unit-III	LO3	Explain about the way 'body' is conceived, theorized and normalized.
Unit-IV	LO4	Provide a comprehensive perspective on health care development in pre-independent India, the initial decades of post independent India and during neo-liberal era.
Unit-V	LO5	Analyze health policies and programmes introduced in India at different times, and the issues and concerns of the health movements.

Note: LO- Learning Outcome

Didactics: Lectures and Assignments

Evaluation: Semester end exam: 50%, Mid semester exam: 20%, Class Participation: 10 % and Assignment: 20%

COURSE OUTLINE:

Unit- I: 10 Hours

Biomedicine:

Defining Health- Social Model of Health, How Biomedicine Defines Health,

The History of Medicine in West- Bedside Medicine, Medicine in the Hospital, Medicine in the Community, Medicine in the Laboratory.

Unit -II: 15 Hours

Basic concepts and approaches in sociology and anthropology of health

Functionalist, Politico-economy, Feminist, Foucaultian and Caste perspectives

Conceptual distinction between Disease, Illness, and Sickness

Sickness Articulations – Suffering, Language of Pain and Metaphors.

Unit- III: 10 Hours

Body and Society

Social Body, Gendered body, Body-politics and 'embodiment',

Conceptualizing Ability-Disability-Impairment

Unit-IV: 15 Hours

Health care Development in India:

Medicine in pre-Independent India, Medical pluralism in India, Health care in Post-Independent India and neo-liberal era, Public Health Institutions, Privatisation of health care.

Unit –V:10 Hours

Health Policies, Programmes and Movements in India:

Health Policy Framework –Bhore Committee, Alma Ata Declaration, Specific Disease Programmes, People's health movement, National Health Policy, Drug Policies, Patents, Clinical Trials; Issues and Concerns during Covid-19 Pandemic.

ESEENTIAL READINGS

- Abraham, L. (2005). Indian Systems of Medicine (ISM) and Public Healthcare in India. In Leena V G., Ravi D. and Abhay S. (Ed.) *Review of Healthcare In India*, Mumbai: CEHAT.
- Arnold, D. (1993). *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth Century India*. Berkeley: University of California Press.
- Banerjee, D. (1996). Political Economy of Public Health in India. In M. D. G. and L. C. C. (ed) *Health, Poverty and Development in India* (Pp-295-314), New Delhi: Oxford University Press.
- Banerjee, M. (2000). Wither Indigenous Medicine. *Seminar*. Issue no.489, May.
- Blaxter, M. (2010). *Health: Key Concepts*. Cambridge: Polity Press.
- Bynum, William (2008). *The History of Medicine: A Very Short Introduction*. Oxford University Press.
- Chowdhury, N. (2013). Clinical Trials: Private Actors in Public Regulation, *Economic and Political Weekly*, Vol. 48 (10).

- Gangoli, L. V and Gaitonde, R. (2005): Programmes for Control of Communicable Diseases. Leena V. G., Ravi D. and Abhay S. (Ed.) *Review of Healthcare In India*, Mumbai: CEHAT
- Good, B. (1994). *Medicine, Rationality and Experience*. Cambridge: Cambridge University Press. (chap1 & 3).
- Hughes, N. S. and Lock, M. (1987). The Mindful Body, *Medical Anthropology Quarterly* (N.S) 1 (1), pp. 6-41.
- Ilaiah, K. (1996). Beef, BJP and Food Rights of People. *Economic and Political Weekly*, 31 (2), pp1444-45, June 15
- Mauss, M. (1973). Techniques of the Body. *Economy and Society*, 2 (1), pp. 70-88.
- Martin, E. (2001). *Women in the body: Cultural Analysis of Reproduction*. Michigan: Beacon Press.
- Mehrotra Nilika. (2021). Disability Studies in India: Interdisciplinary Perspectives. Springer.
- Pinto, S. (2004). Development without Institution: Eratz Medicine and the Politics of Everyday Life in Northern India. *Cultural Anthropology*, Vol. 19, Issue 3, pp. 337-364,
- Qadeer, I. (2008). Health Planning in India: Some Lessons From The Past, *Social Scientist*, 36 (5), pp. 51-75
- Rao, M. (1999): *Disinvesting in health: The World Bank's prescription for health*, New Delhi: Sage.
- Rao, N. (2014). Marriage, Violence and Choice: Dalit women's Agency in Rural Tamilnadu. *Gender and Society*, 20 (10).
- Sontag, S. (1990). *Illness, and its Metaphors*. London: Penguin.
- Thapan, M. (ed) (1997): *Embodiment . Essays on Gender and Identity*. New Delhi: OUP. (Introduction & Chap.1).
- Ramaiah, A. (2015). Health Status of Dalits in India. *Economic and Political Weekly*, 12(43):70-74
- Srinivasan, S. (2005). Availability Of Drugs In India, In Leena V G., Ravi D. and Abhay S. (Ed.) *Review of Healthcare In India*, Mumbai: CEHAT.
- Turner, B. (1987). *Medical Power and Social Knowledge*. London: Sage. pp.1-17.
- Turner, B. (2008). *The Body and Society: Exploration in Social Theory*. London: Sage

- Young, A. (1982). Anthropologies of Illness and Sickness. *Annual Review of Anthropology*, 11, pp. 257-285
- White, K. (2002). *An Introduction to the Sociology of Health and Illness*. New Delhi: Sage
- Yuill, C. et al, (2010). *Key Concepts in Health Studies*. Thousand Oaks: Sage
- Sathyamala, C. (2008): “Reflections on Alma Ata”, *Economic and Political Weekly*, .43(27)

Additional Readings

- Annandale, A. (2001): *The Sociology of Health and Medicine . A Critical Introduction*. Cambridge: Polity Press.
- Elaine, S. (1985). *The Body in Pain: The Making and Unmaking of the World*. New Delhi: OUP
- Hardiman, D. (2008). Healing, Medical Power and the Poor: Contests in Tribal India, *Economic and Political Weekly*, Vol. 42 (16)
- Schwatz, H. (1994): *Dominant issues in medical sociology*. New York: McGrawHill.
- Scrambler, G. and Paul H. (1998): *Modernity, medicine and health: Medical Sociology towards 2000*. London: Routledge.
- Williams, S. J (2003). *Medicine and the Body*. New Delhi: Sage. Pp.1-27

CENTRAL UNIVERSITY OF GUJARAT

***SCHEME OF EXAMINATION
AND
COURSES OF STUDY***



**Doctor of Philosophy (Ph.D.)
Chemical Sciences**

**CENTRAL UNIVERSITY OF GUJARAT
GANDHINAGAR, SECTOR-30
(Gujarat)-382030
INDIA**

	Code	Course	Hours /week	Total hours	Credit
Semester I	CHE601	Research Methodology <ol style="list-style-type: none"> 1. Foundations of Research 2. Measurement and sampling 3. Methods of Data Collection 4. Methods of Data Collection – Qualitative methods 5. Research Report Introduction This course is designed to learn research methodology. Learning objective: <ol style="list-style-type: none"> 1. Foundations of research, sampling, data collection, qualitative methods and report writing. After completion of the course, learning course outcomes (COs): <ol style="list-style-type: none"> 1. Gain awareness about getting patents and copyrights for innovative works. 2. Acquire knowledge of plagiarism in research work. 	2		2
	CHE602	Organic Chemistry <ol style="list-style-type: none"> 2. Reagents and Functional group transformation 3. Asymmetric synthesis 4. Natural product chemistry Introduction This course is designed to learn organic Chemistry . Learning objective: <ol style="list-style-type: none"> 1. Reagents and functional group transformation, asymmetric synthesis, and natural product chemistry. After completion of the course, learning course outcomes (COs): <ol style="list-style-type: none"> 1. Students will learn how to synthesize new products and elucidate the mechanism of a particular reaction. 	2		2
	CHE603	Inorganic Chemistry <ol style="list-style-type: none"> 1. Advanced coordination chemistry 2. Applications of group theory 3. Organometallic photochemistry 	2		2

	<p>4. Bonding in polyatomic ions</p> <p>Introduction This course is designed to learn inorganic chemistry.</p> <p>Learning objective:</p> <ol style="list-style-type: none"> 1. Advanced coordination chemistry, applications of group theory, organometallic photochemistry, and bonding in polyatomic ions. <p>After completion of the course, learning course outcomes (COs):</p> <ol style="list-style-type: none"> 1. Students will learn about the basics of coordination chemistry and the application of group theory to understanding the bonding and structure of complexes. 			
CHE604	<p>Physical Chemistry</p> <ol style="list-style-type: none"> 1. Emerging trends in physical chemistry 2. Advanced applied thermodynamics 3. Quantum mechanics and applications 4. Physicochemical potential and friccohesity <p>Introduction This course is designed to learn physical chemistry.</p> <p>Learning objective:</p> <ol style="list-style-type: none"> 1. Emerging trends in physical chemistry, advanced applied thermodynamics, quantum mechanics and, applications, physicochemical potential, and ,friccohesity. <p>After completion of the course, learning course outcomes (COs):</p> <ol style="list-style-type: none"> 1. Students will learn how to synthesize new products and elucidate the mechanism of a particular reaction. 	2		2
CHE605	<p>Advanced laboratory techniques</p> <ol style="list-style-type: none"> 1. Spectroscopic techniques for structure determination 2. Physicochemical techniques 3. Advanced techniques like XRD, LCMS,XDS,AFM, HRTEM etc. <p>Introduction This course is designed to learn Advanced laboratory techniques.</p> <p>Learning objective:</p> <ol style="list-style-type: none"> 1. Spectroscopic techniques for structure 	2		2

		<p>determination, physicochemical techniques and advanced techniques like XRD, LCMS, XDS, AFM, HRTEM etc.</p> <p>After completion of the course, learning course outcomes (COs):</p> <ol style="list-style-type: none"> 1. Students will learn to characterize newly developed products using different spectroscopic techniques. 			
Total credits (A)					10
SemesterII	CHE671	<p>Organic and Interfaces</p> <ol style="list-style-type: none"> 1. Bioorganic chemistry 2. C-H activation strategy and applications 3. Protection and deprotection strategies 4. Modern Concepts of Organic Chemistry and Green Chemistry 5. Applications of 2D NMR techniques in characterization and conformational analysis <p>Introduction This course is designed to learn Organic and Interfaces.</p> <p>Learning objective:</p> <ol style="list-style-type: none"> 1. Bioorganic chemistry, C-H activation strategy and applications, protection and deprotection strategies, modern Concepts of organic Chemistry and Green Chemistry, applications of 2D NMR techniques in characterization and conformational analysis. <p>After completion of the course, learning course outcomes (COs):</p> <ol style="list-style-type: none"> 1. Students will learn how to synthesize new products and elucidate the mechanism of organic reactions. 	2		2
	CHE672	<p>Inorganic and Interfaces</p> <ol style="list-style-type: none"> 1. Catalysis 2. Inorganic nanomaterials 3. Medicinal inorganic chemistry 4. Environmental inorganic chemistry <p>Introduction This course is designed to learn Inorganic and Interfaces.</p> <p>Learning objective:</p> <ol style="list-style-type: none"> 1. Catalysis, inorganic nanomaterials, medicinal inorganic chemistry, environmental inorganic chemistry. 	2		2

		After completion of the course, learning course outcomes (COs): <ol style="list-style-type: none"> Students will learn how to synthesize new inorganic compounds using nanocatalyst. 			
	CHE673	Physical and Interfaces <ol style="list-style-type: none"> Interacting spontaneity of nanoemulsion Chemistry of combustion and green fuels Interfacial potential of dendrimers and graphene research Solar energy and photocatalysts like graphene. Introduction This course is designed to learn Physical and Interfaces. Learning objective: <ol style="list-style-type: none"> Interacting spontaneity of nanoemulsion, chemistry of combustion and green fuels, interfacial potential of dendrimers and graphene research, solar energy and photocatalysts like graphene. After completion of the course, learning course outcomes (COs): <ol style="list-style-type: none"> Students will learn how to synthesize new photocatalysts for renewable energy production. 	2		2
	CHE674	Analytical and Interfaces <ol style="list-style-type: none"> HPLC, GC etc. 2D NMR techniques Mass ionization techniques and analyzer. Introduction This course is designed to learn analytical and interfaces. Learning objective: <ol style="list-style-type: none"> HPLC, GC, 2D NMR techniques, mass ionization techniques and analyzer. After completion of the course, learning course outcomes (COs): <ol style="list-style-type: none"> Students will learn advanced purification and characterization methods to characterize newly developed products. 	2		2
	CHE675	Research and Publication Ethics <ol style="list-style-type: none"> Philosophy and Ethics Scientific Conduct 	2		2

		3. Publication Ethics 4. Open Access publishing 5. Publication Misconduct 6. Databases and Research Metrics. Introduction This course is designed to learn research and publication ethics. Learning objective: 1. Philosophy and Ethics, scientific conduct, publication ethics, open access publishing, publication misconduct, databases and research metrics. After completion of the course, learning course outcomes (COs): 1. Learners will learn research ethics to publish their research work.			
Total credits (B)					10
Grand Total Credits (A+B)					20

School of Chemical Sciences

Ph.D. in Chemical Sciences: **Program Outcomes (POs)**

After completing Ph.D. in Chemical Sciences, the below-mentioned outcomes are expected:

1. Learners will get many training opportunities available throughout the course, including seminar series throughout the school and interaction with world-class scientists.
2. Learners will be able to effectively design and carry out independent research leading to new knowledge or practical/applicable result
3. Learners will build a strong foundation for conceptual, quantitative, and rational thinking based on theories and models related to chemical sciences.
4. Learners will combine chemical concepts and ideas learned in lecture courses with the skills learned in laboratories to formulate hypotheses, propose and perform experiments, collect data, compile and interpret results, and draw reasonable and logical conclusions.
5. Students will be empowered with excellent critical thinking skills and problem-solving abilities and will communicate the results of their work to chemists and non-chemists.

CENTARE FOR GUJARATI LANGUAGE AND LITERATURE
SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES
CENTRAL UNIVERSITY OF GUJARAT

SYLLABUS

NAME OF PROGRAMME : Ph.D.

COURSE NO.	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	સંશોધન શાસ્ત્ર (Research Methodology)	GUJ-601	50/50	04
CORE-2	ગુજરાતના મહત્વના શોધનિબંધોનો અભ્યાસ (Study of Major Gujarati Research Thesis)	GUJ-602	50/50	04
CORE-3	સાહિત્યિક સંજ્ઞાઓ (Literary Terms)	GUJ-603	50/50	04
	TOTAL CREDIT			12

School of Life Sciences
Central University of Gujarat



Syllabus
Ph.D. Life Sciences-Course Work
(Semester I & II)

(with effect from A.Y. 2021-22)

Ph.D. Life Sciences

The coursework of Ph.D. Life Sciences is spanned over two semesters. It includes core as well as optional courses. The courses like Project Proposal Design and Presentation, Term Paper Writing and Seminar have been included to enhance the communication skills of students.

Program Objectives

1. To equip students to identify research problems related to life sciences and develop viable solutions.
2. To develop an attitude of critical thinking
3. To sensitize students on ethical issues related to life sciences research and research publications.
4. To equip students with skills of applying methodologies for scientific inquiries
5. To develop communication and writing skills
6. Equip the students with scientific skills which are necessary for successful careers in academia and industry.

Program Outcomes

1. Students through their coursework will be able to develop an understanding of varied areas of basic and applied life sciences.
2. Students will be able to identify research problems, frame research hypothesis, define the research questions and design their experiments.
3. Students will develop skills and gain knowledge to suitably apply scientific research methods and produce new scientific knowledge and useful recommendations in the field of life sciences.
4. Students will be able to communicate effectively and defend their scientific findings by presenting their research work in various scientific forums.
5. Better writing skills through research communications.
6. Students will attain suitable skills and professional competency which will enhance their employability in academia and industry
7. Students will be able to contribute in policy making and strategic planning of emerging and important issues in both basic and applied areas of life sciences.

Index of Syllabus of Course Work

Semester	Course Code	Course Title	Course Credit	Total Credits
I		Core Courses		10
	LSC 602	Research Methodology	4	
	LSC 604	Biological Techniques	2	
		Optional Courses (Any two of the following courses)		
	LSC 621	Macromolecular Structure and Function	2	
	LSC 622	Tissue Engineering	2	
	LSC 623	Computational Biology	2	
	LSC 624	Bacterial Pathogenesis	2	
	LSC 625	Intellectual Property Rights, Biosafety and Bioethics	2	
		Any course offered by other School		
II		Core Courses		6
	LSC 654	Research and Publication Ethics	2	
		Optional Courses (Any one of the following courses)		
	LSC 671	Project Proposal Design and Presentation	2	
	LSC 672	Term Paper Writing	2	
		Any course offered by other Centre/School	2	
		Seminar		
	LSC 692	Seminar	2	
TOTAL CREDITS				16

Ph.D. Life Sciences- Semester I

Course Code	Course Title	Course Credit
	Core Courses	
LSC 602	Research Methodology	4
LSC 604	Biological Techniques	2
	Optional Courses (Any two of the following courses)	
LSC 621	Macromolecular Structure and Function	2
LSC 622	Tissue Engineering	2
LSC 623	Computational Biology	2
LSC 624	Bacterial Pathogenesis	2
LSC 625	Intellectual Property Rights, Biosafety and Bioethics	2
	Any course offered by other School	
	Total Credits	10

LSC 602: RESEARCH METHODOLOGY (CREDITS: 4)

Course Objective: The course aims at developing the ability amongst the students to identify research problems and design the objectives for solving the problems. It will also familiarize the students with the writing of thesis and research proposal with special emphasis upon scientific writing and communication.

Learning Outcomes:

- Understanding of basic concepts of research and its methodologies.
- Ability to identify appropriate research topics.
- Ability to design strategies for solving research questions.
- Knowledge of preparing a research proposal and writing thesis.
- Familiarization with all kinds of scientific communications.

Course Content:

Unit I: Research Design and Literature Review

Significance, definition, purpose, and types of research; Identification of research problems and gaps; Formulation of hypothesis and research objectives; Developing a research design; Importance and purpose of literature review, Sources of literature review; Bibliographic resources and management tools in life sciences.

Unit II: Biostatistics

Introduction and application of statistics in biology; Concept of statistical population and samples, Sampling techniques; Measures of central tendency; Concept of probability theory and theory of distribution; Concept and application of correlation and regression analysis; Test of significance and ANOVA.

Unit III: Structuring of Thesis and Research Proposal

Thesis: Chapter format, Referencing, Documentation, Use and format of appendices, Indexing, Pagination, Using quotations, Footnotes, Abbreviations, Presentation of tables and figures; Preparation of research proposal.

Unit IV: Scientific Writing and Communications

Writing abstracts, research articles, reviews and book chapters; Making scientific presentations.

Suggested Readings:

1. Bhattacharyya, D.K. 2011. Research methodology. Excel Books, New Delhi, 3rd ed.
2. Kumar, R. 2014. Research methodology: A step-by-step guide for beginners. SAGE Publications, California, 4th ed.
3. Singh, Y.K. 2007. Research methodology. APH Publishing Corporation, New Delhi, 2nd ed.
4. Gupta, S. 2010. Research methodology and statistical techniques. Deep and Deep Publications, New Delhi, 1st ed.

5. Khanzode, V.V. 1995. Research methodology. APH Publishing Corporation, New Delhi, 1st ed.
6. Triola, M.M., Triola, M.F. and Roy, J.L. 2017. Biostatistics for the biological and health sciences. Pearson Publisher, London, 2nd ed.

LSC 604: BIOLOGICAL TECHNIQUES

(CREDITS: 2)

Course Objective: The course aims at understanding the theory, principles and applications of various kinds of techniques used in the analysis of biological samples and molecules.

Learning Outcomes:

- Knowledge of techniques to separate, culture, stain and visualize plant and animal cells.
- Knowledge of various techniques used for visualization, analysis and separation of samples and biomolecules.
- Understanding of strengths, limitations and applications of microscopy, spectroscopy, chromatography and electrophoretic techniques in various domains.
- Understanding of multiple types of PCRs and their applications.
- Comprehension of different types of classical and next generation DNA sequencing techniques.

Course Content:

Unit I: Techniques in Cell and Tissue Culture

Experimental model systems; Histological and histochemical techniques; Microscopy: Bright and dark field microscopy, Phase contrast microscopy, Confocal microscopy, Fluorescence microscopy, Atomic force microscopy, Scanning and transmission electron microscopy, Image processing methods in microscopy; Animal and plant tissue culture; Techniques of cell separation and sorting.

Unit II: Techniques in Biochemistry and Biotechnology

Spectroscopy: Fluorescence, Circular Dichroism, Infrared, NMR.

Chromatography: Affinity, Ion exchange, Hydrophobic interaction, Gel filtration, High Pressure Liquid Chromatography, Gas Chromatography.

PCR: Multiplex PCR, Hot start PCR, Nested PCR, Real-Time PCR, *In situ* PCR, Degenerate PCR, Single specific primer PCR, Ligation PCR, Methylation specific PCR, Reverse transcriptase PCR.

Electrophoresis: Agarose gel electrophoresis, Polyacrylamide gel electrophoresis (SDS-PAGE, Native-PAGE, Denaturing-PAGE and Reducing-PAGE), Isoelectric focusing, Pulse field gel electrophoresis; Sequencing: Classical and Next-Gen.

Suggested Readings:

1. Hofman, A. and Clokie S. 2018. Wilson and Walker's Principles and techniques of biochemistry and molecular biology. Cambridge University Press, Cambridge, 8th ed.
2. Robyt, J.F. and White, B.J. 1990. Biochemical techniques: Theory and practice. Waveland Press, Long Grove, 1st ed.
3. Sambrook, J. and Russell, D.W. 2012. Molecular cloning: A laboratory manual. Cold Spring Harbor Lab Press, New York, 4th ed.
4. Miller, J. 2009. Chromatography: Concepts and contrasts. John Wiley and Sons, New York, 2nd ed.
5. Creaser, C.S. and Davies, A.M.C. 1988. Analytical applications of spectroscopy. CRC Press, U.S., 1st ed.

LSC 621: MACROMOLECULAR STRUCTURE AND FUNCTION

(CREDITS: 2)

Course Objective: This course will cover macromolecular structures and the underlying atomic interactions responsible for their structural stability. The course is designed to cover the concepts of protein folding and biomolecular interactions and will also introduce students to the experimental techniques used to elucidate macromolecular structures.

Learning Outcomes:

- Understanding of properties of macromolecular structures and functions.
- Knowledge of protein folding and diseases associated with misfolding of proteins.
- Understanding of importance of macromolecular interactions in the biological system.
- Knowledge of experimental techniques of macromolecular structure determination.

Course Content:

Unit I: Structure of Macromolecules and Protein Folding

Introduction to structural biology; Non covalent forces determining macromolecular structure; Structure of DNA, RNA and proteins; Levels of protein structure: Primary, secondary tertiary and quaternary structures; The peptide bond; Ramachandran plot; Structural motifs; Protein families.

Protein folding, Folding pathways, Intermediates, Role of accessory proteins in protein folding, Protein misfolding and diseases.

Unit II: Biomolecular Interactions and Biophysical Techniques

Interaction in biological systems and their relevance; Protein-protein interactions and general properties of protein-protein interfaces; Physical forces which mediate protein-nucleic acid interactions.

Methods for structure determination of macromolecules and complexes: CD spectroscopy, X-ray crystallography, NMR.

Suggested Readings:

1. Branden, C. and Tooze, J. 1998. Introduction to protein structure. Garland Publishing Inc., New York, 2nd ed.
2. Creighton, T.E. 1992. Proteins: Structure and molecular properties. W. H. Freeman and Company, New York, 2nd ed.
3. Lesk, A.M. 2001. Introduction to protein architecture: The structural biology of proteins. Oxford University Press, USA, 1st ed.

LSC 622: TISSUE ENGINEERING

(CREDITS: 2)

Course Objective: The focus of this course is to understand the need of alternatives in regeneration biology. The topics included in syllabus will facilitate the basic understanding of cell and its fate process. The techniques for culturing the cell in different platform is an integral part of tissue engineering, therefore, various cell cultures will be discussed. The biomaterials play a pivotal role in tissue engineering, therefore, various biomaterials and their scaffolding fabrication techniques will be covered.

Learning Outcomes:

- Understanding of the basics of tissue and its regeneration challenges.
- Knowledge of the multiple techniques for culturing the animal cells and cell fate process.
- Knowledge of the concept of biomaterials and its role in scaffolding.
- Comprehension of the tissue engineering approaches for bone and cartilage tissues.

Course Content:

Unit I: Introduction to Tissue Engineering

Regenerative biology, Tissue transplantation, Concept of engineering for regenerating human tissues; Cell: Cell and various cell fate process differentiation, Adhesion and migration, Stem cell and its contribution in regenerative medicine; Cell and tissue culture: 2D cell culture techniques, 3D cell culture techniques, Co-culture techniques, Organoid culture.

Unit II: Biomaterials

Basics of biomaterials and its characterization, Natural and synthetic biomaterials; Scaffolding technology: Basic properties of scaffold, Fabrication techniques for scaffold: Electrospinning, Phase separation, Freeze drying, Solvent casting and particulate leaching; Bone and Cartilage tissue engineering.

Suggested Readings:

1. Palsson, B.O. and Bhatia, S.N. 2009. Tissue engineering. Pearson Education, New Jersey, 1st ed.
2. Fisher, J.P., Mikos, A.G. and Bronzino, J.D. and Peterson, D.R. 2012. Tissue engineering. CRC Press, U.S., 1st ed.
3. Lanza, R., Langer, R., Vacanti, J. 2013. Principles of tissue engineering. Elsevier Academic Press, U.S., 4th ed.
4. Ratner, B., Hoffman, A., Schoen, F. and Lemons, J. 2012. Biomaterials science. Academic Press, New York, 3rd ed.

LSC 623: COMPUTATIONAL BIOLOGY

(CREDITS: 2)

Course Objective: The course is designed to introduce the important concepts, methods, and tools used in bioinformatics. This course will give students both a theoretical background and a working knowledge of the computational techniques employed in life sciences with emphasis on biological sequence analysis and its applications.

Learning Outcome:

- Familiarization with various bioinformatic databases and how to retrieve data.
- Ability to analyse sequence and structure data available in different biological databases.
- Familiarization with various bioinformatic tools and ability to apply such tools to solve the problems on their own research.

Course Content:

Unit I: Biological Databases and Sequence Analysis

Introduction to bioinformatics; Biological databases; Retrieval methods for DNA sequence; Protein sequence and protein structure information; Common sequence file formats; Data retrieval tools (ENTRZ and SRS); Submission tools of biological data.

Introduction to genomics, Gene annotation, Gene ontology; Sequence analysis; Dot plot; Pairwise and multiple sequence alignment: Software used; Local and Global alignment, Distance metrics, Similarity and homology, Scoring matrices; Dynamic programming algorithm; Sequence Similarity Searches: BLAST and its variations, Distant homology search.

Unit II: Phylogenetic analysis and Structural Bioinformatics

Phylogenetic analysis: Introduction, Rooted and unrooted trees, Clustering and cladistic approaches for phylogeny tree construction (UPGMA, Neighbour joining method, Maximum parsimony, Maximum likelihood methods), Tools for phylogeny tree construction.

Structural bioinformatics: Protein tertiary structure prediction, Visualization of protein structures, An overview of docking and molecular dynamics simulations.

Suggested Readings:

1. Lesk, A. 2013. Introduction to bioinformatics. Oxford Press. U.K., 4th ed.
2. Mount, D.W. 2004. Bioinformatics: Sequence and genome analysis. Cold Spring Harbor Laboratory Press, New York,
3. Ghosh, Z. and Mallick, B. 2008. Bioinformatics: Principles and applications. OUP India, 1st ed.
4. Baxevanis A.D and Ouellette, B.F.F. 2004. Bioinformatics – A practical guide to the analysis of genes and proteins. Wiley – Interscience, New York, 3rd ed.

LSC 624: BACTERIAL PATHOGENESIS

(CREDITS: 2)

Course Objective: The course aims at providing the understanding of mechanism of microbial pathogenesis along with the mechanism of antimicrobial resistance. It also focuses on various factors which are responsible for increasing antimicrobial resistance amongst the pathogens which has become a serious concern.

Learning Outcomes:

- Understanding of the basic aspects of microbial pathogenesis.
- Knowledge of various molecular techniques used in diagnosis of microbial diseases.
- Understanding of the factors responsible for antimicrobial resistance amongst the pathogens.
- Awareness about various programs on AMR.

Course Content:

Unit I: Mechanism of Pathogenesis

Pathogenicity islands; Adhesion, colonization and invasion, Protein toxins, Host signalling in response to infections; Cytoskeletal modulation of host cell.

Unit II: Drug Resistance

Antibiotic classification and mechanisms of their action, Antimicrobial susceptibility testing, Molecular basis of antimicrobial resistance; MDR, XDR and TDR; Evolution of multi-drug resistance, Superbugs, Factors contributing the emergence of antimicrobial resistance, Preventive and control strategies, Global and National programs on AMR, Antibiotic adjuvants, Antimicrobial peptides.

Suggested Readings:

1. Murray, P.R., Rosenthal, K.S., Kobayashi, G.S. and Tenover, M.A. 2020. Medical microbiology. Elsevier, London, 9th ed.
2. Baron, E.J., Peterson, L.R. and Tenover, S.M. 1994. Bailey and Scott's diagnostic microbiology. Mosby, St. Louis, 9th ed.
3. Dockrell, H., Zuckerman, M., Roitt, I.M. and Chiodini, P.L. 2018. Medical microbiology. Elsevier, London, 6th ed.
4. Collee, J.C., Duguid, J.P., Fraser, A.C. and Macdonald, B.P. 1996. Mackie and McCartney practical medical microbiology. Churchill Livingstone, London, 14th ed.

LSC 625: INTELLECTUAL PROPERTY RIGHTS, BIOSAFETY AND BIOETHICS

(CREDITS: 2)

Course Objective: The course aims at providing knowledge and awareness about the various aspects of biosafety regulations, IPR and bioethics concerns arising from the commercialization of biotech products.

Learning Outcomes:

- Knowledge of different types of intellectual property rights and issues related to application and obtaining patents.
- Knowledge of biosafety levels and guidelines.
- Understanding of different kinds of biohazards and safety measures.
- Understanding of ethical aspects related to biological research.

Course Content:

Unit I: Basic Aspects of Intellectual Property Rights

Introduction to IPR; WIPO; Types of Intellectual Property Rights; Importance of IPR for industry and academia; Relationship of IPRs with biotechnology; Trade secrets; Non-disclosure agreements; Brief background of different treaties; Patent terminology, Elements of patentability, Patent claims, Patent life and geographical boundaries, Procedure for grant of patent, Patent acts.

Unit II: Biosafety and Bioethics

Concept and definition of biosafety, Biosafety levels (BSL1-4), Biosafety guidelines and regulations, Biohazards in laboratory, Disposal of the biohazard materials; Radiation hazards; Fire hazards and safety measures; Ethical issues in animal and human research, Ethical implications of cloning, GMO and gene therapy.

Suggested Readings:

1. Sadhasivam, S.K. and Jaabir, M. 2009. IPR, Biosafety and biotechnology management. Jasen Publications, Tiruchirapalli, India, 1st ed.
2. Subbaram N. 2005. Patents. Pharma Book Syndicate, Hyderabad, 1st ed.
3. Ganguli, P. 2001. Intellectual property rights. Tata Mc-Graw Hill, New Delhi, 1st ed.
4. Kankanala, K.C. 2007. Genetic patent law and strategy. Manupatra Information Solution Pvt. Ltd., Noida, 1st ed.

Ph.D. Life Sciences- Semester II

Course Code	Course Title	Course Credit
	Core Courses	
LSC 654	Research and Publication Ethics	2
	Optional Courses (Any one of the following courses)	
LSC 671	Project Proposal Design and Presentation	2
LSC 672	Term Paper Writing	2
	Any course offered by other School	2
	Seminar	
LSC 692	Seminar	2
	Total Credits	6

LSC 654: RESEARCH AND PUBLICATION ETHICS

(CREDITS: 2)

Course Objective: This course aims at creating awareness about the basics of philosophy of sciences and ethics, research integrity, publication ethics. The course will cover theory as well as hands-on-sessions to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics and plagiarism tools will be introduced in this course.

Learning Outcomes:

- Awareness among students about publication ethics and publication misconducts.
- Knowledge about various databases and software tools for identifying suitable journals.
- An understanding of different research metrics.
- Knowledge on different plagiarism software.

Course Content:

Unit I: Philosophy, Scientific Conduct and Publication Ethics

Introduction to philosophy: Definition, nature and scope, Concept, Branches; Ethics: Definition, Moral philosophy, Nature of moral judgements and reactions.

Scientific conduct: Ethics with respect to science and research, Intellectual honesty and research integrity, Scientific misconducts (Falsification, fabrication and plagiarism), Redundant publications (Duplicate and overlapping publications, Salami slicing), Selective reporting and misrepresentation of data.

Publication ethics: Definition, introduction and importance of research ethics, Best practices/standards setting initiatives and guidelines (COPE, WAME etc.), Conflicts of interest, Publication misconduct (Definition, concept, problems that lead to unethical behaviour and vice versa, types), Violation of publication ethics, authorship and contributorship, Identification of publication misconduct, complaints and appeals, Predatory publishers and journals.

Unit II: Open Access Publishing, Publication Misconduct and Research Metrics

Open Access Publishing: Open access publications and initiatives, SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies, Software tool to identify predatory publications developed by SPPU, Journal finder/Journal suggestion tools (JANE, Elsevier Journal Finder, Springer Journal Suggester etc.).

Publication misconduct: Subject specific ethical issues, FFP, Authorship, Conflicts of interest, Complaints and appeals (Examples and fraud from India and abroad).

Software tools: Use of plagiarism software like Turnitin, Urkund and other open-source software tools; Databases: Indexing databases; Citation databases (Web of Science, Scopus etc.); Research metrics: Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; h-index, g index, i10 index, Altmetrics.

Suggested Readings:

1. Bird, A. 1998. Philosophy of science. Routledge, London, 1st ed.
2. MacIntyre, A. 2006. A short history of Ethics. Routledge, London, 1st ed.

3. Chaddah, P. 2018. Ethics in competitive research: Do not get scoped: do not get plagiarized, 1st ed.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. 2009. On being a scientist: A guide to responsible conduct in research. National Academic Press, Washington.
5. Resnik, D.B. 2011. What is ethics in research and why is it important. NIEHS, 1-10. <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.
6. Beall, J. 2012. Predatory publishers are corrupting open access. Nature, 489: 179-179.
7. Indian National Science Academy (INSA). 2019. Ethics in Science Education, Research and Governance 2019. http://www.insaindia.res.in/pdf/Ethics_books.pdf

LSC 671: PROJECT PROPOSAL DESIGN AND PRESENTATION

(CREDITS: 2)

Course Objective: The course aims at providing a hands-on-experience to the students for applying the theoretical and practical knowledge they have acquired in formulating a research proposal on any research problem of their own choice.

Learning Outcomes:

- Proficiency in searching research papers from web sources and reading the articles.
- Ability to identify research problems.
- Proficiency in formulating hypothesis, outlining objectives, designing methodology, preparing budget, chalking out timelines.
- Development of communication skills.

Course Content:

1. Formulating a research proposal.
2. Presentation of designed research proposal.

Suggested Readings:

Review and research articles published in a respective specialized area of research.

LSC 672: TERM PAPER WRITING

(CREDITS: 2)

Course Objective: The course aims at developing the writing skills in students on any research topic of choice.

Learning Outcomes:

- Proficiency in searching research papers from web sources and reading the articles.
- Enhanced writing and communication skills.
- Ability to collect, comprehend and systematically compile information on a given scientific topic.

Course Content:

Writing a review article on any topic of their interest.

Suggested Readings:

Review and research articles published in a respective specialized area of research.

LSC 692: SEMINAR

(CREDITS: 2)

Course Objective: The course is aimed at providing an opportunity to students for reading current research articles in different fields of life sciences and improving their presentation skills.

Learning Outcomes:

- Proficiency in searching research papers from web sources and reading the articles.
- Ability to critically understand and interpret research papers.
- Development of presentation and communication skills.

Course Content:

Oral presentation on a research paper or review article.

Suggested Readings:

Review and research articles published in a given area of research.

(2021 Onward)
CENTRAL UNIVERSITY OF GUJARAT
SCHOOL OF NANO SCIENCES
SYLLABUS for Ph.D. (Nanoscience) course work – 36 credits

Program outcome: Student will be able to do research work, write and communicate effectively and ethically. They will be able to plan and implement their research work for local, national, regional and global developmental needs effectively. They will be familiar with various tools and instruments required for the research work.

Program Specific outcome:

After completing this course students will have knowledge of research philosophy, ethics and scientific writing. They will know about various tools and instrumentations used in Nanoscience research. They will gain solid scientific knowledge about different ways of making nano particles and their application which they can apply for local, national, regional and global developmental needs.

Course Code	Course Title	Credits
Semester I (Total Credits -9)		
NSC 615	Research Methodology and Writing	3
NSC 620	Statistics and ICT for Research Purpose-2C	2
NSC 621	Research and Publication Ethics	2
NSC 643	Seminar III	2
Semester II (Total Credits -7)		
NSC 654	Applied Nanochemistry	3
NSC 655	Bio-Nanotechnology	2
NSC 662	Instrumentation	2
M.Sc. Semester III (Total Credits -20)		
Dissertation		20
Total		36

SEMESTER I

Course NSC 615: Research Methodology and Writing-3C

Course Objective: To educate students about the research and the process involved

Unit 1: Introduction to research

Meaning and nature of research, Types of research, Research theories, Scientific and Experimental methods in research, Interdisciplinary and multidisciplinary research, Inductive, deductive, and intuitive sources of knowledge, Qualities of a researcher.

Unit 2: The research process

Research design, Definition and identification of research problem, Aims and objectives of research, Hypothesis: meaning, types and significance, Survey and review of literature, Methods of data collection, Data processing and analysis, Organization and presentation of data, Validity of data

Unit 3: Research writing

Writing research report, manuscripts and research proposal, Structure, and content of reports, manuscripts, proposal, styles of referencing and citations, Bibliography, Use of referencing tools: Mendeley, Endnote etc., Types of publication

Text/References:

1. Mertler, C. A., & Charles, C. M. (2011). Introduction to Educational Research. 7th ed. Boston: Pearson/Allyn & Bacon.
2. Bryman, A. (2016). Social Research Methods. Oxford university press.
3. Gibaldi, J. (2009). MLA handbook for writers of research papers. New York, NY: Modern Language Association Press.
4. Kothari, C. R. (2004). Research methodology: Methods and techniques. New Delhi: New Age International Ltd.

Course outcome:

On completion of the course, the students will be able to understand the basic idea of research and its different types, understand the research design and its various essential components and the basic idea of scientific writing and referencing.

Course NSC 620: Statistics and ICT for Research Purpose - 2C

Course objective: To learn statistical methods and ICT skills for research purpose

Unit 1: Statistics and data analysis:

Measurement scales, normal distribution, Correlation and regression analysis: types of scales, Establishing reliability of scale and other instruments of evaluation, Normal distribution: Introduction and importance, properties of normal probability distribution, Divergence from normal distribution, Application of normal probability curve, Null hypothesis, and its importance. Methods of correlation and regression analysis. Inferential statistics: Student t-test, Analysis of variance and co-variance. Non-parametric statistics: Chi-square test.

Unit 2: ICT for research purpose

Web based resources, Search engines and techniques, Web as a tool for scientific literature survey, archive browsing, Research purpose software: Origin and MS Excel, Graph plotting and its types, Curve fitting, and data management, ChemDraw: Use of ChemDraw, The Basics, Drawing Resonance Structures, Drawing Reactions, Drawing Schematics.

Text/ References:

1. Dowdy, S., Wearden, S. and Chilko, D. (2011). Statistics for research (Vol. 512). John Wiley & Sons.
2. Evans, D. (2009). Introduction to computing explorations in language, logic, and machines. University of Virginia.
3. Tanenbaum, A.S. and Wetherall, D.J. (2010). Computer Networks. 5th Ed., Pearson publications.

Course outcome:

On completion of the course, the students will be able to understand statistics, do data analysis and learn ICT skills for research purpose.

Course NSC 621: Research and Publication Ethics - 2C

Course Objective: To create awareness about the publication ethics and publication misconducts

Course content:

Unit 1: Philosophy and Ethics

Introduction to philosophy: definition, Nature and scope, concept, branches, Ethics: definition, moral philosophy, nature of moral judgements and reactions

Unit 2: Scientific Conduct

Ethics with respect to science and research, Intellectual honesty and research integrity, Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP), Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data

Unit 3: Publication Ethics

Definition, introduction and importance, Best practices / standards setting initiatives and guidelines: COPE, WAME, etc., Conflicts of interest, Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types, Violation of publication ethics, authorship and contributorship, identification of publication misconduct, complaints and appeals, predatory publishers and journals

Unit 4: Open Access Publishing

Open access publications and initiatives, SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies, Software tool to identify predatory publications developed by SPPU, Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Unit 5: Publication Misconduct

Group Discussions: Subject specific ethical issues, FFP, authorship, Conflicts of interest, Complaints and appeals: examples and fraud from India and abroad, Software tools, Use of plagiarism software like Turnitin, Urkund and other open source software tools

Unit 6: Databases and Research Metrics

Citation databases: Web of Science, Scopus, etc. Research Metrics: Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score Metrics: h-index, g index, i10 index, altmetrics

Text/ References:

1. Bird, A. (2006). Philosophy of Science. Routledge.
2. MacIntyre, A. (1967). A Short History of Ethics. London.
3. Chaddah, P. (2018). Ethics in competitive research: Do not get scooped; do not get plagiarized.

4. On Being a Scientist. 'A Guide to Responsible Conduct in Research' (2009) National Academy of Sciences, National Academy of Engineering and Institute of Medicine. 3rd Ed. National Academies Press.
5. What is ethics in research & why is it important. National Institute of Environmental Health Sciences, by Resnik, D. B., 1 —10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>, 2011.
6. Beall, J. (2012). Beall's list of predatory publishers 2013. Scholarly Open Access. Nature, 489(7415), 179—179. <https://doi.org/10.1038/489179a>
7. Muralidhar, K., Ghosh, A., & Singhvi, A. K. (2021). Ethics in science education, research and governance. Indian National Science Academy.

Course outcome

On completion of the course, the students will be able to:

- Understand the basics of philosophy of science and ethics, research misconduct and importance of research integrity
- Understand ethics of publication and identify publication misconduct, recognize importance of open access publications and initiatives
- Enable students to choose the right journal for publishing, understand publication misconduct and identify predatory publications.
- Learn to use plagiarism tools for plagiarism free work
- Understand databases and research metrics (citations, h-index, Impact Factor, etc).

Course NSC 643 Seminar - 2C

SEMESTER II

Course NSC 654 : Applied Nanochemistry - 3C

Course Objective:

To study the different top down and bottom up methods for synthesis of nanomaterials.

To study about the different parameters for good quality thin film growth.

To study the properties of 1-D nanostructures such as nanotubes and nanowires.

To study the properties and applications of organic polymers nanostructures.

To study the dielectric, ferroelectric, multiferic and magnetic properties of nanomaterials.

To study the applications of carbon nanomaterials.

Course content:

Unit 1: Basic approaches for the synthesis of nanoparticles, surfactants, self-assembly, phase rule in oil and water system, self-assembled monolayers, LB Films. Applications of zero-dimensional Nanoparticles, applications of one-dimensional nanotubes and nanowires, application of nanoporous materials.

Unit 2: Preparation and characterization of diblock copolymer-based nanocomposites, application of nanopolymers: application of nanocomposites: metal-metal nanocomposites, polymer-metal nanocomposites, ceramic nanocomposites. Application of organic nanoparticles. Applications of nanocomposites in catalysis.

Unit 3: Dielectrics, ferroelectrics, magneto ceramics, and multiferroics Magnetism, Dia-, Para-, Ferro-, Antiferro, Ferri-magnetism, Magnetic properties, Superconducting nanomaterials & their properties and applications. Application of Thermo Electric Materials (TEM): Concept of phonon, Thermal conductivity, Specific heat; application of Carbon Nanostructures: DLCs, C60, C80 SWNT and MWNT.

Text/References:

1. Ozin, G. A., & Arsenault, A. (2015). Nanochemistry: a chemical approach to nanomaterials. Royal Society of Chemistry. The Royal Society of Chemistry, Cambridge, 2nd Ed., 2009.
2. Cao, G. (2004). Nanostructures & nanomaterials: synthesis, properties & applications. Imperial College Press, London.
3. Kelsall, R., Hamley, I. W., & Geoghegan, M. (Eds.). (2005). Nanoscale Science and Technology. John Wiley & Sons.
4. Cantor, B. (Ed.). (2004). Novel nanocrystalline alloys and magnetic nanomaterials. CRC Press.
5. Mai, Y. W., & Yu, Z. Z. (2006). Polymer nanocomposites. CRC Press, USA.

Course outcome:

On completion of the course, the students will be able to:

- synthesize self-assembled nanostructures with controlled morphology. They will also be familiar with the various general applications of quantum dots, nanowires/nanotubes and 2-D sheets like nanomaterials.
- get knowledge about the Preparation and characterization of diblock copolymer-based nanocomposites. They will also get ideas about how these composites can be used for different applications.
- get basic understanding about the dielectric, ferroelectric, multiferroic, magnetic and superconducting properties of ceramic materials. From these studies they will make ideas from their research in these fields. They will also be able to do application base research in these fields. They will also be familiar with thermos electric materials and its applications. Students will also get knowledge about the synthesis, properties and applications of carbon nanomaterials.

Course NSC 655: Bio-Nanotechnology - 2C

Course Objective: To get familiar with Bio-Nanotechnology and its application

Unit 1: Bio-nanotechnology Concept Structural Principle of Bio-nanotechnology, Function of Biological molecules, Molecular motors, force, elasticity, Biofilm inhibition by nanoparticles, DNA computers and DNA microprocessors, Biotechnology based genetic engineering.

Unit 2: Nanotechnology in Drug Delivery Nanoparticle in Drug delivery: Types of Nanoparticles/Nano carrier, Different methods for synthesis of polymeric nano-carriers. Targeted drug delivery, Nanoparticle delivery for Cancer and other disease Treatment.

Text/ References:

1. Vo-Dinh, T. (2007). Nanotechnology in biology and medicine: methods, devices, and applications. CRC Press.
2. Kumar, C.S.S.R. (2006). Nanosystem Characterization Tools in the Life Sciences. IK International Publishing House Pvt. Ltd.

Course outcome:

On completion of the course, the students will be able to:

Understand the basics and application of Bio-Nanotechnology and role of Bio-Nanotechnology in drug delivery.

Course NSC 662: Instrumentation - 2C

Course objective: Introduction to advance instrumentation techniques

Unit 1: Basic concept of Instrumentation Spectroscopy: UV-VIS-NIR, FT-IR, NMR, Fluorescence Spectroscopy, Chromatography: GC, HPLC, GC-MS, HPTLC, PCR, Electrophoresis.

Microscopy: Scanning Electron Microscopy, Transmission Electron Microscopy, High Resolution Transmission Electron Microscopy, Field Emission Scanning Electron Microscopy, Atomic Force Microscopy.

Unit 2: Advance Instrumentation Techniques Principle, Theory, Working and Application: X-Ray Diffraction, X-Ray Reflectivity, Differential thermal and Gravimetric Analysis, Vibrating sample Magnetometer, Brunauer-Emmett Teller surface areas, Zeta sizer.

Scanning Tunneling Spectroscopy, Atomic Absorption Spectrophotometer, Photoluminescence Spectroscopy, Electrochemical Impedance.

Text/ References:

- 1) Cao, G. (2004). Nanostructures & Nanomaterials: Synthesis, Properties & Applications. Imperial College Press.
- 2) Gogotsi, Y. (2006). Nanomaterials – Handbook. CRC Press, Taylor & Francis Group.
- 3) Edelstein, A.S. and Cammarata, R. (2012). . Nanomaterials: Synthesis, Properties and Applications. Taylor and Francis.

Course outcome:

On completion of the course, the students will be able to:

To understand the basics of spectroscopic and microscopic techniques and learn advanced instrumentation techniques and their principles.

SEMESTER III

Course: Dissertation- 20C

**Learning Outcomes-based Curriculum Framework
and syllabus for**

M.A. Programme

in

POLITICAL SCIENCE



ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય
CENTRAL UNIVERSITY OF GUJARAT

CENTRE FOR GNDHIAN THUGHT AND PEACE STUDIES

SCHOOL OF SOCIAL SCIENCES

CENTRAL UNIVERSITY OF GUJARAT

Sector-29, Gandhinagar-382030

2021

CREDIT STRUCTURE FOR M.A. IN POLITICAL SCIENCE

Course code	Nature of Course	Course Title	No .of L/T	Credits
M.A. Semester I				
PLS-401	Core	Political Theory	4+1	4
PLS-402	Core	Politics in India	4+1	4
PLS-421	Optional	Gandhi: Texts and Ideas	4+1	4
PLS-422	Optional	India's Foreign Policy	4+1	4
PLS-423	Optional	Political Economy of India	4+1	4
PLS-424	Optional	International security and Peace	4+1	4
PLS-441	Core	Self Study Project	2	2
M.A. Semester II				
PLS-451	Core	Western Political Thought	4+1	4
PLS-452	Core	Democracy in India	4+1	4
PLS-471	Optional	Introduction to Peace and Conflict Studies	4+1	4
PLS-472	Optional	Global Issues in Politics	4+1	4
PLS-473	Optional	Traditions in Critical Theory	4+1	4
PLS-474	Optional	Subaltern Theories: Perspectives from India	4+1	4
PLS-491	Core	Self Study Project	2	2
M.A. Semester III				
PLS-501	Core	Comparative Politics	4+1	4
PLS-502	Core	Modern Indian Political Thought	4+1	4
PLS-521	Optional	Public Policy	4+1	4

PLS-522	Optional	Democracy : Theories and Practices	4+1	4
PLS-523	Optional	Conflicts in South Asia	4+1	4
PLS-524	Optional	Understanding Justice	4+1	4
PLS-541	Core	Self Study Project	2	2
M.A. Semester IV				
PLS-551	Core	International Relations	4+1	4
PLS-552	Core	Research Methodology	4+1	4
PLS-571	Optional	Contemporary Politics in West Asia and North Africa (WANA)	4+1	4
PLS-572	Optional	Local Government in India	4+1	4
PLS-573	Optional	Gender and Political Theory	4+1	4
PLS-574	Optional	Contemporary Political Theory	4+1	4
PLS-591	Core	Self Study Project	2	2

Note: L-Lectures; T-Tutorials

M.A. SEMESTER I

SEM-1 PLS-401 Core POLITICAL THEORY

<i>Title of the Course:</i> Political Theory
<i>Semester</i> -I
<i>Type of Course:</i> Compulsory
<i>Course Code:</i> PLS 401
<i>Credits:</i> 4

Contact Hours: The paper will be taught 4 hours per week for 15 weeks.		
Pre-requisites for the Course: None		
Objectives of the Course: The broad objective of this paper is to make the students aware of the significance of political theory. This paper aims at familiarising the student with the core concepts of political theory like equality, liberty, justice, rights and power. At the end of the semester, the students will be well versed with a range of competing views revolving around the concepts.		
Method of Teaching: Classroom teaching and use of visuals. Students will be provided reading materials.		
Evaluation Method: <ol style="list-style-type: none"> 1. Participation in Class: 10% 2. One Assignment: 15% 3. Mid-Semester Examination: 25% 4. End-Semester: 50% 		
On completion of the course, the students will be able to		
Unit-1	LO1	define political theory and understand the need of political theory.
Unit-11	LO2	comprehend the various aspects of power.
Unit-III	LO3	know the intertwined relationship between state and political obligation.
Unit-IV	LO4	delineate luck, value, and commitment; equality of what? luck egalitarianism, priority and dynamics of inequality.
Unit-V	LO5	understand justice as fairness , communitarian justice, justice and gender global justice, and egalitarian justice.
Unit-VI	LO6	pursue comprehensive overview of freedom , ancient and Modern liberty, two concepts of liberty , negative and positive freedom, republican notion of liberty, and proletarian unfreedom.

Unit VII	LO7	explain discourses on rights.
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Note: LO-Learning Outcome

Course Content
Unit I: Introduction <ul style="list-style-type: none"> a. Defining Political Theory b. Need for Political Theory
Unit II: Power <ul style="list-style-type: none"> a. Defining Power b. The Concept of Power (Robert Dahl) c. Two Faces of Power (Peter Bachrach, Morton S. Baratz) d. Three Faces of <i>power</i> (Steven Lukes) e. <i>Ideological and Repressive State Apparatus</i> (Althusser) f. Why Study Power? The Question of the Subject (Foucault)
Unit III: State and Political Obligation <ul style="list-style-type: none"> a. The Modern State (R.M. MacIver) b. Political Theory and the Modern State (David Held) c. Poulantzas-Miliband Debate d. Political Obligation (T.H. Green)
Unit IV: Equality <ul style="list-style-type: none"> a. Luck, Value, and Commitment (Bernard Williams) b. Equality of What? (Amartya Sen) c. What Is the Point of Equality? (Elizabeth Anderson) d. Choice, Circumstance, and the Value of Equality (Samuel Scheffler) e. Equality or Priority? (Derek Parfit) f. Dynamics of Inequality (Göran Therborn)
Unit: V: Justice <ul style="list-style-type: none"> a. Justice as Fairness (Rawls) b. Communitarian (Walzer, Sandel) c. Justice, Gender and Family (Susan Okin)

- d. Global Justice (Thomas Pogge)
- e. On the currency of egalitarian justice (G. A. Cohen)

Unit VI: Freedom

- a. The Idea of Freedom (Immanuel Kant)
- b. Ancient and Modern Liberty (Benjamin Constant)
- c. Two Concepts of Liberty (Isiah Berlin)
- d. Negative and Positive Freedom (Gerald C. MacCallum, Jr.)
- e. Republican Notion of Liberty: Skinner and Petit
- f. The Structure of Proletarian Unfreedom (G.A. Cohen)

Unit VII: Rights

- a. Natural Rights (H.L. A. Hart)
- b. Rights as Trump (Ronald Dworkin)
- c. Cultural Rights (Will Kymlicka, Charles Taylor, Bhikhu Parekh)

Reading List

Althusser, L. (2006). *Lenin and philosophy and other essays*. Delhi: AAKAR Books.

Arneson, R. (1989). Equality and equal opportunity for welfare. *Philosophical Studies*, 56(1), 77-93.

Bachrach, P. and Baratz, M.S. (1962). Two faces of power. *The American Political Science Review*, 56 (4), 947-952.

Berlin, I. (1992). *Four Essays on liberty*. London: Oxford University Press.

Buchanan, A. E. (1984). *Marx and justice: The radical critique of Liberalism*. New Jersey: Rowman & Littlefield Publishers

Cohen, G. A. (1989). On the currency of egalitarian justice. *Ethics*, 99 (4), 906-44.

Cohen, G.A. (1983). The structure of proletarian unfreedom. *Philosophy and Public Affairs*, 12 (1), 3-33

- Dahl, R.A. (1957). The concept of power. *System Research and Behavioural Science*, 2(3), 201–215,
- Dunayevskaya, R. (2013). *Marxism and freedom: From 1776 until today*. Delhi: AAKAR Books.
- Dworkin, R. (1977). *Taking rights seriously*. Cambridge: Harvard University Press.
- Dworkin, R. (1981). What is equality? Part I: Equality of welfare'. *Philosophy and Public Affairs*, 10(3), 185-246.
- Dworkin, R. (1981). What is equality? Part II: Equality of resources. *Philosophy and Public Affairs*, 10(4), 283-345.
- Evans, P.B., Rueschemeyer, D. and Skocpol, T. (1985). *Bringing the state back in*. Cambridge: Cambridge University Press.
- Fontana, B. (ed.). (1988). *Constant: Political writings*. Cambridge: Cambridge University Press.
- Frankfurt, H. (1987). Equality as a moral ideal. *Ethics*, 98 (1), 21-43.
- Green, T.H. (2005). *Lectures on the principles of political obligation*. New Jersey: The Lawbook Exchange, Ltd.
- Haugaard, M. (2002). *Power: A reader*. Manchester: Manchester University Press.
- Held, D. (1989). *Political theory and the modern state*. Cambridge: Polity Press.
- J. Maynor (edss), *Republicanism and political theory*. Oxford: Blackwell.
- Lukes, S. (1974). *Power: A radical view*. New York: Macmillan Press.
- MacCallum, G. C. Jr. (1967). Negative and positive freedom. *The Philosophical Review*, 76 (3), 312-34.
- Maciver, R.M. (1926). *The modern state*. Oxford: Clarendon Press.
- Mckinnon, C. (ed.) (2-14). *Issues in political theory*, New York: Oxford University Press.
- Nelson, E. (2005). Liberty: One concept too many? *Political Theory*, 33 (1), 58-78.
- Okin, S. (1989). *Justice, gender, and the family*. New York: Basic Books.

- Parekh, B. (2000). *Rethinking multiculturalism: Cultural diversity and political theory*. Cambridge: Harvard University Press.
- Parfit, D. (2000). Equality or priority? In M. Clayton and A. Williams (eds.), *The ideal of equality*, 81-125. London: Macmillan
- Pettit, P. (2007). Republican freedom: Three axioms, four theorems. In C. Laborde and J. Maynor (eds.), *Republicanism and Political Theory*, 102-31. Oxford: Blackwell
- Poulantzas, P. (2000). *State, power, socialism*. London: Verso.
- Rawls, J. (1971). *A theory of justice*. Harvard: Bellknap.
- Raz, J. (1986). *The morality of freedom*. Oxford: Clarendon Press.
- Sandel, M. (1982). *Liberalism and the limits of justice*. Cambridge: Cambridge
- Skinner, Q. (2002). A third concept of liberty. *Proceedings of the British Academy*, 117 (237), 237-68.
- Steiner, H. (1994). *An essay on rights*. Oxford: Blackwell.
- Taylor, C. (1979). What's wrong with negative liberty. In A. Ryan (ed.), *The Idea of Freedom*. Oxford: Oxford University Press
- Taylor, C. (et al) (1994). *Multiculturalism: The politics of recognition*. Princeton: Princeton University Press.
- Therborn, G. 2013). *The killing fields of inequality*. Cambridge: Polity.
- Therborn, G. (2017). Dynamics of Inequality. *New Left Review*, 103
- Walzer, M. (1983). *Spheres of justice*. New York: Basic Books.

Sem-I**PLS-402****Core****Politics in India****Title of the Course:** Politics in India**Course Code:** PLS-402**Course Type:** Core**Sem:** I

Credits: 4

Pre-requisites for the Course: None**Evaluation Method:**

1. Participation in Class: 10%
2. One Assignment: 15%
3. Mid-Semester Examination: 25%

End-Semester: 50%

Course Objective: To familiarise the students with different perspectives, dimensions, and issues of Indian politics.

On completion of the course, the students will be able to:

Unit-I	LO1	Explain the importance of different approaches which are essential to grasp the political theory or politics
Unit-II	LO2	Understand different perspectives like democratic, developmental and coercive institutions. articulate their impact on Indian politics
Unit-III	LO3	Understand different components like Class, caste, gender and tribe
Unit-IV	LO4	Engage students on different dimensions like language, religion and development and so on
Unit-V	LO5	understand different phases of Indian politics
Unit-VI	LO6	Discuss several Issues with regard to electoral politics: Caste, Class, Gender, Language, Region, corruption
Unit-VI	LO7	Explain different movements like Dalit, tribal and women's movement

Note: LO – Learning Outcome

COURSE CONTENT	
Unit I: Politics in India: Approaches	
a. Historical, b. Cultural c. Legal-Institutional d. Political Economy	
Unit II: Perspectives on State in India	
a. Democratic b. Developmental c. Coercive Institutions	
Unit III: Crucial Components	
a. Class b. Caste c. Tribal d. Gender	
Unit-IV: Dimensions	
a. Politics and Religion b. Language and Politics c. Development and Politics	
Unit-V: Political Parties	
a. Different Phases	
Unit-VI: Electoral Politics	
a. Issues: Caste, Class, Gender, Language, Region, Corruption	
Unit-VII: Beyond Electoral Politics: Social movements	
a. Labour Movements b. Dalit Movements c. Tribal Movements d. Women movements e. Peasants Movements	
Reading List Desaim, A.R. (ed.), (1974). Peasant struggles in India. New Delhi: Oxford University Press.	

Desai, A.R. (ed.), (1986). Agrarian struggles in India. New Delhi: Oxford University Press.

Vanaik, A. (1990). The painful transition: bourgeois democracy in India. London: Verso.

Kohli, A. (1991). India's democracy: an analysis of changing state-society relations. New Delhi: Orient Longman.

Kohli, A. (ed.), (2001). The success of India's democracy. Cambridge: Cambridge University Press.

Kohli, K. (2009). Democracy and development: essays on state, society, and economy. New Delhi: OUP.

Kohli, A. (2007.) State and development. Cambridge: Cambridge University Press.

Nayar, B. R. (ed.), (2007). Globalization and politics in India. New Delhi: Oxford University Press .

Agarwal, B. (ed.), (1988). Structures of patriarchy: state, community and household in modernizing asia, kali for women. London: Zed Books.

Jaffrelot, C. (1996): The hindu nationalist movement and Indian politics, 1925 to 1990. New Delhi: Penguin.

Francine & Frankel and Rao, M.S.A. (eds.), (1989). Dominance and state power in India: decline of a social order. (Volume I and II). New Delhi: Oxford University Press.

Omvedt. G. (1993). Reinventing revolution, new social movements and the socialist tradition in India. New York: M.E.Sharpe.

Shah, G. (ed.), (2001). Dalit Identity and Politics. New Delhi: Sage publications.

Shah, G. (ed.), (2002). Social Movements and the State. New Delhi: Sage publications.

Shah, G. (ed.), (2004). Social Movements in India, A Review of Literature. New Delhi: Sage publications.

Alam, J. (2006) Who Wants Democracy?. New Delhi: Orient Longman.

John Zavos, Thomas Blom Hansen and Christophe Jaffrelot (eds.), (2004). Hindu nationalism and Indian politics: An Omnibus. New Delhi: Oxford University Press.

Fernandes, L. (2007). India's New Middle Class: democratic politics in an era of economic reforms. New Delhi: Oxford University Press.

Lloyd I. Rudolph and Susanne Hoeber Rudolph. (1987). In pursuit of lakshmi, the political economy of the Indian state. New Delhi: Orient Longman.

Lloyd I. Rudolph and Susanne Hoeber Rudolph. (2008) Explaining Indian democracy: a fifty year perspective 1950-2006 (Vol. I-III). New Delhi: Oxford University Publications

Singh, M.P. and Saxena, R. (2003) India at the polls: parliamentary elections in a federal phase, Delhi: Orient Longman.

Mohanty. M., Mukarjee, P.N. with Olle Tornquist (ed.), (1998). People's rights, social movements and the state in the third world. New Delhi: Sage publications.

Mohanty. M. (ed.,) (2000) Caste, class and gender. New Delhi: Sage publications.

Jayal, N.G. (ed.), (2001). Democracy in India. New Delhi: Oxford University Press.

Menon, N. (ed.), (2001). Gender and politics in India. New Delhi: Oxford University Press.

Menon, N. and Nigam, A. (2007). Power and contestation in India: India since 1989. New Delhi: Orient Longman.

Chatterjee, P. (ed.), (2004). State and politics in India. New Delhi: Oxford University Press.

Chatterjee, P. (2004). The politics of the governed: reflections on popular politics in most of the world. New Delhi: Permanent Black.

Brass, R. P. (1974). Language, religion and politics in north India. London: Cambridge University Press.

Brass, R. P. (1999). The Politics in India since independence. New Delhi: reprinted by Foundation Book. London: Cambridge University Press.

DeSouza, P.R (ed.), (2000) Contemporary India – transitions. New Delhi: Fundacao Oriente and Sage Publications.

DeSouza, P.R. and Sridharan, E. (eds.), (2006). India's Political Parties. New Delhi: Sage Publications.

Bardhan, P. (1998). The political economy of development in India. New Delhi: Oxford University Publications.

Kothari, R. (1985). Politics in India. New Delhi: Orient Longman.

Guha, R. (ed.), (1982) Subaltern studies - I: Writings on south asian history and society. New Delhi: Oxford University Press.

Singh, R. (1990). Of marxism and Indian politics. New Delhi: Ajanta Publications.

Vora, R. and Palshikar, S. (ed.), (2004). Indian democracy: meanings and practices. New Delhi: Sage Publications.

Bhargava, R. (ed.,) (2006). Secularism and its critics. New Delhi: Oxford University Press.

Ray. R. and Mary Katzenstein, F. (ed.), (2006). Social movements in India, poverty, power and politics. New Delhi: Oxford University Press.

Shastri, S, Yadav, Y. and Suri, K.C. (2009) Electoral politics in Indian states, New Delhi: Oxford University Press.

Baruah, S. (2003) India against itself: Assam and the politics of nationality. New Delhi: Oxford University Press.

Pai. S. (2002). Dalit assertion and the unfinished democratic revolution: the bahujan samajparty in uttar pradesh. New Delhi: Sage Publications.

Kaviraj, S. (ed.), (1997). Politics in India. New Delhi: Oxford University Press.

Ganguly, S, Diamon, L, and Plattner, M. F. (2008). The State of India's democracy. New Delhi: Oxford University Press.

Sathyamurthy, T.V. (ed.), (1998). Region, religion, caste, gender and culture in India. New Delhi: Oxford University Press.

Hansen, T and Jaffrelot, C. (eds.), (1998). The BJP and the compulsions of politics in India, New Delhi: Oxford University Press.

Singh, U. K. (2004) Institutions and democratic governance: A study of the election commission and electoral governance in India. New Delhi: Nehru Memorial Museum and Library (NMML).

Title of Course: Gandhi: Texts and Idea Course Code: PLS-421 Course Type: Optional Sem: I		
Pre-requisites for the Course: None.		
Evaluation Method: Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
Course Objective: The course aims at making the students well-versed in M. K. Gandhi's main texts and ideas.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the key texts written by Gandhi
Unit-II	LO2	Explain Gandhi's moral ideas.
Unit-III	LO3	Explicate Gandhi's political ideas.
Unit-IV	LO4	Articulate Gandhi's socio-economic ideas.

Note: LO- Learning Outcome

COURSE CONTENT
<p style="text-align: center;">Unit I</p> <p>Key Texts</p> <p>a. <i>Hind Swaraj</i></p> <p>b. <i>Satyagraha in South Africa</i></p> <p>c. <i>An Autobiography or The Story of My Experiments with Truth</i></p> <p>d. <i>Constructive Programme: Its Meaning and Place</i></p>
<p style="text-align: center;">Unit II</p> <p>Moral Ideas</p> <p>a. End-means relations</p>

- b. Satya
- c. Ahimsa
- d. Self-Suffering

Unit III

Political Ideas

- a. Violence and the State
- b. Religion and Politics
- c. Gram Swaraj

Unit IV

Socio-Economic Ideas

- a. Sarvodaya
- b. Trusteeship

Reading List

Bondurant, J. V. (1988). *Conquest of violence: The Gandhian philosophy of conflict*.

Princeton, NJ: Princeton University Press.

Brown, G. and Parel, A. (eds.) (2011). *The Cambridge companion to Gandhi*. Cambridge: Cambridge University.

Chatterjee, P. (1986). *Nationalist thought and the colonial world: A Derivative discourse*. London: Zed Books.

Chatterjee, P. (1987). The Constitution of Indian nationalist discourse. In Bhikhu Parekh and Thomas Pantham (eds.), *Political discourse: Explorations in Indian and western political thought*. New Delhi: SAGE.

Dalton, D. (1993). *Mahatma Gandhi: Nonviolent power in action*. New York: Columbia University Press.

Gandhi, G (ed.) (2008). *The Oxford India Gandhi: Essential writings*. New Delhi: Oxford University Press.

Gandhi, M.K. (1950). *Satyagraha in South Africa*. Ahmedabad: Navjivan Press.

Gandhi, R. (2007). *Mohandas: A true story of a man, his people and an empire*. New Delhi: Penguin

Iyer, R. (ed.), (1986-7). *The moral and political writings of Mahatma Gandhi, Vol. I, II & III*. Oxford: Clarendon Press.

Johnson, R. L., & Gandhi,. (2006). *Gandhi's experiments with truth: Essential writings by and about Mahatma Gandhi*. Lanham, MD: Lexington Books.

Parekh, B. (1998). *Gandhi's political philosophy: A critical examination*. London: The Macmillan Press.

Parekh, B. (1999). *Colonialism, tradition and reform: An analysis of Gandhi's political discourse*. New Delhi: SAGE

Parekh, B. (2001). *Gandhi: A very short introduction*. New Delhi: Oxford University Press.

Parel, A (ed.) (1997). *Gandhi: Hind Swaraj and other writings*. Cambridge: Cambridge University.

Parel, A. (2006). *Gandhi's philosophy and the quest for harmony*. Cambridge: Cambridge University Press

Parel, A. J. (ed.) (2000). *Gandhi, freedom, and self-rule*. New York and Oxford: Lexington Books.

Thakkar, U. and Mehta,G. (eds.) (2011). *Understanding Gandhi: GandhianS in conversation with Fred. J. Blum*. New Delhi: Sage

SEM-I

PLS-422

Optional

India's Foreign Policy

Title of the Course: India's Foreign Policy

Pre-requisites for the Course: None

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

Course Objective: To provide students an in-depth knowledge different approaches and determinants of foreign policy of India. The paper explains the evolution and development of India's external relationship with major countries and international organisations. Moreover, the paper also deals with India's response to contemporary global concerns. The aim of this paper is to acquaint students with the different dimensions of foreign policy of India and its relations with other countries where various global concerns like climate change and blue economy are of vital importance.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand approaches and determinants of Foreign policy.
Unit-II	LO2	Explain about India's external relationship.
Unit-III	LO3	Deliberate on India's approaches towards international organizations.
Unit-IV	LO4	Explicate India's response to global concerns.

COURSE CONTENT

Unit I: Approaches and Determinants

Approaches

Determinants

Unit II: India's external Relations

Non-Alignment Movement and Panchsheel

India and its Neighbours

India-China

India-the U.S.A

India-Russia

India- West Asia and Africa

Unit III: India's approaches towards International Organizations

India and the U.N

India and SAARC

India and ASEAN

India and EU

India and WTO

India and BRICS and G-20

Unit IV: India's Response to Global Concerns

Traditional and Non-traditional Security threats

Disarmament

Weapons of Mass Destruction (WMD)

Climate Change

Indian Ocean Region- Marine Resources

Reading List

Appadorai, A. (1981). Domestic Roots of India's Foreign Policy, New Delhi, Oxford University Press.

----- (1999). National Interest and Non-Alignment, New Delhi: Kalinga Publications.

Bajpai, K. (2002). Roots of Terrorism. New Delhi: Penguin.

----- (2017). India in the World: Trials of the Republic. New Delhi: Bennett, Coleman & Co.Ltd.

Bandyopadhyaya, J. (1979). The Making of India's Foreign Policy. Calcutta: Allied.

Banerjee, A.K. (1998) (ed.). Security issues in South Asia: Domestic and external sources of threats to security. Calcutta: Minerva.

Bidwai, P. and Achin Vanaik (1999) (eds.). South Asia on a short fuse: Nuclear politics and m House.

Dixit J. N (2003). India's Foreign Policy 1947-2003. New Delhi: Thomson Press.

------. (2010). India's Foreign Policy and its Neighbors. New Delhi: Gyan Publishing House.

Ghosh, P. S. (1989). Cooperation and conflict in South Asia. New Delhi: Manohar.

Gould, H.A. and Sumit Ganguly (1993) (eds.). The Hope and the Reality: U.S.-Indian Relations from Roosevelt to Reagan. New Delhi: Oxford & IBH.

Gujral, I.K. (1998). A foreign policy for India. Delhi: External publicity division, MEA, Government of India.

Jones, R. W. and Sumit Ganguly, (2000). "Debating New Delhi's Nuclear Decision," International Security, Vol .24, No.4. Spring.

Murthy, C.S.R (2010), "India's Non-permanent Membership in the UN Security Council" in A.B. Sawant, ed., Sixty Years of India's Contribution to the United Nations. New Delhi: Authorspress, 2010, pp.39-62.

----- (2010). "Assessing India at the United Nations in the Changing Context, International Studies, Vol.47, Nos.2-4, pp.205-223.

Perkovich G. (2000), India's Nuclear Bomb – The Impact on Global Proliferation, Oxford: Oxford University Press.

Rajamohan, C. (2005). Crossing the Rubicon: The Shaping of India's New Foreign Policy, New Delhi: Penguin.

Rajan, M.S.(1994), Non-Alignment and the Non-alignment Movement in the Present World Order, Delhi: Konark.

Rana A. P. (1976), Imperatives of Non-alignment: A Conceptual Study of India's foreign Policy in the Nehru Period, New Delhi

Saran S. (2017), How India Sees the World: Kautilya to the 21st Century, New Delhi: Juggernaut Books

Saksena K. P. (1986). Cooperation in development: Problems and prospects for India and ASEAN. New Delhi: Sage Publications.

Sikri R.(2013). Challenge and Strategy: Rethinking of India's Foreign Policy. New Delhi: Sage Publications

Upreti, B.C. et al. (eds.), India's foreign policy: Emerging challenges and paradigms (Delhi: Kalinga, 2003).

SEM-1 PLS-423 Optional POLITICAL ECONOMY OF INDIA

Title of the Course: Political Economy of India		
Semester -I		
Type of Course: Optional		
Course Code: PLS- 423		
Credits: 4		
Contact Hours: The paper will be taught 4 hours per week for 15 weeks.		
Pre-requisites for the Course: None		
Objectives of the Course: The broad objective of the paper is to explain interaction of politics and economy which produce combined outcomes in India. For comprehending the political economy of India, it aims at familiarising the students with the advent of colonialism and beginning of capitalism in India. Thereafter, two important phases (State and Welfare; State and Neoliberalism) are delineated. The last section (Politics of Reforms in India) highlights contemporary debates. The students will learn to explain various developments in political community by way of political economy. The students are suggested to read important texts and articles.		
Method of Teaching: Class room teaching. Students are expected to go through the reading materials suggested in the reading list. Interactive learning is encouraged.		
Evaluation Method: 4. Participation in Class: 10% 5. One Assignment: 15% 6. Mid-Semester Examination: 25% 7. End-Semester: 50%		
On completion of the course, the students will be able to		
Unit-1	LO1	define and comprehend political economy and its various approaches
Unit-11	LO2	discern colonialism and capitalism .

Unit-III	LO3	analyse the relationship between state and welfare
Unit-IV	LO4	outline the nature of relationship between state and neoliberalism.
Unit-V	LO5	grasp politics of reforms in India.

Note LO-Learning Outcome

Course Content
Unit I: Introduction <ul style="list-style-type: none"> c. Defining Political Economy d. Approaches to Political Economy
Unit II: Colonialism and Capitalism <ul style="list-style-type: none"> a. Deindustrialisation Debate b. Bombay Plan (1944) c. Gandhian Interventions d. Debates on Capitalism in India
Unit III: State and Welfare <ul style="list-style-type: none"> e. Mixed Economy and Planning f. 'Command' and 'demand' polity g. <i>Etatisme</i>
Unit IV: State and Neoliberalism <ul style="list-style-type: none"> h. Liberalisation, Privatisation, and Globalisation (LPG) (1991) i. State and Welfare Policies j. Informal Economy and Unorganised Labour
Unit: V: Politics of Reforms in India <ul style="list-style-type: none"> k. Reform as Economic Growth l. Reform and Poverty m. Reform and Food Security n. Reform, Wealth and Income
Reading List

- Agarwal, S. N. (1946). *Gandhian constitution for free India*. Allahabad: Kitabistan.
- Balakrishnan, P. (ed.) (2015). *Economic growth and its distribution in India*. Hyderabad: Orient BlackSwan.
- Bardhan, P. (1984). *The political economy of development in India*. Delhi: Oxford University Press.
- Bhaduri, A. and Nayyar, D. (2000). *The intelligent person's guide to liberalization*. New Delhi: Penguin.
- Bhagwati, J. and Panagariya, A. (eds.) (2012). *India's reforms: How they produced inclusive growth*. New York: Oxford University Press.
- Bhowmik, S. (2014). *The state of labour: The global financial crisis and its impact*. New Delhi: Routledge.
- Breman, J. (2003). *The labouring poor in India: Patterns of exploitation, subordination, and exclusion*. New Delhi: Oxford University Press.
- Breman, J. (2013). *At work in the informal economy of India: A perspective from the bottom up*. New Delhi: Oxford University Press.
- Chancel, L. and Piketty, T. (July 2017) Indian income inequality, 1922-2015: From British Raj to Billionaire Raj? Retrieved from <http://wid.world/document/chancelpiketty2017widworld/>
- Chandra, B. (1999). *Essays on colonialism*. Hyderabad: Orient BlackSwan.
- Chatterjee, P. (1986). *Nationalist thought and the colonial world: A derivative discourse?* New Delhi: Oxford University Press.
- Chibber, V. (2003): *Locked in place: State-building and late industrialisation in India*. Princeton: Princeton University Press.
- Frankel, F.R. (2005). *India's political economy, 1947-2004: The gradual revolution*. New Delhi: Oxford University Press.
- Harriss-White, B. and Gooptu, N. (2000). Mapping India's world of unorganised labour. In Leo Panitch and Colin Leys (eds.), *Working classes: Global Realities*, Monthly Review: New York.
- Hensman, R. (2011). *Workers, unions and global capitalism: Lessons from India*. New York: Columbia University Press.

- Jha, P. (2016). *Labour in contemporary India*. New Delhi: Oxford University Press.
- Kohli, A. (2012). *Poverty amid plenty in the new India*. Cambridge: Cambridge University Press.
- Kumarrappa, J.C. (1984). *Economy of permanence: A quest for a social order based on non-violence*. Varanasi: Sarva Seva Sangh Prakashan.
- Mahalanobis, P. C. (1953). Some observations on the process of growth of national income. *Sankhyā*, 12 (4) 307-312.
- Mukherjee, R. (ed.) (2010). *India's economic transition: The politics of reforms*. New Delhi: Oxford University Press.
- Nayar, B.R. (1989). *India's mixed economy: The role of ideology and interest in its development*. Bombay: Popular Prakashan.
- Panagariya, A. (2008): *India: The emerging giant*. New York: Oxford University Press
- Patnaik, P. (1974). *Imperialism and the growth of Indian capitalism*. In K. Mathew Kurien (ed.), *Indian state and society: A Marxian approach*. Bombay: Orient Longman.
- Patnaik, P. (1992). A note on the political economy of the 'retreat of the state'. *Social Scientist*, 20 (11), 44-57.
- Patnaik, U. (2007). *Republic of Hunger and Other Essays*. New Delhi: Three Essays Collective.
- Rudolph, L.I. and Rudolph, S.H. (1987). *In pursuit of Lakshmi: The political economy of the Indian state*. New Delhi: Orient Longman.
- Sachs, J. D., Varshney, A. and Bajpai, N. (1999). *India in the era of economic reforms*. New Delhi: Oxford University Press.
- Singh, H.K.M. (1975). Jawaharlal Nehru and economic change. *Economic and Political Weekly*, 10(33/35), 1325-1338.

SEM-I PLS-424 (Optional) International Security and Peace

Title of the Course: International Security and Peace

Course Code: PLS-424 Course Type: Optional Semester: I Credits: 4		
Pre-requisites for the Course: None		
Evaluation Method: Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
Course Objective: To provide students an in-depth knowledge about the dynamic nature of international security and peace in both conceptually and practically for establishing and enhancing the same in international politics.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand about security, dimensions of security and securitization.
Unit-II	LO2	Explain the various significant perspectives on security.
Unit-III	LO3	Deliberate on security and peace in international politics.
Unit-IV	LO4	Explicate the major issues of security and peace in twenty first century.

COURSE CONTENT	
Unit I: Conceptual Understanding of Security	
What is security? Security for whom? state or people Dimensions of Security Militarism and securitization	
Unit II: Perspectives on Security	
Realist Liberal	

Constructivist

Feminist

Environmentalist

Copenhagen School/Critical security studies

Unit III: Security and Peace in International Politics

The United Nations and International Security

War, security alliances and Peace

Democratic peace theory

Post-Conflict Justice and reconciliation

UN's approaches to Peace

Unit IV: Major issues of Security and Peace in twenty first century

Weapons of Mass Destruction

Non-traditional Security threats

Ethnic Conflict

Terrorism

Cyber warfare and Artificial Intelligence

Reading List

Andrew J. Bacevich. (2005) "Introduction," in *The New American Militarism: How Americans Are Seduced by War*. New York: Oxford University Press. pp.1–8.

Ayoob, Mohammed. (1997), "Defining Security: A Subaltern Realist Perspective" in Keith Krause & Michael C. Williams (ed.). *Critical Security Studies: Concepts and Cases*, Minneapolis: University of Minnesota Press.

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Choi, Ajin. (2003), *The Power of Democratic Competition*. *International Security* 28 (1), 142-53.

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Ho-Won Jeong. (2000). Concepts of Peace and Violence. in Peace and Conflict Studies: An Introduction, Studies in Peace and Conflict Research. Burlington, VT: Ashgate. Pp.19–38.

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Jervis, Robert. (2002). Theories of War in an Era of Leading-Power Peace. The American Political Science Review 96 (1), 1-14.

Jonathan Kirshner. (2008). Globalization, American Power, and International Security. Political Science Quarterly. 123 (3), 363-389.

Joseph S Nye Jr. (2003). Understanding International Conflict: An Introduction to Theory and History. New York: Longman.

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Kenneth N. Waltz. (1959). Man, the State and War: A Theoretical Analysis. Columbia: Columbia University Press.

Layne, Christopher. (1994). Kant or Cant: The Myth of the Democratic Peace. International Security 19 (2), 5-49.

L. Shepherd (2013). ed. Critical Approaches to Security: An introduction to theories and methods. London: Routledge.

Mark P. Thirlwell (2010). The Return of Geo-economics: Globalisation and National Security, Perspectives, Sydney: The Lowy Institute for International Policy.

Michael Stohl (2006). The State as Terrorist: Insights and Implications. Democracy and Security 2 (1) pp.1–25.

Miller E. Steven. (2001). International Security at Twenty-Five: From One World to Another. International Security. 26 (1), 5-39.

Raghavan Srinath. (2013), India as a Regional Power, in Waheguru Pal Singh Sidhu and et.al (eds.) Shaping the Emerging World: India and the Multilateral Order, Washington, D.C.: Brooking Institute Press.

Richmond, Oliver, Subcontracting Peace: NGOs and Peacebuilding in a Dangerous World, Aldershot: Ashgate publishers,2006.

Samaddar, Ranabir. 2004). Politics of Dialogue – Living Under the Geopolitical Histories of War and Peace. Aldershot, UK: Ashgate.

----- (2004), South Asian Peace Studies I - An Introduction to Concept, Scope and Themes, New Delhi: Sage Publications.

Sidhu, W., Mehta, P. & Jones, B. (Eds.). (2013). Shaping the Emerging World: India and the Multilateral Order. Washington, D.C.: Brookings Institution Press.

Williams, P. D., & McDonald, M. (2018). Security Studies: An Introduction. New York: Routledge Press.

M.A. SEMESTER II

SEM-II PLS-451 Core WESTERN POLITICAL THOUGHT

Title of the Course: Western Political Thought		
Semester -II		
Type of Course: Core		
Course Code: PLS-451		
Credits: 4		
Contact Hours: The paper will be taught 4 hours per week for 15 weeks.		
Pre-requisites for the Course: None		
Objectives of the Course: The broad objective of the paper is to explore the significance of classical political texts and the history of ideas. This paper aims at familiarising the students with the main idea(s) of the Western Political Thought by engaging with what are considered to be the most significant texts of the respective political philosophers. The emphasis will be to making the students read the original texts. Also, the students will learn how to interpret a text in different ways. Further, the students will be suggested to read important commentaries on the important texts. Last but not the least,		
Method of Teaching: Classroom teaching. Students are expected to go through the reading materials suggested in the reading list. Interactive learning is encouraged.		
Evaluation Method: Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
On completion of the course, the students will be able to		
Unit-I	LO1	Understand different approaches to study texts.
Unit-II	LO2	analyse ancient Greek political thought

Unit-III	LO3	comprehend renaissance political thought.
Unit-IV	LO4	engage with social contract theoreticians.
Unit-V	LO5	understand the trajectory from metaphysics to materialism.
Unit-VI	LO6	Discern utilitarianism, liberalism, and feminism

Note LO-Learning Outcome

Course Content
Unit I: Approaches to Study Texts <ul style="list-style-type: none"> a. Textual Approach (Leo Strauss) b. Context Approach (Quintin Skinner) c. Critical Approach (Herbert Marcuse) d. Postmodern Approach (Foucault)
Unit II: Ancient Greek Political Thought <ul style="list-style-type: none"> a. Plato: <i>Republic</i> (excerpts) b. Aristotle: <i>Politics</i>, <i>Nichomachean Ethics</i> (excerpts)
Unit III: Renaissance Political Thought <ul style="list-style-type: none"> a. Machiavelli: <i>The Prince</i>, <i>The Discourses on Livy: Liberty and Conflict</i> (excerpts)
Unit IV: Social Contract <ul style="list-style-type: none"> a. Hobbes: <i>Leviathan</i> (excerpts) b. Locke: <i>Second Treatise</i> (excerpts) c. Rousseau: <i>Social Contract</i>, <i>Discourse on the Origin of Inequality</i> (excerpts)
Unit: V: Metaphysics to Materialism <ul style="list-style-type: none"> a. Kant: <i>Groundwork of the Metaphysic of Morals</i> (excerpts) b. Hegel: <i>Philosophy of History</i>, <i>Philosophy of Right</i> (excerpts) c. Karl Marx: excerpts from <i>Economic and Philosophic Manuscripts of 1844</i>, <i>The Eighteenth Brumaire of Louis Bonaparte</i>, <i>Capital Vol I</i> (excerpts)

Unit VI: Utilitarianism, Liberalism, and Feminism

- a. Jeremy Bentham: *Principles of Morals and Legislation*
- b. J.S. Mill: *Utilitarianism, On Liberty*
- c. Mary Wollstonecraft: *A Vindication of the Rights of Woman*
(excerpts)

Reading List

Ball, T. (2004). History and the Interpretation of Texts. In Gerald F. Gaus and Chandran

Barker, E. (2009). *The political thought of Plato and Aristotle*. New York: Dover Publications.

Bentham, J. (2007). *An introduction to the principles of morals and legislation*. New York: Dover Publications.

Broome, J.H. (1963). *Rousseau: A study of his thought*. Oxford: Oxford University Press.

Edwards, A. & Townshend, J. (eds.) (2002). *Interpreting Modern political philosophy: From Machiavelli to Marx*. Basingstoke, UK: Palgrave.

Eggleston, B. and Miller, D. E. (2014). *The Cambridge Companion to utilitarianism*. Cambridge: Cambridge University Press.

Elster, Jon. (1986). *Making sense of Marx*. Cambridge: Cambridge University Press.

Guyer, P. (eds.) (1992). *The Cambridge companion to Kant*. Cambridge: Cambridge University Press.

Johnson, C. L. (2002). *The Cambridge companion to Mary Wollstonecraft*. Cambridge: Cambridge University Press.

Kukathas (eds.), *Handbook of political theory*. New Delhi: Sage.

Macpherson, C. B. (2011). *Political theory of possessive individualism: Hobbes to Locke*. Ontario: Oxford University Press.

Pocock, J. G. A. (1962). The history of political thought: a methodological enquiry. In P. Laslett and W. G. Runciman, (eds.), *Philosophy, politics and society*. Oxford: Blackwell.

Ryan, A. (1974). *J.S. Mill*. London: Routledge & Kegan Paul.

Singer, P. (1980). *Marx*. New York: Oxford University.

Skinner, Q. (1969). Meaning and understanding in the history of ideas. *History and Theory*, 8 (1), 3–53.

Skinner, Q. (1981). *Machiavelli*. New York: Oxford University Press.

Strauss, L. (1959). *What is political philosophy?* Glencoe, IL: Free Press

Taylor, C. (1977). *Hegel*. Cambridge: Cambridge University Press.

SEM-II PLS-452 Core Democracy in India

Title of Course: Democracy in India

Course Code: PLS-452

Course Type: Core

Semester: II

Credits: 4

Pre-requisites for the Course: None

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

Course Objective: The course aims at familiarizing students with different issues and institutions related to Democracy in India.

On completion of the course, the students will be able to:

Unit-I	LO1	The students are introduced to the Constituent Assembly Debates and critically engage with Constitutionalism in India.
Unit-II	LO2	Understand the nature of government and branches: Judiciary Executive and Legislature.
Unit-III	LO3	Union- State Relations. political federalism and fiscal federalism could be the learning outcomes.

Unit-IV	LO4	Deals with decentralization process by reading and understanding Panchayats. Municipalities and Autonomous Councils.
Unit-V	LO5	Party System and Election Commission of India.
Unit-VI	LO6	Learning outcome of the unit to ensure that the students understand different commissions.

Note: LO- Learning Outcome

COURSE CONTENT
UNIT I: Historicity <ul style="list-style-type: none"> a. Constituent Assembly Debates b. Constitutionalism in India
Unit II: Changing nature of Government <ul style="list-style-type: none"> a. Judiciary (Judicial Review and Judicial Activism); b. Executive (Role of President and Prime Minister); c. Legislature (Lok Sabha and Rajya Sabha: representation and heterogeneity)
Unit III: Distinctiveness of Indian Federalism <ul style="list-style-type: none"> a. Union-State Relation: Political Federalism and Fiscal Federalism
Unit IV: Indian Democracy: Decentralization <ul style="list-style-type: none"> a. Panchayats, b. Municipalities c. c. Autonomous Councils
Unit V: Electoral System <ul style="list-style-type: none"> a. Party System b. Election Commission of India
Unit VI: Institutional Safeguards in Democracy <ul style="list-style-type: none"> a. The Central Information Commission b. The National Commission for Minorities c. The National Commission for Scheduled Castes d. The National Commission for Scheduled Tribes e. The National Commission for Women

f. The National Human Rights Commission

Readings:

Arora, B. and Verney, D.(eds.)(1995).*Multiple identities in a single state: Indian federalism in comparative perspective*. New Delhi: Konark.

Austin, G. (1966).*The Indian Constitution: Cornerstone of a nation*.New Delhi: Oxford University Press.

Austin, G.(1999).*Working a democratic constitution: A history of the Indian experience*. New Delhi: Oxford University Press.

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

Baxi, U. (1980).*The Supreme Court in Indian politics*. New Delhi: Eastern Book Company.

Bhargava, R. (ed.), (2008).*Politics and ethics of the Indian Constitution*. New Delhi: Oxford University Press.

Chaube, S.K. (2000). *Constituent assembly of India: Springboard of revolution*. New Delhi:

Dua, B.D. and Singh, M.P. (eds.) (2003). *Federalism in the new millennium*. New Delhi: Manohar.

Hasan, Z. (2004). *Parties and party politics in India: Themes in politics* . New Delhi: Oxford University Press.

Hasan, Z., Sridharan and R. Sudarshan (ed.).(2002). *India's living Constitution: Ideas, practices, controversies*. New Delhi: Permanent Black.

Jayal, N.G. (2006). *Representing India: Ethnic diversity and governance of public*. New Delhi: Oxford University Press.

Kapur, D. and Mehta, P.B. (eds.) (2007). *Public Institutions in India: Performance and design*. New Delhi: Oxford University Press.

Kirpal, B.N(et al.)(2000). *Supreme but not infallible: Essays in honour of the Supreme Court of India*. New Delhi: Oxford University Press.

Krishnaswamy, S.(2008).*Democracy and constitutionalism in India: A study of the basic structure doctrine*. New Delhi: Oxford University Press.

Lloyd, L.I and Rudolph, S.H. (2008). *Explaining Indian democracy: A fifty year perspective 1950-2006, volume I-III*. New Delhi: Oxford University Press.

Lloyd, L.I and Rudolph, S.H. (2008). *The realm of institutions: State formation and institutional change, volume II*. New Delhi: Oxford University Press.

Manor, J.(ed.), (1994). *Nehru to the nineties: The changing office of Prime Minister in India*. New Delhi: Viking.

Morri-Jones, W. H. (1957). *Parliament in India*. Philadelphia, PA: University of Pennsylvania Press.

Rao, M.G. and Singh, N. (2005). *The political economy of federalism in India*. New Delhi: Oxford University Press.

Saez, L. (2002) *Federalism without a centre: The impact of political and economic reforms on India's federal system*. New Delhi: Sage.

Samadar, R. (ed.) (2005). *The politics of autonomy*. New Delhi: Sage.

Sathe, S.P. (2002). *Judicial activism in India: Transgressing borders and enforcing limits*. New Delhi: Oxford University Press.

Sen, S.(2007). *The Constitution of India: Popular sovereignty and democratic transformations*. New Delhi: Oxford University Press.

Vora, R. and Palshikar, S. (2004). *Indian democracy: Meanings and practices*. New Delhi: Sage.

Wadhwa, D.C. (2008). *Endangered constitutionalism: Documents of a Supreme Court case*. Pune: Gokhale Institute of Politics and Economics.

SEM-IV PLS-471 (Optional) Introduction to Peace and Conflict Studies

Title of Course: Introduction to Peace and Conflict Studies Course Code: PLS-471 Course Type: Optional Semester: II Credits: 4		
Pre-requisites for the Course: None		
Course Objective: To provide students an in-depth knowledge of existing conflicts and violence in contemporary World through case study. It will also emphasise on significant methods to establish peace. By this course students will understand the causes and consequences of conflict and violence multidimensionally. Students would also be familiar to the methods and mechanism through which peace can be established in the World.		
Evaluation Method: Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand about peace and approaches to peace and conflict its nature and dimensions.
Unit-II	LO2	Learn about many types of conflicts with significant cases.
Unit-III	LO3	Explain about conflicts over natural resources and political revolutions
Unit-IV	LO4	Explicate significant methods of peace and conflict resolution

COURSE CONTENT
Unit I: Introduction to Peace and Conflict Studies

- a. Understanding Peace and Conflict
- b. Approaches to Peace
- c. Nature and Dimensions of Conflict

Unit II: Political and Ethnic Conflicts

- a. Political Conflict
 - 1. Palestine
 - 2. Kashmir
- b. Ethnic Conflict
 - 1. Kosovo
 - 2. Rwanda
 - 3. Iraq

Unit III: Conflict over Natural Resources and Political Revolutions

- a. Water and Energy Resources
- b. Political Revolutions: Nepal, Tunisia, Egypt, Libya and Syria

Unit IV: Methods to Peace and Conflict Resolution

- a. Methods to Conflict Resolutions
- b. Gandhian Methods to Peace and Conflict Resolution
- c. The UN and Peaceful settlement of disputes: Peace-building, Peace-making, Peacekeeping and Peace-enforcement.

Reading List:

Bahadur, K. (1986) (ed.), *South Asia in transition: Conflicts and tensions*. New Delhi: Patriots.

Bandarage, A. (2009). *The Separatist Conflict in Sri Lanka: Terrorism, Ethnicity and Political Economy*, Colombo: Vijitha Yapa Publications.

- Brown E. M. (2003) (eds.). *Ethnic Conflict and International Security*, Princeton: Princeton University.
- Caprioli M. (2000): "Gendered Conflict", *Journal of Peace Research*, Vol. 37, no. 1., Sage, pp 53-70.
- Chellaney B. (2015). *Water, Peace and War: Confronting the Global Water Crisis*. New York: Rowman & Littlefield.
- Dalton, D. (2012). *Mahatma Gandhi: Nonviolent Power in Action*. Columbia: Columbia University Press.
- Dixon J. H. (1994). "Environmental Scarcities and Violent Conflict", *International Security*, Vol. 19, No. 1 (Summer), pp.5-40.
- Fox, J. (2001): "Two Civilizations and Ethnic Conflicts: Islam and the West", *Journal of Peace Research*, Vol. 38, No. 4, Sage, pp 459-472.
- Galtung J.(1958), *Theories of Conflict*. Colombia: Colombia University Press.
- (1996), *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. New Delhi: Sage
- Hinchcliffe, P. et. al. (2007). *Conflicts in the Middle East Since 1945: The Making of the Contemporary World*. New York: Routledge.
- Jeong, H.W. (2000): *Peace and Conflict Studies: An Introduction*, Ashgate, Sydney.
- Johnson R. (2005). *A Region in Turmoil: South Asian Conflicts since 1947*, Chicago: Chicago University Press.
- Kliot N. (2005). *Water Resources and Conflict in the Middle East*. New York: Routledge.
- Liyanage, S., P. Sahadevan & Anisha Kinra (2009). *Intra-State Conflicts and Inter-State Relations: Perspectives on India-Sri Lanka Relations*. Colombo: South Asia Peace Institute.
- Manchanda, R. (2010) (ed.). *Woman, War and Peace in South Asia: Beyond Victimhood to Agency* (Sage Publications).
- Miall H., et. al. (1999): *Contemporary Conflict Resolution: The Prevention Management and Transformation of Deadly Conflicts*, Polity Press, UK.
- Mark Juergensmeyer. (2004). *Gandhi's Way: A handbook of Conflict Resolution*. New Delhi: Oxford University Press.

Mayor, F. (1999): "Towards a New Culture of Peace and Non-Violence", in *People Building Peace: 35 Inspiring Stories from around the World*, European Centre for Conflict Prevention.

Pearson, F. S. (2001): "Dimensions of Conflict Resolution in Ethno-political Disputes", *Journal of Peace Research*, Vol. 38, no. 3, Sage, pp 275-287.

Smith D. A. (1981). *The Ethnic Revival*. Cambridge: Cambridge University Press.

Shelley A. (2000): "Crossing the Lines: Women's Organization in Conflict Resolutions" *Development*, Vol. 43, no.3, Sage, pp 34-39.

Steger, M. B. & Nancy S. Lind (2001): *Violence and Its Alternatives: An Interdisciplinary Reader*, St. Martin's Press, New York.

Subramanian, K. S., (2008), *Political Violence and the Police in India*. New Delhi: Sage.

Wehr, P. (1989): *Conflict Regulation*, Westview Special Studies in Peace, Conflict and Conflict Resolution, Westview Press /Boulder, Colorado.

Weber, T. (1991). *Conflict Resolution and Gandhian Ethics*, New Delhi: Gandhi Peace Foundation.

Sem II PLS-472 Optional Global Issues in Politics

Title of the Course: Global Issues in Politics

Course Code: PLS-472

Course Type: Optional

Semester II

Credits: 4

Pre-requisites for the Course: None

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

Objectives of the Course: The paper aims at familiarising the students with global issues of concern like human rights, genocides and violence, refugees and stateless people, the use of chemical, biological, and nuclear weapons and climate change. The paper deals with various participants on the international political scene including terrorist organizations, non-governmental groups, such as the Red Cross and Greenpeace, and the United Nations.

Modalities of the Course:

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion, and presentation: and a written mid-term examination and the final examination.

On completion of the course, the students will be able to

Unit-I	LO1	Understand different aspects of Human Rights and Humanitarian Intervention
Unit-II	LO2	Explain Genocide and Armed Violence
Unit-III	LO3	Explicate Refugees, Immigration and Stateless people
Unit IV	LO4	Explore Climate Change, Health and Food Security
Unit-V	LO5	Explain Arms Control, and Abolition of nuclear weapons

Course Contents
<p>Unit I. Human Rights and Humanitarian Intervention</p> <p>A. State of Human Rights in the World</p> <p>B. Politics of humanitarian Intervention</p> <p>C. Terrorism, Islamic fundamentalism, and Human rights</p> <p>D. United Nations Human Rights Council and the debates</p>
<p>Unit II. Genocide and Armed Violence</p> <p>A. UN Convention on Genocide</p> <p>B. International Criminal Court and Crimes against Humanity</p> <p>C. State sponsored violence and mass killings</p> <p>D. Case studies: Holocaust, Armenia, Rwanda, Kosovo</p>
<p>Unit III. Refugees, Immigration and Stateless people</p> <p>A. Refugees and Stateless people</p> <p>B. Rights of Refugees and the International Convention on Refugees</p> <p>C. Armed conflicts and Refugees</p> <p>D. Debates on Immigration and anti-Immigration policies</p>
<p>Unit IV. Climate Change, Health and Food Security</p> <p>A. Global Warming and United Nations Framework Convention on Climate Change (UNFCCC)</p> <p>B. Hunger and Malnutrition</p> <p>C. Global health issues and Health Emergencies</p> <p>D. Global Poverty, Inequality and Food Security</p>
<p>Unit V. Arms Control, and Abolition of nuclear weapons</p> <p>A. Humanitarian consequences of nuclear weapons</p> <p>B. Global civil society and its campaign to abolish nuclear weapons/ ICAN</p> <p>C. Prohibition of Chemical and Biological Weapons</p> <p>D. Arms Control: Negotiations and Agreements</p>
<p>Readings:</p> <p>1. Jones, A. (2016). <i>Genocide: A comprehensive introduction</i>. Routledge.</p>

2. Rubinstein, W. D. (2004). *Genocide: A history*. Pearson Longman.
3. Herman, E. S., & Peterson, D. (2010). *The politics of genocide*. NYU Press.
4. Miliband. D. (2017). *Rescue: Refugees and the political crisis of our times*, Simon and Schuster/TED.
5. ElBaradei, M. (2011). *The age of deception: nuclear diplomacy in treacherous times*. Metropolitan books.
6. Rhodes, R. (2008). *Arsenals of folly: The making of the nuclear arms race*. Vintage Books.
7. Rhodes, R. (2011). *The Twilight of the Bombs: Recent Challenges, New Dangers, and the Prospects for a World Without Nuclear Weapons*. Vintage.
8. Maxwell, S. (1996). Food security: a post-modern perspective. *Food policy*, 21(2), 155-170.
9. Ritter, S. K. (2009). Global warming and climate change. *Chem. Eng. News*, 12(21), 11-21.
10. Schmidhuber, J., & Tubiello, F. N. (2007). Global food security under climate change. *Proceedings of the National Academy of Sciences*, 104(50), 19703-19708.
11. Koplan, J. P., Bond, T. C., Merson, M. H., Reddy, K. S., Rodriguez, M. H., Sewankambo, N. K., & Wasserheit, J. N. (2009). Towards a common definition of global health. *The Lancet*, 373(9679), 1993-1995.
12. Thomas Risse, Stephen C. Popp, Kathryn Sikkink, *The Power of Human Rights*, Cambridge University Press, 1999
13. Promoting Democracy and the Rule of Law, American and European Strategies, Amichai Megan, Thomas Risse, Michael A. Mc Faul, Palgrave Macmillan, 2009.
14. Krikorian Mark, *The New Case Against Immigration: Both Legal and Illegal*, Sentinel HC, 2008.
15. Chris Hughes, *Fair Shot: Rethinking Inequality and How We Earn*, St. Martin's Press, New York, 2018

16. Joseph Stiglitz, *The Price of Inequality: How Today's Divided Society Endangers our Future*, W.W. Norton & Company, New York. Penguin.2013.
17. Bill Mc Kibben(ed.), *The Global Warming Reader, A Century of Writing About Climate Change*, Penguin.2012.
18. Christian W. McMillen, *Pandemics: A Very Short Introduction*, Oxford, 2016.

SEM-II PLS-473 Core TRADITIONS IN CRITICAL THEORY

<i>Title of the Course:</i> Traditions in Critical Theory
<i>Semester -II</i>
<i>Type of Course:</i> Optional
<i>Course Code:</i> PLS-473
<i>Credits:</i> 4
<i>Contact Hours:</i> The paper will be taught 4 hours per week for 15 weeks.
<i>Pre-requisites for the Course:</i> None
<i>Objectives of the Course:</i> The objective of the paper is to introduce Critical Theory and its important dimensions. Critical Theory acquires significance due to using multiple epistemological resources. It deals with not only structure but also subjectivity. The paper aims at familiarising the students with the difference between traditional and critical theories; contrasting standpoints and debates concerning enlightenment; relationship between

culture and capitalism; and how both society and self are shaped. The students are encouraged to read the original texts along with reading important commentaries.

Method of Teaching: Classroom teaching. Students are expected to go through the reading materials suggested in the reading list. Interactive learning is encouraged.

Evaluation Method:

1. Participation in Class: 10%
2. One Assignment: 15%
3. Mid-Semester Examination: 25%
4. End-Semester: 50%

On completion of the course, the students will be able to

Unit-I	LO1	outline vantage points to Critical Theory
Unit-II	LO2	relationship among enlightenment, modernity and democratization
Unit-III	LO3	comprehend intertwining relationship culture and capitalism
Unit-IV	LO4	Explore impact of society on subject, and subject on society

Note LO-Learning Outcome

Course Content
<p>Unit I: Introduction</p> <p>A. Vantage points to Critical Theory: Max Horkheimer, Traditional and Critical Theory</p>
<p>Unit II: Enlightenment, Modernity and Democratisation</p> <p>A. Critique of Enlightenment: Max Horkheimer and Theodor Adorno, <i>Dialectic of Enlightenment</i></p> <p>B. Democratisation through Technology: Walter Benjamin, <i>The Work of Art in the Age of Mechanical Reproduction</i></p>

C. Modernity and Public Sphere: Jurgen Habermas, *The Public Sphere*

Unit III: Culture and Capitalism

- A. Culture Industry: Theodor Adorno, *Culture Industry*
- B. Culture and Materialism: Raymond Williams, *Culture and Materialism*

Unit IV: Society and Subject

- A. The structure of society: Eric Fromm, *The Sane Society*
- B. Subjectivity and Individual: Herbert Marcuse, *One Dimensional Man*

Readings

Adorno, (1991). *The Culture Industry: Selected essays on mass culture*, ed. and intro. J.M Bernstein. London: Routledge.

Benhabib, S. (1986). *Critique, norm, and utopia: A study of the foundations of critical theory*. New York: Colombia University Press.

Benjamin, W. (2008). *The work of art in the age of mechanical reproduction*. London: Penguin.

Fromm, E. (2002). *The sane society*. New York: Routledge.

Geuss, R. (1981). *The idea of a critical theory: Habermas and the Frankfurt School*. Cambridge, Cambridge University Press.

Habermas, J. (1964). The Public Sphere: An Encyclopaedia Article (1964), trans. Sara Lennox and Frank Lennox. *New German Critique*, 3 (Autumn), 49-55.

Habermas, J. (1987). *The philosophical discourse of modernity: Twelve lectures*, trans. F. Lawrence. Cambridge, Mass.: MIT Press.

Held, D. (1980). *Introduction to critical theory: Horkheimer to Habermas*. Berkeley, CA: University of California Press.

Horkheimer, M. (2002) *Critical theory: Selected essays*, trans J O'Connell et al. New York: Continuum.

Horkheimer, M. and Adorno, T. W. (2002). *Dialectic of enlightenment: Philosophical fragments* (1947), ed. G. S. Noerr, trans. E. Jephcott. Stanford: Stanford University Press.

Marcuse, H. (1964). *One dimensional man: Studies in the ideology of advanced industrial society*. New York: Routledge.

Rush, F. (2004). *Critical theory*. Cambridge: Cambridge University Press.

Wiggershaus, R. (1995). *The Frankfurt School*. Cambridge: Polity Press.

Williams, R. (2005). *Culture and materialism: Selected essays*. London: Verso.

SEM-III PLS-474 Subaltern Theories: Perspectives from India

Title of Course: Subaltern Theories: Perspectives from India

Course Type: Optional

Course Code: PLS-474

Semester II

Credits: 4

Pre-requisites for the Course: None

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

Course Objective: This course is an attempt to introduce students to the debates on the subaltern theories. The course is also an attempt to revisit the theoretical discourses of subalterns and carry the debates and deliberations from the subaltern thinkers of India. The course intends to acquaint students on the debates on class, caste and gender by making students to read and discuss the contemporary academic

discussions and scholarly interventions of the present times. The course intends to introduce the challenges and alternative discourses to the students

On completion of the course, the students will be able to:

Unit-I	LO1	Understand theoretical contributions of thinkers like Antonio Gramsci and Edward Said
Unit-II	LO2	Deliberate and understand several subaltern scholars
Unit-III	LO3	Understand several India subaltern thinkers, scholars and engage students with the contemporary Debates on Subalternism.
Unit-IV	LO4	Explain anti-caste resistance/ celebrations

Note: LO- Learning Outcome

COURSE CONTENT
UNIT I: Subalternism: Foundations a. Antonio Gramsci b. Edward Said's <i>Orientalism</i>
Unit II: Theories of Subalternism a. Homi K. Bhabha b. Ranajit Guha c. Gayatri Chakravorty Spivak d. Dipesh Chakrabarty
Unit III: Subalternism: Perspectives from India a. Kabir and Tukaram b. Tarabhai Shinde, Pandita Ramabai, B.R. Ambedkar, Jotirao Phule and Periyar E. Ramaswamy c. Contemporary Debates on Subalternism
Unit IV: Subaltern cultures and resistance a. Anti-Caste resistance/Bhim Jayanti celebrations and Tribal culture/resistance b. Resistance against Patriarchy c. Resistance of Religious Minorities

Readings

Aloysius, G. (1997). *Nationalism and without a Nation in India*, New Delhi: Oxford University Press.

Ambedkar, B. R. (1987). *Dr. Babasaheb Ambedkar: Writings and Speeches*, Vol. 3. Mumbai: Educational Department Government of Maharashtra.

Ambedkar, B. R. (2003). *Annihilation of Caste*, New Delhi: Samyak Publication.

Ambedkar, B. R. (2016). *Dr. Babasaheb Ambedkar: Writings and Speeches*, Vol. 1. Mumbai: Educational Department Government of Maharashtra.

Bhabha, Homi K. (1994). *The Location of Culture*. New York and London: Routledge Publications.

Bhukya, B. (2017). Widening the Frames of Subaltern Studies, *Economic and Political Weekly*, Vol. LII No. 4, pp. 30-33.

Buttigieg, J. A. (1995). Gramsci on Civil Society, *Boundry*, Vol. 22 No. 3, pp. 1-32.

Chakrabarty, Dipesh. (1992). Postcoloniality and the Artifice of History: Who Speaks for "Indian" Pasts? *Representations* , No. 37. University of California Press. Pp.1-26.

Chakravarty, S. G. (1988). *Can the subaltern speak?* Basingstoke: Macmillan

Chatterjee, P. (1989). Caste and subaltern consciousness. In Guha, R. (Eds.), *Subaltern studies VI: Writings on South Asian history and society* (pp. 169-209). New Delhi: Oxford.

Chatterjee, Partha (2000). The Nation and Its Peasants. In Chaturvedi Vinayak (eds.), *Mapping Subaltern Studies and Postcolonial*, London: Verso.

Chatterjee, Partha (2009). *Ranjit Guha: The Small Voice of History*. In Partha Chatterjee (Eds.). New Delhi: Permanent black.

Chatterjee, Partha (2013). Subaltern Studies and Capital, *Economic and Political Weekly*, Vol. XLVIII No. 37.

Ghurye, G. S. (2014). *Caste and race in India*. Bombay: Popular Prakashan

Gramsci, A. (1992). Prison notebooks: Volume I. In Buttigieg, J. A. (Eds. & Trans.). New York: Columbia University Press.

Guha, R. (1982). Preface. In Guha, R. (Eds.), *Subaltern studies I: Writings on south Asian history and society* (pp. vii-viii). New Delhi: Oxford.

Ilaih, K. (1996). Productive labour, consciousness and history: The dalitbahujan alternative. In Amin, S. & Chakrabarty, D. (Eds.), *Subaltern studies IX: Writings on south Asian history and society* (pp: 165-200). New Delhi: Oxford.

Mayaram, Shail, Pandian, M. S. S. and Skaria, Ajay. (2005). *subaltern studies xii: muslims, dalits, and the fabrications of history*, New Delhi: Permanent Black & Ravi Dayal Publisher

Mohanty, Chandra Talpade. (1991). Introduction” and “Under Western Eyes.” *Third World Women and the Politics of Feminism*. (Eds.) Mohanty, Russo, Torres. Bloomington and Indianapolis: Indiana UP.

Omvedt, G. (2004). *Ambedkar: Towards an Enlightened India*, New Delhi: Penguins.

Omvedt, G. (2012). Understanding Caste: From Buddha to Ambedkar and Beyond (second edits.), New Delhi: Orient BlackSwan.

Pandey, G. (1982). Peasant revolt and Indian nationalism: The peasant movement in Awadh, 1919-22. In Guha, R. (Eds.), *Subaltern studies I: Writings on south Asian history and society* (pp: 143-197). New Delhi: Oxford.

Pandey, G. (1984). ‘Encounters and calamities’: The history of a north India Qasba in the nineteenth century. In Guha, R. (Eds.), *Subaltern studies III: Writings on south Asian history and society* (pp: 231-270). New Delhi: Oxford.

Pandey, G. (1994). The prose of otherness. In Arnold, D. & Hardiman, D. (Eds.), *Subaltern studies VIII: Essays in honour of Ranajit Guha* (pp: 188-221). New Delhi: Oxford.

Pandey, G. (1989). The colonial construction of ‘communalism’: British writings on Banaras in the nineteenth century. In Guha, R. (Eds.), *Subaltern studies VI: Writings on south Asian history and society* (pp: 132-168). New Delhi: Oxford.

Phule, J. (2016). *Selected writings of Jotirao Phule*. In Deshpande, G. P. (Edited, with annotations and introduction). New Delhi: Left Word Books.

Ramasamy, P. E. V. (2005) (3rd edition). Genesis of self-respect movement. In Veeramani, K. (Compiled), *Collected works of E. V. R. (63-80)*. Chennai: The Periyar Self-respect Propaganda Institution.

Spivak, G. (2010). "Can the Subaltern Speak?": Revised edition, from the "History" chapter of Critique of Postcolonial Reason. In MORRIS R. (Ed.), *Can the Subaltern Speak?: Reflections on the History of an Idea* (pp. 21-78). New York: Columbia University

Vishwanathan, R. (1997). *In Their Own Voices: Teenage Refugees and Immigrants from India Speak Out*. New York: Rosen Publishing Group.

Vishwanathan, R. (2014). *The Pariah Problem: Caste, Religion and the Social in Modern India (Cultures of History Series)*, New York: Columbia University Press.

Wakankar, M. (2005). The anomaly of Kabir: Caste and canonicity in Indian modernity. In Mayaram, S., Pandian, M. S. S. & Skaria, A. (Eds.), *Subaltern studies XII: Muslims, dalits, and fabrications of history* (99-139). New Delhi: Permanent Black & Ravi Dayal Publisher.

M.A. Political Science Third Semester

Sem-III PLS-501 Core Comparative Politics

Title of the Course: Comparative Politics Course Code: PLS- 501 Course Type: Optional Semester III Credits: 4		
Pre-requisites for the Course: None		
Objectives of the Course: This compulsory paper intends to introduce comparative study of the institutional structures and political processes of various political systems. This paper attempts to enrich students with some of significant perspectives on this issue and takes four units to explore theoretical as well as empirical comparative experiences of different countries while analyzing their political trajectories.		
Method of teaching: Learning through this course would include lectures, critical reading sessions, assignments and examination.		
Evaluation Method: Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the different approaches to the study of Comparative Politics
Unit-II	LO2	Explicate Modernization theories and its critiques by theorists of the dependency approach/underdevelopment and World System analysis
Unit-III	LO3	Explain the development of Modern State and the State in Capitalism, Socialist and Post-colonial societies.
Unit-IV	LO4	Understand theories of Nationalism
Unit-V	LO5	Explain Democratization, Social Movements, Revolutions

Course Content	
Unit I: Approaches to Comparative Politics <ul style="list-style-type: none"> a. Institution b. System, Structural – functional c. Culture d. Political Economy 	
Unit II: Development and Underdevelopment <ul style="list-style-type: none"> e. Modernization f. Growth, Development g. Underdevelopment h. Dependency 	
Unit III: Comparative approaches to State <ul style="list-style-type: none"> i. Development of Modern State j. State in Capitalism, Socialist and Post-colonial societies k. State: Democratic Authoritarianism 	
Unit IV: Theories of Nationalism <ul style="list-style-type: none"> l. Nation as an Imagined community m. Invention of tradition n. Nationalism as Modern Janus o. Invention of Nation p. Ethnic origin of nation 	
Unit V: Democratisation, Social Movements, Revolutions.	
Readings: Agamben, G. (2005). <i>State of exception</i> . Chicago: University of Chicago Press.	

Alavi, H. and Shanin, T. (eds.) (1982). *Introduction to the sociology of 'developing societies.'* London and Basingstoke: Macmillan.

and China. Cambridge: Cambridge University Press.

Anderson, B. (1985). *Imagined communities' reflections on the origin and spread of nationalism.* London: Verso.

Blondel, J. (1981). *The discipline of politics.* London: Butterworths.

Burgess, M. (2006). *Comparative federalism: Theory and practice.* London: Routledge.

Calhoun, C. (1997). *Nationalism.* Buckingham: Open University Press.

Cambridge: Cambridge University Press.

Caramani, D. (2008). *Comparative politics.* Oxford: Oxford University Press.

Chatterjee, P. (1994). *Nation and its fragments.* New Delhi, Oxford University Press.

Chilcote, R. H. (1994). *Theories of comparative politics.* Westview Press: Boulder.

Croom Helm and St. Martin Press.

Duverger, M. (1954). *Political parties: Their origin and activities in modern state.* London: John Wiley.

Evans, P., Rueschmeyer, B.D. and Skocpol, T. (eds.) (1985). *Bringing the state back in.*

Gellner, E. (1983). *Nations and nationalism.* Ithaca: Cornell University Press.

Goodin, R.E. and Klingemann, H. (eds.), (1996). *The new handbook of political science.* London: Oxford University Press.

Hague, R. and Harrop, M. (2007). *Comparative government and politics.* London: Palgrave Macmillan.

Harriss, J. (2001). *Depoliticizing development: The World Bank and social capital.* Delhi: Leftword.

Hobsbawm, E. J. (1992). *Nations and nationalism since 1780: Programme, myth, reality.* Cambridge [England: Cambridge University Press.

Hobsbawm, E. J., & Ranger, T. O. (1983). *The Invention of tradition*. Cambridge: Cambridge University Press.

Howard J. Wiarda (ed.), *Comparative politics, Vol. I-V*. London: Routledge.

Justice. Cambridge: Polity

Lane, D. (1996). *The rise and fall of state socialism: Industrial society and the socialist state*. London: polity Press.

Lijphart, A. (2008). *Thinking about democracy*. London: Routledge.

Limqueco, P. and McFarlane, B. (1983). *Neo-Marxist theories of development*. London:

Moore Jr., B. (1967). *Social origins of dictatorship and democracy: Lord and peasant in*

Munck, G.L. and Snyder, R. (2008). *Passion, craft and method in comparative politics*. Baltimore: The John Hopkins University Press.

Nairn, T. (1975). The modern Janus. *New Left Review*, I (94), 3-29.

Sartori, G. (1976). *Parties and party system: A framework for analysis*. Cambridge: Cambridge University Press.

Skocpol, T. (1979). *States and social revolutions: A comparative analysis of France, Russia*. Cambridge: Cambridge University Press.

Smith, A.D. (2010). *Nationalism: Theory, ideology, history*. London: Polity Press.

SEM-1II PLS-502 MODERN INDIAN POLITICAL THOUGHT

Title of the Course: Modern Indian Political Thought
Semester -III
Type of Course: Compulsory
Course Code: PLS-502
Credits: 4

Contact Hours: The paper will be taught 4 hours per week for 15 weeks.		
Pre-requisites for the Course: None		
Objectives of the Course: This paper introduces modern Indian political thought. The students will read the original texts of modern Indian political thought. Debates around the texts will also be explored.		
Method of Teaching: Class room teaching. Students are expected to read the suggested materials before coming to the class which will contribute to the interactive nature of the class. The students should be an active and participatory learner.		
Evaluation Method: <ol style="list-style-type: none"> 5. Participation in Class: 10% 6. One Assignment: 15% 7. Mid-Semester Examination: 25% 8. End-Semester: 50% 		
On completion of the course, the students will be able to		
Unit-1	LO1	delineate colonialism with reference to tradition and modernity debate
Unit-11	LO2	fathom discourses on nature of political community
Unit-III	LO3	Explain nationalism and new humanism
Unit-IV	LO4	discuss modernity with reference to caste, class and gender

Note LO-Learning Outcome

Course Content
Unit I: Understanding Colonialism <ol style="list-style-type: none"> a. Tradition and Modernity Debate
Unit II: Discourse on nature of Political Community <ol style="list-style-type: none"> a. B. G. Tilak: <i>Swaraj</i> b. M.K. Gandhi: <i>Critique of Modern Civilisation</i> c. Muhammad Iqbal: <i>Political community</i>

Unit III: Nationalism and New Humanism

- a. R. N. Tagore: *Nationalism and Internationalism*
- b. M. N. Roy: *New Humanism/Philosophical materialism*

Unit IV: Modernity: Caste, Class and Gender

- a. Pandita Ramabai: *Caste and Gender*
- b. Jotirao Phule: *Caste and Slavery*
- c. B.R. Ambedkar: *Equality and Justice*
- d. Jawaharlal Nehru: *Modernity and Secularism*

Reading List

Chakravarti, U. (2013). *Rewriting history: The life and times of Pandita Ramabai*. New Delhi: Zubaan.

Damodaran, K. (1967). *India thought : A critical survey*. Bombay: Asia Publishing House.

Deshpande, G.P. (2002). *Selected writings of Jotirao Phule*. New Delhi: LeftWord.

Devy, G. N. (1998). *Between tradition and modernity: India's search for identity*. Delhi: Sage.

Gopal, S. (2003). *Jawaharlal Nehru: A biography*. New Delhi: Oxford University Press.

Hardiman, D. (2003). *Gandhi in his time and ours: Indian Legacy*. New Delhi: Permanent Black.

Majeed, J. (2009). *Islam, aesthetics, and postcolonialism*. New Delhi: Routledge.

Manjapra, K. (2010). *M.N. Roy: Marxism and colonial cosmopolitanism*. New Delhi: Routledge

Mehta, V. R and Pantham, T. (eds.) (2006). *Political ideas in modern India: Thematic Explorations*. New Delhi: Sage.

Omvedt, G. (1991). *Dalits and the democratic revolutions: Dr. Ambedkar and the Dalit movement in Colonial India*. New Delhi: Sage.

Pantham, T. (1995). *Political theories and social reconstruction: A Critical survey of the literature on India*. New Delhi. Sage.

Pantham, T. and Deutsch, K.L. (1986). *Political thought in modern India*. New Delhi: Sage.

Parel, A. (2006). *Gandhi's philosophy and the quest for harmony*. Cambridge: Cambridge University

Parel, A. (2009). From political thought in India to Indian political thought. In T. Shogimen and C. J. Nederman Plymouth (eds.), *Western Political Thought in Dialogue with Asia*, 187-208. Lanham: Lexington Books.

Pati, B. (ed.). (2012). *Bal Gangadhar Tilak: Popular readings*. New Delhi: Primus Books.

Richter, W.L. (2009). *Approaches to political thought*. Rowman & Littlefield Publishers, INC.

Tagore, R.N. (2009). *Nationalism*. New Delhi: Penguin.

SEM-III PLS-521 Optional Public Policy

Title of the Course: Public Policy

Course Code: PLS-521

Course Type: Optional

Semester III

Credits 4

Pre-requisites for the Course: None

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

Course Objective: The objective of the paper is to introduce public policy to students. Besides introduction, paper substantially elaborates three approaches to public policy, agents of change in policy making and debates on public policy in India. The paper would acquaint students to public policy and its numerous dimensions for critical evaluation.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand Public Policy, features of Public Policy and Components of Public Policy
Unit-II	LO2	Understand approaches to public policy
Unit-III	LO3	Explain Socio-economic milieu and Constitutional Provisions , Bureaucracy, Media and Judicial Activism, Corporate Bodies, Public-Private partnerships and Civil Society
Unit-IV	LO4	Articulate about different aspects of public policy in India

Note: LO- Learning Outcome

COURSE CONTENT
UNIT I: Introduction a. Defining Public Policy b. Features of Public Policy c. Components of Public Policy
Unit II: Approaches to Public Policy a. Development Administration b. Political Economy of Public Policy c. New Public Management
Unit III: Agents of Change a. Socio-economic milieu and Constitutional Provisions b. Bureaucracy, Media and Judicial Activism c. Corporate Bodies d. Public-Private partnerships and Civil Society

Unit IV: Public Policy in India

- a. Mixed Economy and Public-Sector Undertakings
- b. Globalisation and Structural Adjustment Programme
- c. Civil Society, Interest Groups, Public Opinion and Multi-level governance
- d. Democratic Decentralisation

Readings

- Amenta, E. (1993). The state of the art in welfare state research on social spending efforts in capitalist democracies since 1960. *American Journal of Sociology*, 99, 750–763.
- Anderson, J.E., (2006). *Public Policy-Making: An Introduction*. Boston: Houghton.
- Ashford, D. (ed.) (1992). *History and context in comparative public policy*. Ithaca, NY: University of Pittsburgh Press.
- Bergerson, P. J. (ed.), (1991). *Teaching public policy: theory, research and practice*. Westport, RI: Greenwood Press.
- Birkland, T. A. (2001). *An introduction to the policy process*. London: M. E. Sharpe.
- Dunn, N. W. (2004). *Public policy analysis: An introduction*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Fred M., (1979). *Public policy: Scope and logic*. New Jersey: Prentice-Hall.
- Ham, C. and Hill, M., (1984). *The policy process in the modern capitalist state*. Sussex: Harvester.
- Harvey, D (2007). *A brief history of neoliberalism*. Cambridge, MA: Oxford University Press.
- Lasswell, H. (1971). *A preview of policy sciences*. New York: Elsevier.
- Mathew, G and Jain, L. C (eds.), (2005). *Decentralisation and local governance*. Orient BlackSwan.
- Mathur, K. (2009). *From government to governance*. New Delhi: National Book Trust.
- Mathur, K. (2013). *Public policy and politics in India: How institutions matter*. New Delhi: Oxford University Press.
- Moran, M., Rein, M. and Goodin, R. (eds.). (2006). *The oxford handbook of public policy*. Oxford: Oxford University Press

O'Connor, J. (1973). *The fiscal crisis of the state*. New York, NY: St. Martin's.

Panitch, L. and Konings, M. (2009). Myths of neoliberal deregulation. *New Left Review*, 57, 67–83.

Self, P. (1993). *Government by the market? The political of public choice*. Boulder. Westview.

Singh, S. and Sharma, P. (eds.) (2007). *Decentralization: Institutions and politics in rural India*. New Delhi: Oxford University Press.

Somers, M. and Block, F. (2005). From poverty to perversity: ideas, markets, and institutions over 200 years of welfare debate. *American Sociological Review*, 70, 260–287.

SEM-III PLS-522 Optional Democracy: Theories and Practices

Title of the Course: Democracy: Theories and Practices

Course Code: PLS-522

Course Type: Optional

Semester: III

Credits: 4

Pre-requisites for the Course: None

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

Course Objective: This course is an attempt to introduce students to contemporary debates on the theories and practices of democracy. The course provides an outline of the basic types of modern democracy and examines key constitutional institutions of democracy.

On completion of the course, the students will be able to:

Unit-I	LO1	understand the important theories of democracy
Unit-II	LO2	Understand several aspects related to democratisation.
Unit-III	LO3	Explain Democracy as a model of Peace-building
Unit-IV	LO4	Articulate Challenges and prospects of democracy.

Note: LO- Learning Outcome

COURSE CONTENT
<p>UNIT I: Theories of Democracy</p> <ul style="list-style-type: none"> a. Deliberative Democracy b. Participatory Democracy c. Consociational Democracy d. Cosmopolitan Democracy
<p>Unit II: Democratization</p> <ul style="list-style-type: none"> a. Huntington's waves of Democracy b. Non- Party-Political Process c. People's movement and Human Rights <p>Education and Democracy</p>
<p>Unit III: Democracy as a model of Peace-building</p> <ul style="list-style-type: none"> a. Export of Democracy b. Humanitarian Intervention
<p>Unit IV: Democracy: Challenges and Prospects</p> <ul style="list-style-type: none"> a. Underdevelopment b. Politics of Majoritarianism: Inclusion and Exclusion c. Globalization and Inequality d. Human Rights Violations

Readings

Alam, Javeed. (2004). *Who Wants Democracy*, New Delhi: Orient Longman Publications.

Arend Lijphart, "The Puzzle of Indian Democracy", in Nirja Gopal Jaya, *Democracy in India*, Delhi: OUP, pp. 326-57

Beetham, David. (2006). *What is democracy?* A Beginner's Guide to Democracy, Oxford: One World Publication.

Bernard Manin, Adam Przeworski and Susan Stokes. (1999). "Elections and Representation" in Adam Przeworski and others (ed). *Democracy, Accountability and Representation*, Cambridge: Cambridge University Press, pp. 29-54.

Christophe Jaffrelot, "Introduction", in *Rise of Plebians: The Changing Face of Indian Legislative Assemblies* (ed), New Delhi: Routledge, 2009, pp. 1-26.

Dahl, Robert and others (ed), *The Democracy Source book*, Cambridge: MIT Press.

Dahl, Robert. (2000). *On Democracy*, London: Yale University Press.

David Held. (2006). "Democracy, the Nation-state and the Global System", in *Models of Democracy*, California: Stanford University Press.

David Miller. (1983). "The competitive model of democracy" in Graeme Duncan (ed), *Democratic Theory and Practice*, Cambridge: Cambridge University Press, pp. 133-55.

Deepak Nayyar. (2001). "Economic Development and Political Democracy" Interaction of Economics and Politics in Independent India", in Niraja Gopal Jayal (ed), *Democracy in India*, OUP, 2001, pp. 361-96.

Dewey, John (2001), *Democracy and Education*, Pennsylvania State University.

Frankel Francine R. , Hasan Zoya, Bhargava Rajeev and Arora Balveer. (2002). *Transforming India: Social and Political Dynamics of Democracy*, New Delhi: Oxford University Press.

Frank Cunningham. (2002). *Theories of Democracy: A Critical introduction*, London: Routledge.

Jaffrelot, Christophe. (2003). *India's Silent Revolution: The Rise of Lower Castes in North India*, London: Orient Blackswan.

Hans Blomkvist. (2003). "*Social Capital, Civil Society and Degree of Democracy in India*", in Carolyn M. Elliott (ed), *Civil Society and Democracy*, OUP, in Making Modern World, Penguin: Harmondsworth.

Macpherson, C. B. (1966). *The Real World of Democracy*, Oxford: Oxford University Press.

Mark Bevir. (2004). *Democratic Governance*", Working Paper, Berkeley: University of California.

Michal Levin, (1983): "Marxism and democratic theory", in Graeme Duncan (ed), *Democratic Theory and Practice*, Cambridge: Cambridge University Press, pp. 58-78.

Moore, Barrington. (1979). *Social Origins of Dictatorship and Democracy: Lord and*

Peasant in the Making of the Modern World, Boston, MA: Beacon Press.

Pateman, Carole. (1970). *Participation and Democratic Theory*, New York: Cambridge University Press.

Pratap Bhanu Mehta. (2003). *The Burden of Democracy: Interrogating India*: Michigan: Penguin.

Title of the Course: Conflicts in South Asia Course Code: PLS-523 Course Type: Optional Semester: III Credits: 4		
Pre-requisites for the Course: None		
Evaluation Method: Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
Objectives of the Course: This optional course aims at making students understand the conflicts in South Asia from a peace and conflict studies perspective introduces students to issues of conflicts in South Asia.		
Modalities of the Course: Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion, and presentation: and a written mid-term examination and the final examination.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the historical background and Colonialism leading to drawing of boundaries and the following problem of statelessness, IDPs and Refugees in the South Asian region.
Unit-II	LO2	Understand Self-determination and ethnic religious conflicts between state and non-state actors with examples drawn from India, Sri Lanka, Pakistan, and Bangladesh.
Unit-III	LO3	Articulate the problem of refugees and stateless people in the region is the subject of study of the third unit.
Unit-IV	LO4	Explain Refugees, Internally Displaced Persons (IDPs) and Statelessness in South Asia.

Unit-V	LO5	Explain Ethnic, Ideological and Identity Conflicts in South Asia.
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Course Content
Unit I: Historical Background a. Colonialism and State Formation b. Migration of populations during Colonial Period c. Artificial Boundaries and Demarcation of Borders
Unit II: Secessionist Movements in South Asia a. Kashmir b. Baluchistan c. Demand for <i>Nagaim</i> and Mizo National Front d. Srilanka: Demand for Tamil Eelam
Unit III: Conflict over Resources and Climate Change a. Interstate Water Conflicts: India and Pakistan, India and Bangladesh & India and Nepal b. Right to Land and Forests in Tribal India: A case study of Naxalism c. Rise of sea-level: Maldives and Bangladesh
Unit IV: Refugees, Internally Displaced Persons (IDPs) and Statelessness in South Asia a. Refugees from Tibet, Srilanka and Bangladesh in India b. Pashtun refugees in Pakistan c. Lhotshampas in Nepal d. Stateless people-Biharis, Indian Tamils and Rohingya
Unit V: Ethnic, Ideological and Identity Conflicts in South Asia a. Violence against Religious Minorities b. Identity Conflicts: Pashtuns in Pakistan, Caste-based violence in India, Maoists in Nepal c. State-sponsored violence in South Asia d. Ethnic Conflicts: Tamils in Srilanka, Hazaras in Pakistan
Readings: 1. Kumar, R. (2005). <i>Making peace with partition</i> . Penguin Books India.

2. Liyanage, S, Sahadevan, P. & Kinra, A. (2009) *Intra- State Conflicts and Interstate Relations: Perspectives on India- Sri Lanka Relations*, Colombo: South Asia Peace Institute.
3. Bandarage, A. (2008). *The separatist conflict in Sri Lanka: Terrorism, ethnicity, political economy*. Routledge.
4. Johnson, R. (2005). *A region in turmoil: South Asian conflicts since 1947*. Reaktion Books.
5. Jalal, A. (1995). *Democracy and authoritarianism in South Asia: A comparative and historical perspective* (Vol. 1). Cambridge University Press.
6. Pandey, G. (2006). *The construction of communalism in colonial North India*. Oxford: Oxford University Press.
7. Varshney, A. (2003). *Ethnic conflict and civic life: Hindus and Muslims in India*. Yale University Press.
8. Wirsing, R., Jasparro, C., Stoll, D. (2013) *International Conflict over Water Resources in Himalayan Asia*. Palgrave: Macmillan.
9. Matthew, R. Hammill. A. (2007) Resource Rights and Conflict in South Asia, *Peace Review: A Journal of Social Justice*, 19(1),43-49.
10. Hossain, Ishtiaq. (1998). Bangladesh-India Relations: The Ganges Water-Sharing Treaty and Beyond. *Asian Affairs: An American Review*. 25(3), 331-350.
11. Giri, B. R. (2004). Bhutan: ethnic policies in the dragon kingdom. *Asian Affairs*, 35(3), 353-364.
12. Hutt, M. (1996). Ethnic nationalism, refugees and Bhutan. *Journal of Refugee Studies*, 9(4), 397-420.
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17. Hilali, A. Z (2005) Political and Ethnic Waves in South Asia, *Pakistan Horizon*, 58(3) pp. 55-75
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SEM III PLS-524 OPTIONAL

UNDERSTANDING JUSTICE

Title of the Course: Understanding Justice

Course Code: PLS-524

Course Type: Optional

Semester: III

Credits: 4

Pre-requisites for the Course: None

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

Course Objective: Justice is one of the central concerns of political philosophy. Since the time of Ancient Greek philosophy till the contemporary time, philosophers have interpreted and reinterpreted it from various perspectives. In modern times liberal conception of justice may be considered as a focal point. Other ideas of justice may be seen as responses to the liberal conception. Global justice is another theme discussed in this paper. It denotes different measures to address the global injustices arising

out of globalization. This paper aims at making the students explore different ideas of justice.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand the basic idea of justice and its types.
Unit-II	LO2	Grasp the liberal idea of justice, as theorised by John Rawls, and its critics.
Unit-III	LO3	Comprehend the solutions offered by different thinkers to the problems of caste, race and disability.
Unit-IV	LO4	Explain global justice.

Note: LO- Learning Outcome

COURSE CONTENT
<p align="center">Unit I: Introduction</p> <p>a. What is Justice?</p> <p>b. Contrasting ideas in Justice: Substantial/Procedural, Corrective/Distributive</p> <p>c. Justice in Greek Philosophy: Plato and Aristotle</p>
<p align="center">Unit II: Justice and its Critics</p> <p>a. Liberalism (Rawls) <i>A Theory of Justice</i></p> <p>b. Capability Approach: Amartya Sen and Martha Nussbaum</p> <p>c. Communitarianism (Michael Sandel) <i>Liberalism and the Limits of Justice</i></p> <p>d. Libertarianism (Robert Nozick) <i>Anarchy, State and Utopia</i></p> <p>e. Feminism, Susan Moller Okin <i>Justice, Gender, and the Family</i></p>
<p align="center">Unit III: Addressing the Injustice of Caste, Race and Disability</p> <p>a. Gandhi: <i>Sarvodaya</i> and <i>Swaraj</i></p> <p>b. Ambedkar: <i>Annihilation of caste</i></p> <p>c. Periyar</p> <p>d. Phule: <i>Gulamgiri</i></p> <p>e. Franz Fanon: <i>White Skin Black Mask</i></p> <p>f. Martha Nussbaum: <i>Frontiers of Justice: disability, nationality, species membership</i></p>
<p align="center">Unit IV: Global Justice</p>

- a. Thomas Pogge: Negative Duty
- b. Peter Singer: Positive Duty
- c. David Miller: Remedial Responsibilities

Readings

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—, *The Politics*, translated by Thomas Sinclair, Harmondsworth: Penguin, 1962.

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Olsaretti, Serena (ed.), 2003, *Justice and Desert*, Oxford: Oxford University Press.

Paul, Jeffrey (ed.), 1982, *Reading Nozick : essays on Anarchy, State, and Utopia*, Oxford: Blackwell.

Plato, *Republic*

Pogge, T., 1994, "An Egalitarian Law of Peoples", *Philosophy and Public Affairs* 23 (3), 195–224.

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Pogge, T. and D. Moellendorf (eds.) 2008, *Global Justice: Seminal Essays*, St. Paul, MN: Paragon House.

Raphael, D. D., 2001, *Concepts of Justice*, Oxford: Clarendon Press.

Rawls, John, 1958, "Justice as Fairness," *Philosophical Review*, 67: 164–94.

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Young, I., 2011, *Responsibility for Justice*, Oxford: Oxford University Press

M.A. SEMESTER IV

SEM-IV PLS-551 Core International Relations

Title of the Course: International Relations Course Code: PLS-551 Course Type: Core Semester: IV Credits: 4		
Pre-requisites for the Course: None		
Evaluation Method: Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
Course Objective: To provide students an in-depth knowledge about theoretical and conceptual subject matter of International Relations to the students in order to have comprehensive and analytical understanding of the discipline. Course attempts to make familiar with some significant dynamic concepts which have taken different meaning in the changing context of international politics.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand about the emergence, meaning and debates for International Relations.
Unit-II	LO2	Explain the various significant theories of International Relations.
Unit-III	LO3	Deliberate on the ongoing power politics in international politics from the beginning of twentieth century.
Unit-IV	LO4	Explicate the various ideas and mechanism of war and peace.

COURSE CONTENT

Unit I: Introduction

- a. Definition: What is International relations?

- b. Evolution: Emergence of International System and Emergence of International Relations as a discipline
- c. Scope: Great Debate; Meta Theoretical and methodological issues

Unit II: Theories of International Relations

- a. Idealism /Liberalism vs Classical Realism vs Marxism
- b. Neo-realism and Neoliberalism
- c. Critical Approach: Constructivists, feminist, neo- Marxist, International society, English School
- d. Normative approaches: global Justice, Cosmopolitanism

Unit III: Powers and Hegemon in International Politics

- a. Powers Politics: World War I & II
- b. Cold war and its Aftermath
- c. New Imperialism debate
- d. Nature of International system: Unipolarity and Multipolarity
- e. Forms of Dependency and Assertions
- f. NAM

Unit IV: War and Peace: A Conceptual Analysis

- a. Dynamic nature of Wars: Old and New Wars
- b. War and Revolution
- c. Dimensions of Conflict and Methods of Conflict Resolutions.
- d. Discourses on Peace and Peaceful Settlement of international disputes
- e. Creating Peace: Peacebuilding, Peace-making, Peacekeeping, Peace enforcement

Reading List

Acharya A. and Buzan B. (2007). Why is there No Non-Western International Relations Theory? *International Relations of the Asia-Pacific*, 7 (3): 287-312.

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- Art, R. J. and Jervis, R. (Eds.) (1999). *International politics: Enduring concepts and contemporary Issues*. New York: Longman.
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- Halliday F. (1990). The Sixth Great Power: On the Study of Revolution and International Relations. *Review of International Studies*. 16 (3): 207-221.

Hedley Bull (1989). *The Emergence of a Universal International Society & The Revolt in international Relations*. London: Macmillan Press.

Jacqui T. (1996). Feminism. In Scott Burchill and Andrew Linklater. (Eds.). *Theories of*

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Jervis, R. (1982). Security regimes. *International Organization*. 36 (2), 357-378.

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- Rana, A.P. (1976). *Imperatives of Non-Alignment: A Conceptual Study of India's Foreign Policy Strategy in the Nehru's Period*. New Delhi: Macmillan.
- Ratner, S.R.(1996). *The new UN peacekeeping: Building peace in lands of conflict after the cold war*, New York: St. Martin's.
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SEM-IV PLS-552 Core Research Methodology

Title of the Course: Research Methodology

Course Code: PLS-552

Course Type: Core

Semester: IV

Credits: 4

Pre-requisites for the Course: None

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

Course Objective: The objective of the paper is to introduce research methods and methodology to students. They will be equipped with methods of data collection and data analysis.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand philosophy of science and social science
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Unit-II	LO2	Explicate mode of enquiries in research methods.
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Unit-III	LO3	Explain sampling and data collection methods.
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Unit-IV	LO4	Articulate research design and research proposal.
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Course Content
<p align="center">Unit I. Science and Social Sciences</p> <p>a. Philosophy of Sciences, Social Sciences</p> <p>b. Explanation, Causality, and Reason</p> <p>c. Understanding and Hermeneutics</p>
<p align="center">Unit II. Mode of Inquiries</p> <p>a. Historical</p> <p>b. Comparative</p> <p>c. Postmodernism</p> <p>d. Dialectical</p> <p>e. Feminist</p>
<p align="center">Unit III. Engaging with Data</p> <p>e. Meaning of Data</p> <p>f. Primary Data and Secondary Data</p> <p>g. Sampling and Data Collection Methods</p> <p>h. Analysing Qualitative and Quantitative Data</p>
<p align="center">Unit IV. Research Design, Writing Research, and Research Ethics</p> <p>a. Designing Research Proposal</p> <p>b. Quotes, Paraphrasing, Plagiarism</p> <p>c. Referencing</p> <p>d. Research Ethics</p>
<p>Reading List:</p> <p>Alasuutari, P., Bickman, L., Brannen, J. (eds) () The SAGE handbook of social research methods. London: SAGE.</p> <p>Bryman, A. (2012). Social research methods. London: Oxford University Press.</p> <p>Foucault, M. (1980). Power/knowledge: Selected interviews and other writings. New York: Pantheon Books.</p> <p>Harding, S. (ed.) (1987). Feminism and methodology: Social science issues. Bloomington: Indiana University Press.</p> <p>Howell, M. and Prevenier, W. (2001). From reliable sources: An introduction to historical methods. Ithaca, NY: Cornell University Press.</p>

Lewis-Beck, M. L., Bryman, A., Liao, T. F. The Sage Encyclopaedia of Social Science Research Methods

Mallon, T. (2001). Stolen words: The classic book on plagiarism. London: A Harvest Book.

Oliver, P. (2010). The student's guide to research ethics. Berkshire: Open University Press, McGraw-Hill Education.

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Walliman, N. (2006). Social research methods. London: SAGE .

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Woods, A. W . (2004). The dialectical method. In Allen W Wood Karl Marx. New York: Routledge.

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Sem IV PLS-571 Optional Contemporary Politics in West Asia and North Africa

Title of the Course: Contemporary Politics in West Asia and North Africa (WANA)

Course Code: PLS-571

Course Type: Optional

Semester IV		
Credits: 4		
<i>Pre-requisites for the Course:</i> None		
Evaluation Method: Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
<i>Objectives of the Course:</i> The course aims at enabling students to understand different aspects of contemporary politics in West Asia and North Africa. Conflict, wars, state repression, political violence and consequently lack of peace and violation of human rights is an endemic feature of WANA. The region has witnessed many wars and armed conflicts involving both state and non-state actors as well as regional and extra-regional powers. This optional course will enable students to understand the political and social forces convulsing the region.		
Modalities of the Course: Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion, and presentation: and a written mid-term examination and the final examination. Course Outline:		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand State formation and conflicts in WANA.
Unit-II	LO2	Understand Armed conflicts in West Asia and North Africa.
Unit-III	LO3	Articulate Ethnicity, Minorities and Refugees in the region and its ramifications globally.
Unit-IV	LO4	Explain social movements and resistance for change in West Asia and North Africa

Course Content
<p>Unit I: State formation and conflicts in WANA</p> <ul style="list-style-type: none"> i. Fall of the Ottoman Empire and the emergence of Colonialism ii. Zionism, Arab nationalism & the Arab Israeli conflict. iii. Kingdom of Saudi Arabia and the rise of Wahhabism. iv. Role of External Forces
<p>Unit II: Armed conflicts in West Asia and North Africa</p> <ul style="list-style-type: none"> i. Islamic Revolution in Iran (1979) and the rise of Islamism in the region ii. Emergence of armed groups: PLO, Hamas and Hezbollah iii. Kurdistan Workers' Party (PKK) and the Kurdish Question iv. Rise of ISIS and Fundamentalism
<p>Unit III: Ethnicity, Minorities and Refugees in WANA</p> <ul style="list-style-type: none"> i. Arabs and Druze in Israel / Kurds in Turkey, Iran and Iraq ii. Sectarian conflicts: Shias- Sunni conflict, Yazidis and Houthis in the region. iii. Refugees and Statelessness: Palestinians and the Resolution 232 iv. Refugees in Syria and Iraq
<p>Unit IV: Social Movements and Resistance for Change</p> <ul style="list-style-type: none"> i. One State vs Two-state solution, Boycott, Divestment and the Sanctions (BDS) movement in Palestine, Naqba Uprising (2018) and Peace Now ii. Green Movement in Iran/ Protests against the Islamic republic (2019-20) iii. Tunisian Revolution/ Ennhada Movement 2011 iv. Egyptian Revolution, 2011
<p>Readings:</p> <p>Beverley Milton-Edwards, <i>Contemporary Politics in the Middle East</i>, (Cambridge: Polity Press, 2011).</p>

Benny Morris, *The Birth of the Palestinian Refugee Problem, 1947-1949* (Cambridge University Press, 1987)

Ilan Pappé, *The Making of the Arab Israeli Conflict, 1947-1951* (I. B. Tauris, 1992)

Zachary Lockman, *Contending Visions of the Middle East* (Cambridge: University Press, 2004).

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Milton-Edwards, Beverley, *The Israel-Palestinian Conflict: A People's War* (Routledge, 2009)

Gerner, Deborah J., ed., *Understanding the Contemporary Middle East* (London: Lynne Rienner Publishers, 2000)

Ginny Hill, *Yemen Endures: Civil War, Saudi Adventurism, and the Future of Arabia* (Hurst Publishers, 2017).

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Reinoud Leenders, Iraqi Refugees in Syria: Causing a Spillover of the Iraqi Conflict? *Third World Quarterly*, Vol. 29, No. 8 (2008), pp. 1563-1584

Laurie Brand, Palestinians in Syria: The Politics of Integration, *Middle East Journal*, Vol. 42, No. 4 (Autumn, 1988), pp. 621-637

Joseph Sasoan, *Iraqi Refugees in the Middle East: The new crisis in the Middle East*, (I. B. Tauris, 2009)

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Mohamed Tozy. "Islamists, Technocrats, and the Palace." *Journal of Democracy* Vol. 9, no. 1(January 2008): 34-41

Lisa Anderson. "The State in the Middle East and North Africa." *Comparative Politics*, Vol.20, no. 1(October 1987): 1-18.

Gregory F. Gause. "Why Middle East Studies Missed the Arab Spring: The Myth of Authoritarian Stability." *Foreign Affairs* (July/August 2011).

Nikki. R. Keddie. "Arab and Iranian Revolts 1979-2011: Influences or Similar Causes?" *International Journal of Middle East Studies*, 44 (2012): 150-152.

Charles Kurzman. "The Arab Spring: Ideals of the Iranian Green Movement, Methods of the Iranian Revolution." *International Journal of Middle East Studies*, 44 (2012): 162-165.

Charles Kurzman, *The Unthinkable Revolution in Iran* (Cambridge, Mass.: Harvard University Press, 2004)

Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East* (Public Affairs, 2013)

Fawaz A. Gerges, *ISIS: A History* (Princeton University Press, 2017)

Mehran Kamrava, *The Modern Middle East* (Berkeley: University of California Press, 2011)

SEM-IV PLS-572 Optional Local Government in India

Title of the Course: Local Government in India Course Code: PLS-572 Course Type: Optional Semester IV Credits: 4		
Pre-requisites for the Course: None		
Evaluation Method: Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
Course Objective: The course aims at equipping the students with knowledge about different aspects of local government in India. to acquaint the students with the history of local self-government and relevant constitutional provisions. To make the students familiar with issues and challenges concerning local self-government in India.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the history of Local Government in India

Unit-II	LO2	Explain various constitutional provision related to local government in India.
Unit-III	LO3	Understand the journey from government to governance.
Unit-IV	LO4	Articulate the challenges before local governance in India.

Course Content	
Unit I: History of Local Government in India	
<ul style="list-style-type: none"> a. Colonial Interventions: Lord Rippon's Resolution, Royal Commission on Decentralization b. Gandhian Intervention, c. Post-Independence: Balbantrai Mehta committee, Ashok Mehta Committee, Community Development Programme, 	
Unit II: Constitutional Provisions	
<ul style="list-style-type: none"> a. 73rd Constitutional Amendments: Rural local self-government institutions: Gram Sabha and Gram Panchayat, Panchayat Samiti, Zilla Parishad b. 74th Constitutional Amendment: Urban local Self-government institutions: (Nagar Panchayat, Municipal Council, Municipal Corporation) c. Powers, Functions and Finance of Institutions of Local Governance d. State Election Commission 	
Unit III: Government to Governance	
<ul style="list-style-type: none"> a. People's Participation b. Empowerment and MGNREGA c. Involvement of Civil Society, Community and NGOs. d. Political Parties and Local Government Elections, Women's participation, decentralization, use of ICT and e-Governance 	
Unit IV: Challenges before Local Governance	
<ul style="list-style-type: none"> a. Proxy Powerholders b. Limited Devolution of Power, Lack of resources c. Corruption d. Traditional institutions 	

Readings

- Abdul, A. (1993). *Decentralised planning*. New Delhi: Sage
- Bandyopadhyay, D., Ghosh, S.K, and Ghosh, B. (2007). Dependency versus Autonomy: The identity crisis of India's Panchayats. In Manoranajn Mohanty, Richard Baum, Rong Ma, George Methew (eds.). *Grass-Roots Democracy in India and China: The Right to Participate*. New Delhi: Sage Publications.
- Bose, A. (1966). *Studies in India's Urbanization*. Delhi: Institute of Economic Growth.
- Chaturvedi, T.N. and Dutta, A. (1984) (ed). *Local government*. New Delhi : IIPA.
- Constitution of India. (2007). New Delhi: Government of India. Retrieved from <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>
- DeSouza, P.R. (2002). Decentralisation and local government: The “second wind” of democracy in India. in Zoya Hasan, E. Sridharan, and R. Sudharshan (eds.), *India's living constitution: Ideas, practices and controversies*. New Delhi: Permanent Black. pp. 370-404.
- Harriss, J. (2007). *Power matters*. New Delhi: Oxford University Press.
- Issac, Thomas & Franke., Richard W. (2000). *Local government and development: People's campaign for decentralized planning in Kerala*. Delhi. Leftword.
- Jain L.C., Krishnamurthy, B.V. & Tripathi, P.M.. (1987). *Grass without roots: rural development under government auspices*. New Delhi: Sage.
- Jayal, N.G. and Mehta, P.B. (eds.). (2010). *The Oxford companion to politics in India*. New Delhi: Oxford University Press
- Jayal, N.G., Prakash, A. and Sharma, P. (eds.) *Local governance in India: Decentralization and beyond*. New Delhi: Oxford University Press.
- Jenkins, R. and Manor, J. (2017). *Politics and the right to work: India's national rural employment guarantee act*. London: Hurst.

- John, M.E. (2007). „Women in *power*? Gender, caste and the politics of local urban governance. *Economic and Political Weekly*, 42 (39), 3986-3993.
- Maddick, H. (1970). *Panchayati raj: A study of rural local government in India*. London: Longmans.
- Maheswari, S.R. (2003). *Local government in India*: Agra: Lakshmi Narain Agarwal.
- Mathew, G. and Jain, L.C. (eds.). (2005). *Decentralisation and local governance*. New Delhi: Orient Blackswan, pp. 343-365.
- Mathur, K. (2008). *From government to governance: A brief survey of the Indian experience*. NBT: New Delhi.
- Mathur, K. (2013). *Panchayati Raj*: Oxford India Short Introductions. New Delhi: Oxford University Press.
- Mathur, O. (ed). *India: The challenge of urban governance*. New Delhi, National Institute of Public Finance & Policy.
- Mishra, B.B. (1983). *District administration and rural development in India*. Delhi: Oxford University Press.
- Mukherjee, A. (1994). *Decentralization: Panchayats in the nineties*. New Delhi: Vikas.
- Mullen, R.D. (2011). *Decentralization, local governance, and social wellbeing in India: Do local governments matter?* London: Routledge.
- Ravillion, M. & G. Datt (1987). *Growth and poverty in rural India*. Washington D.C: World Bank.
- Reddy, G. R. and Haragopal, G. (1985). The pyraveekar: "the fixer" in rural India. *Asian Survey*, 25 (11), 1148-1162.
- Rural Urban Relationship Committee Report* (1966). Ne Delhi: Ministry of Health and Family Planning, Government of India.
- Singh, S. (2016). *The Local in Governance: Politics, decentralization, and environment*. New Delhi: Oxford University Press.
- Toye, J. (1987). *Dilemmas of development*. Oxford: Blackwell.

Title of the Course: Gender and Political Theory

Course Code: PLS-573

Course Type: Optional

Semester: IV

Credits: 4

Pre-requisites for the Course: None

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

Course Objective: By discussing excerpts from important books and articles written by feminist thinkers and scholars, this course aims at equipping the students with concepts and issues in gender and political theory. At the end of the course the students are expected to be familiar with the issues and complexities raised by feminism.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand the concept of gender.
Unit-II	LO2	Grasp different perspectives of feminism.
Unit-III	LO3	Comprehend the interplay between gender and intersectionalities.
Unit-IV	LO4	Articulate the feminist position on history of political thought.

Note: LO- Learning Outcome

COURSE CONTENT	
Unit I	
Introduction to Gender	
<ul style="list-style-type: none"> • Sex/gender • Patriarchy • Public/private 	
Unit II	
Perspectives on Feminism	

- waves of feminism
- liberal feminism
- radical feminism
- post-structural, post-modern and post-colonial

Unit III

Gender and Intersectionalities

- gender and class: Marxist/socialist feminism
- gender and caste: dalit feminism
- gender and race: black feminism

Unit IV

Women and political thought

- feminist position on the history of political thought
- women doing political theory
 - Mary Wollstonecraft, *The Vindication of the Rights of Women*
 - Carole Pateman, *The Sexual Contract*
 - Nancy Fraser, *Justice Interruptus: Critical Reflections on the 'Post-Socialist' Condition*
 - Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*
 - Wendy Brown, *Manhood and Politics: A Feminist Reading of Political Theory*

Readings

Beasley, C., (1999) *What is Feminism?* London: Sage

Beauvoir, Simone de (1953). *The second sex*. New York. Knopf.

Brown, W. (1988). *Manhood and Politics: A Feminist Reading of Political Theory*. New York: Rowman & Littlefield.

Brownmiller, Susan. (1993). *Against our will: men, women, and rape*. New York: Fawcett Books,

Bryson, V. (co-edited by Campling, J.), (2003) *Feminist political Theory: An Introduction*, Basingstoke: Macmillan

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.

Butler J. and J W Scott, eds., (1992) *Feminists Theorize the Political*. New York: Routledge.

Chakravarty, U.(2003). *Gendering Caste: Through A Feminist Lens*. Kolkata: Stree

Coole, D. (1993). *Women in Political Theory: From Ancient Misogyny to Contemporary Feminism* Sussex: Wheatsheaf Books Ltd.

DiStefano, C. (1991). *Configurations of Masculinity: A Feminist Perspective on Modern Political Theory*. Ithaca, NY: Cornell University Press

Elshtain, J.B., (1981) *Public Man, Private Woman: Women in Social and Political Thought*, Oxford: Martin Robertson

Engels, F., Morgan, L. H., & Engels, F. (1972). *The origin of the family, private property, and the state*. New York: Pathfinder Press.

Figes, E. (1987). *Patriarchal attitudes*. New York: Persea Books.

Firestone, S. (1971). *The dialectic of sex: The case for feminist revolution*. New York: Bantam Books.

Fraser, N. (1997). *Justice Interruptus: Critical Reflections on the 'Post-Socialist' Condition*. New York: Routledge.

Friedan, B. (1963). *The feminine mystique*. New York: Norton.

Gilligan, C. (1982) *In a Different Voice: Psychological Theory and Women's Development*. Cambridge Mass: Harvard University Press

Government of India (1974). *Towards Equality: Report of the committee on the status of women in India*. New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare, Government of India.

Greer, G. (1970). *The female eunuch*. London: MacGibbon & Kee.

Guru, G. (1995). Dalit women talk differently. *Economic and Political Weekly*, 30 (41-42), 2548-2550.

Haraway, D. (1991) 'A cyborg manifesto: science, technology, and socialist-feminism in the late twentieth century', in *Simians, Cyborgs and Women: the reinvention of nature*. London: Free Association Books.

Hirschmann, N. J. (2008) *Gender, class and freedom in modern political theory*. Princeton: Princeton University Press.

Marcuse, H. (1974). Marxism and feminism. *Women's studies*, 2(3), 279-288.

Mill, J. S., & Longmans, Green, Reader, and Dyer, (1869). *The subjection of women*. London: Longmans, Green, Reader and Dyer.

Millett, K. (2000). *Sexual politics*. Urbana: University of Illinois Press.

Mitchell, J. (1974). *Psychoanalysis and feminism: Freud, Reich, Laing, and women*. New York: Pantheon Books.

Oakley, Ann (1972) *Sex, Gender and Society*. London: Maurice Temple Smith Ltd.

Okin, S. M. (1979) *Women in Western Political Thought*. Princeton University Press

Okin, S.M. (1989). *Justice, gender and the family*. New York: Basic Books.

Pateman, C. (1988) *The Sexual Contract*. Redwood City, CA: Stanford University Press.

Peterson, V.S. (2005). How (the meaning of) gender matters in political economy. *New Political Economy*, 10(4), 499-521.

Rege, S. (1998). Dalit women talk differently: a critique of 'difference' and towards a dalit feminist standpoint position. *Economic and Political Weekly*, 33 (44), WS-39-46

Sperling, L. (2001) *Women, Political Philosophy and Politics*. Edinburgh University Press

- Squires, J., (1999) *Gender in Political Theory*. Cambridge: Polity Press
- Sunstein, C. (ed.) (1990) *Feminism and Political Theory*. Chicago: University of Chicago Press
- Waugh, P. (1998) 'Modernism, Postmodernism, Gender: the View from Feminism' in Sandra Kemp and Judith Squires (eds.) *Feminisms*. Oxford: Oxford University Press
- Wollstonecraft, M., & Ward, C. (1996). *A vindication of the rights of woman*. Mineola, N.Y: Dover Publications.
- Young, I. M. (1997). *Intersecting Voices: Dilemmas of Gender, Political Philosophy and Policy* Princeton: Princeton University Press

SEM-1V PLS-574 CONTEMPORARY POLITICAL THEORY

Title of the Course: Contemporary Political Theory
Semester -IV
Type of Course: Optional
Course Code: PLS-574
Credits: 4
Contact Hours: The paper will be taught 4 hours per week for 15 weeks.
Objectives of the Course: The paper intends to introduce contemporary political theory. The paper avoids overlapping with those papers offered for comprehensive political theory or political thought or critical traditions. It offers to engage with four crucial contemporary development in political theory which have a far-reaching impact to not only understand social realities but also the advancement of social sciences and humanities. These

four debated developments are *ideology*, *biopower*, *precarity*, and *recognition/redistribution/ intersectionality*. Discussion by way of the contemporary political theory becomes crucial in the backdrop of the neoliberal order, ascriptive violence, and structural saturation.

Method of Teaching: Classroom teaching and use of visuals. Students will be provided reading materials.

Evaluation Method:

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

On completion of the course, the students will be able to

Unit-1	LO1	comprehend the contour of Ideology with reference to Anthony Giddens and Slavoj Zizek
Unit-11	LO2	know biopower concerning Michel Foucault and Giorgio Agamben
Unit-III	LO3	discuss precarity in the writings of Guy Standing and Judith Butler
Unit-IV	LO4	highlight the significance of redistribution and recognition regarding Axel Honneth, Nancy Fraser, and Kimberle Crenshaw

Note LO-Learning Outcome

Course Content
<p align="center">Unit I: Ideology</p> <p>a. Anthony Giddens, <i>Four Theses On Ideology</i></p> <p>b. Slavoj Zizek, <i>The Sublime Object of Ideology</i></p>
<p align="center">Unit II: Biopower</p> <p>a. Michel Foucault, <i>Biopower</i></p>

b. Giorgio Agamben, *Sovereign Power*

Unit III: Precarity

a. Guy Standing: *Arrival of Precariat*

b. Judith Butler: *Regulation of Life*

Unit IV: Redistribution and Recognition

a. Axel Honneth: *Recognition and Reification*

b. Nancy Fraser: *Recognition and Redistribution*

c. Kimberle Crenshaw: *Intersectionality*

Reading List

Agamben, G. (1998). *Homo sacer. Sovereign power and bare life*. Stanford, Calif: Stanford University Press.

Arendt, H. (1951). *The origins of totalitarianism*. New York: Harcourt Brace.

Breman, J. (2013). A bogus concept? *New Left Review*, 84, 130–138.

Butler, J. (2004). *Precarious life: The powers of mourning and violence*. London: Verso.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989 (Article 8). Available at: <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

Foucault, M. (1978). *The history of sexuality*. New York: Pantheon Books.

Foucault, M., Senellart, M., Ewald, F., & Fontana, A. (2009). *Security, territory, population: Lectures at the Collège de France, 1977-1978*. New York, N.Y: Picador/Palgrave Macmillan.

Fraser, N. (1995). *From redistribution to recognition? Dilemmas of justice in a 'postsocialist' age*. *New Left Review*, 212 (July/August), 68-93.

Fraser, N. (2001). Recognition without ethics?. *Theory, Culture & Society*, 18 (2–3), 21–42.

Fraser, N. (2005). Mapping the feminist imagination: from redistribution to recognition to representation. *Constellations.*, 12 (3), 295–307.

Fraser, N., & Honneth, A. (2003). *Redistribution or recognition?: A political-philosophical exchange*. London: Verso.

Genel, K. (2006). The question of biopower: Foucault and Agamben. *Rethinking Marxism: A Journal of Economics, Culture & Society*, 18 (1), 43–62.

Giddens, A. (1983). Four theses on ideology. *Canadian Journal of Political and Social Theory*, 7, 18–21.

Honneth, A. (2008). *Reification: A new look at an old idea*. Oxford: Oxford University Press.

Jonna, R. J. and Foster, J. B. (2016). *Marx's theory of working-class precariousness*. *Monthly Review*, 67(11). Retrieved from <https://monthlyreview.org/2016/04/01/marxs-theory-of-working-class-precariousness>.

Myers, T. (2003). *Slavoj Žižek*. London: Routledge, 2003.

Standing, G. (2011). *The precariat: The new dangerous class*. London: Bloomsbury.

Thompson, S. (2006). *The political theory of recognition. A critical introduction*. London: Polity.

Žižek, S. (1989). *The sublime object of ideology*. London: Verso.