



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Honours Political Science
(2022-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPOL SC801	Major	Global Politics	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to:

- **CEO1** Understand the concept of globalization and familiarize them with its various perspectives .
- **CEO2** Comprehend the evolution of the sovereign state system, the global economy, and the social, cultural, and technological dimensions of globalization.
- **CEO3** Gain knowledge about the contemporary global issues like ecological issues and proliferation of nuclear weapons.
- **CEO4** Study the impacts of issues like international terrorism, migration, and the evolving concept of human security.
- **CEO5** Gain insights into the role of global civil society in addressing global environmental issues, human rights, and sustainability, and its influence on global policy.

Course Outcomes (COs): The student will be able to:

- **CO1** Explain the concept of globalization and familiarize them with its various perspectives.
- **CO2** Illustrate the evolution of the sovereign state system, the global economy, and the social, cultural, and technological dimensions of globalization.
- **CO3** Critically analyze the contemporary global issues like ecological issues and proliferation of nuclear weapons.
- **CO4** Assess the impacts of issues like international terrorism, migration, and the evolving concept of human security.
- **CO5** Recall the role of global civil society in addressing global environmental issues, human rights, and sustainability, and its influence on global policy.

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COURSE CONTENTS

Unit-I

Conceptions and Perspectives, Understanding Globalization and its Alternative Perspectives, Approaches to understanding globalization: a) Liberal approach b) Radical approach

Unit-II

The Sovereign State System: Evolution of the state system, The concept of Sovereignty
 The Global Economy: Bretton Woods Institutions and WTO

Unit-III

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

Unit-IV

International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments
 Migration, Human Security

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Unit-V

Global Environment Issues and Challenges, Global Civil Society

Suggested Readings:

- Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. University of Minnesota Press.
- Baylis, J., Smith, S., & Owens, P. (Eds.). (2017). *The globalization of world politics: An introduction to international relations* (7th ed.). Oxford University Press.
- Bhagwati, J. (2007). *In defense of globalization*. Oxford University Press.
- Hirst, P., Thompson, G., & Bromley, S. (2009). *Globalization in question* (3rd ed.). Polity Press.
- Khagram, S., Riker, J., & Sikkink, K. (Eds.). (2002). *Restructuring world politics: Transnational social movements*. University of Minnesota Press.
- Steger, M. B. (2017). *Globalization: A very short introduction* (4th ed.). Oxford University Press.
- Stiglitz, J. E. (2018). *Globalization and its discontents revisited: Anti-globalization in the era of Trump*. W.W. Norton & Company.

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			END SEM University Exam	Two Term Exam	Teachers As- sessment*	END SEM University Exam	Teachers As- sessment*				
BAHNPOLS C802	Major	Governance: Issues and Challenges	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to

- **CEO1** Apply theoretical concepts of governance to real-world case studies, illustrating the balance and tensions between state control, market dynamics, and civil society activism.
- **CEO2** Understand the impact of good governance on the development process, with an emphasis on the role of democracy and institutional effectiveness in strengthening governance frameworks.
- **CEO3** Develop an understanding of green governance and its principles, exploring the links between environmental protection, human rights, and ecological sustainability.
- **CEO4** Gain knowledge of democratic decentralization and its importance in enhancing local governance, empowering communities, and promoting participatory democracy.
- **CEO5** Assess the role of corporate social responsibility (CSR) in promoting ethical governance and social development, exploring the relationship between the corporate sector and public policy in India.

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***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Outcomes (COs): The students should be able to:

- **CO1** Critically assesses the evolving role of the state in the era of globalization, and the interrelationships between the state, market, and civil society in shaping governance.
- **CO2** Evaluate the impact of governance on development processes and demonstrate how good governance practices strengthen democratic institutions and promote sustainable development.
- **CO3** Comprehend the principles of environmental governance and explore sustainable human development practices, focusing on the interdependence between human activities and environmental sustainability.
- **CO4** Analyse the mechanisms of democratic decentralization and the importance of people's participation in local governance for fostering accountable and inclusive decision-making.
- **CO5** Examine key governance initiatives in India, including public service delivery, electronic governance, the Citizens Charter, the Right to Information, and Corporate Social Responsibility, to understand their role in promoting transparency and accountability.

COURSE CONTENTS

UNIT: I

Government and Governance: Role of State in The Era of Globalization, State, Market and Civil Society.

UNIT: II

Governance and Development Changing Dimensions of Development Strengthening Democracy through Good Governance.

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UNIT: III

Environmental Governance - Human-Environment Interaction, Green Governance: Sustainable Human Development.

UNIT: IV

Local Governance - Democratic Decentralisation, People's Participation in Governance.

UNIT: V

Good Governance Initiatives in India - Public Service Delivery, Electronic Governance, Citizens Charter & Right to Information, Corporate Social Responsibility.

Suggested Readings:

- Chakrabarty, B., & Bhattacharya, M. (Eds.). (1998). *The governance discourse*. Oxford University Press.
- Munshi, S., & Abraham, B. P. (Eds.). (2004). *Good governance, democratic societies, and globalization*. Sage Publishers.
- United Nations Development Programme. (1997). *Reconceptualising governance*. United Nations Development Programme.

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***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Chotray, V., & Stroker, G. (2008). *Governance theory: A cross-disciplinary approach*. Palgrave Macmillan.
- Nayar, B. (Ed.). (2007). *Globalization and politics in India* (pp. 218-240). Oxford University Press
- Smith, B. C. (2007). *Good governance and development*. Palgrave Macmillan.
- World Bank. (1992). *Governance and development*. World Bank.
- Dreze, J., & Sen, A. (1995). *India: Economic development and social opportunity*. Oxford University Press.
- Guha, R. (1999). *Environmentalism: A global history*. Longman Publishers.
- P. Owens (Eds.), *Globalization of world politics* (pp. 348-362). Oxford University Press.
- Heywood, A. (2011). *Global politics*. Palgrave Macmillan.

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BAHN- POLSC803	Minor	Women, Power and Poli- tics	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to:

- **CEO1** Understand the evolution and development of feminist theories, including Liberal, Socialist, and Radical feminism.
- **CEO2** Analyse key issues such as patriarchy, the concepts of sex and gender, and the relationship between gender, power, and politics.
- **CEO3** Examine the history of women's movements in India and evaluate policies and practices aimed at women's empowerment and addressing violence against women.
- **CEO4** Explore concepts of Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD), as well as the visible and invisible aspects of women's work.
- **CEO5** Assess the role of women in politics, including their representation in administration and at the grassroots level in political systems.

Course Outcomes (COs): The students should be able to:

- **CO1** Define and explain the meaning and development of feminism, including key feminist theories such as Liberal, Socialist, and Radical feminism.
- **CO2** Discuss the concepts of patriarchy, sex, gender, and the intersections of gender, power, and politics.
- **CO3** Critically evaluate the women's movement in India and analyse policies, practices, and challenges related to women's empowerment and violence against women.
- **CO4** Demonstrate an understanding of frameworks like WID, WAD, and GAD, and analyse the visible and invisible contributions of women in the workforce.
- **CO5** Analyse and assess the role of women in politics and their representation in administration and grassroots political systems.

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BAHN- POLSC803	Minor	Women, Power and Poli- tics	60	20	20	0	0	4	0	0	4

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COURSE CONTENTS

UNIT - I

Feminism: Meaning and Development, Liberal, Socialist and Radical Feminism

UNIT II

Issues: Patriarchy, Sex and Gender. Gender, Power and Politics

UNIT III

Issues: Women Movement in India

Women Empowerment: Policies and Practices, Violence against Women

UNIT IV

Women and Development: WID (Women in Development), WAD (Women and Development), GAD (Gender and Development ii) Women and Work (Visible and Invisible)

UNIT V

Women and Politics: Women and their Representation in Politics and Administration

Women Representation at Grass-roots level in Politics

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Suggested Readings:

- Hooks, B. (2010). *Feminism: A movement to end sexism*. In C. McCann & S. Kim (Eds.), *The feminist reader: Local and global perspectives*. New York: Routledge.
- John, M. (Ed.). (2008). *Women's studies in India*. New Delhi: Penguin.
- Kosambi, M. (2007). *Crossing the threshold*. New Delhi: Permanent Black.
- Menon, N. (2008). Power. In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction*. Delhi: Pearson.
- Shinde, T. (1993). Stree Purusha Tulna. In K. Lalitha & S. Tharu (Eds.), *Women writing in India*. New Delhi: Oxford University Press.
- Chakravarti, U. (2001). Pitrasatta par ek note. In S. Arya, N. Menon, & J. Lokneeta (Eds.), *Pitrasatta par ek note*.
- Geetha, V. (2002). *Gender*. Kolkata: Stree Publications.

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BAHNPO LSC804	Project	Dissertation II	-	-	-	60	40	0	4	12	10

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Course Educational Objectives (CEOs): The student will be able to:

- **CEO1:** Organize with the ability to apply systematic research using qualitative and quantitative methodologies.
- **CEO2:** Equip students with the ability to collect and manage data.
- **CEO3:** Encourage integration of knowledge for primary and/or secondary data using suitable statistical, qualitative, or mixed-method approaches
- **CEO4:** Capacity building to critically evaluate findings, interpret results meaningfully
- **CEO5:** Integrating descriptive statistics with inferential statistics.

Course Outcomes (COs): The student will be able to:

- **CO1:** The students will be able to finalize research projects with qualitative and quantitative data analysis.
- **CO2:** The students will be able to comprehend and conclude with data towards societal development.
- **CO3:** Instill a sense of research ethics, plagiarism awareness, and responsibility toward societal development using primary and secondary data.
- **CO4:** Hypothesize with a strong foundation for pursuing higher education in research study, industry roles, or entrepreneurial ventures.
- **CO5:** Students will be able to translate research findings into practical implications, policy recommendations, or further research directions.
- **CO6:** Students will be able to present and defend research findings effectively through oral, visual, and written presentations.

Course Outcome:

At the end of VIII Semester the student will submit Project Report of his/her project on the following guidelines:

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The students will submit the Research Dissertation; a duly constituted committee will take the decision regarding the relevance and authenticity of research dissertation.

The decision about the suitability of the Research Dissertation will be taken after the submission of synopsis. The student will be required to submit the final report in the hard-bound form in three copies.

1. Each student undergoing research dissertation will be assigned a faculty member.
2. The student will have to provide contact details (if any) of the field authority to the assigned faculty members.
3. Research Dissertation will carry a maximum of 100 marks - out of which 40 marks will be for the Internal evaluation and External will be 60 marks.
4. A panel of external and internal examiners will jointly award External and Internal marks.
5. Report submitted by the student after successful completion of the research study will be considered for the internal evaluation.
6. The students will have to include plagiarism reports in their research dissertation.

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