

**Learning Outcomes Based Curriculum Framework (LOCF) with
Choice Based Credit System (CBCS)
Syllabus
PG Program in Political Science**

For

M.A. in Political Science

(Two Years/Fourth Semesters)

Implemented from the academic session 2021-2022

**Department of Political Science
School of Social Sciences
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.) 495009**

SEMESTER I

Paper No.	Course Code	TITLE	Teaching Structure	TOTALCREDITS	Marks		TOTAL MARKS
			Credit (Theory +Tutorial)		INTERNAL	ENDSE MESTER	
CORE PAPERS							
I	PSPATT1	Political Theory: Concepts and Debates	4+1	5	30	70	100
II	PSPATT2	Comparative Politics: Concepts and Models	4+1	5	30	70	100
III	PSPATT3	International Relations: Theory and Major Concepts	4+1	5	30	70	100
IV	PSPATT4	Theory of Public Administration: Concepts and Issues	4+1	5	30	70	100
V	PSPATT5	Indian Constitution: Theory and Practice	4+1	5	30	70	100
	Additional Credit Courses* (ACCs)						
	i. University Additional Credit Electives		-	-	-	-	-
	ii. Value Added Courses						
	iii. Certificate, and						
	iv. Online Certificate Courses.						
SEMESTER TOTAL			20+5	25	150	350	500

@ Additional Credit Courses (ACCs) are not mandatory in nature. The credit of the ACCs is decided by the University from time to time.

SEMESTER II

Pap er No.	Course Code	TITLE	Teaching Structure	TOTALCREDITS	Marks		TOTAL MARKS
			Credit (Theory +Tutorial)		INTER NAL	ENDSE MESTE R	
CORE PAPERS							
VI	PSPBTT6	Contemporary Political Theory	4+1	5	30	70	100
VII	PSPBTT7	Comparative Political Processes	4+1	5	30	70	100
VIII	PSPBTT8	Government and Politics of States in India	4+1	5	30	70	100
	Additional Credit Courses* (ACCs) @ i. University Additional Credit Electives ii. Value Added Courses iii. Certificate, and iv. Online Certificate Courses.		-	-	-	-	-
DISCIPLINE SPECIFIC ELECTIVE (DSE)							
IX	PSPBTD	DSE-1*	4+1	5	30	70	100
X	PSPBTD	DSE-2*	4+1	5	30	70	100
SEMESTER TOTAL			20+5	25	150	350	500

*The students can choose any two papers mentioned below for Discipline Specific Elective (DSE).

*The number of DSE's actually offered in a particular semester will be decided by the Department Committee on the basis of the availability of the number of faculty members, their expertise, and infrastructure.

@ **Additional Credit Courses (ACCs)** are not mandatory in nature. The credit of the ACCs is decided by the University from time to time.

List of Discipline Specific Elective (DSE) Course Code and Course Title:

S.N.	Course Code	Title of the Course
i.	PSPBTD1	Ancient and Medieval Western Political Thought
ii.	PSPBTD2	Social and Political Thought of Ancient and Medieval India
iii.	PSPBTD3	Public Policy
iv.	PSPBTD4	International Relations: Contemporary Challenges and Issues
v.	PSPBTD5	Environment and Development: Policy and Politics
vi.	PSPBTD6	Feminist Political Theory
vii.	Globalization: Theoretical Perspective (MOOCs) Prof. R. Santosh, IIT Madras (NPTEL Online Course)	

SEMESTER III

Paper No.	Course Code	TITLE	Teaching Structure	TOTAL CREDITS	Marks		TOTAL MARKS
			Credit (Theory +Tutorial)		INTERNAL	ENDSE MESTER	
COMPULSORY PAPER							
XI	PSPCTC1	Applied Social Science: Research Method in Social Sciences	4+1	5	30	70	100
ELECTIVE PAPERS (DISCIPLINE SPECIFIC ELECTIVE (DSE)& OPENELECTIVE)							
XII	PSPCTD	DSE-3*	4+1	5	30	70	100
XIII	PSPCTD	DSE-4*	4+1	5	30	70	100
XIV	PSPCTO1	OPEN ELECTIVE (OE)**	4+1	5	30	70	100
	Additional Credit Courses* (ACCs) @ i. University Additional Credit Electives ii. Value Added Courses iii. Certificate, and iv. Online Certificate Courses.		-	-	-	-	-
SEMESTER TOTAL			16+4	20	120	280	400

*The students can choose any two papers from the following papers mentioned below for Discipline Specific Elective (DSE).

*The number of DSE's actually offered in a particular semester will be decided by the Department Committee on the basis of the availability of the number of faculty members, their expertise, and infrastructure.

@ **Additional Credit Courses (ACCs)** are not mandatory in nature. The credit of the ACCs is decided by the University from time to time.

***List of Discipline Specific Elective (DSE) course code and course title:**

S.N.	Course Code	Title of the Course
i.	PSPCTD1	Modern Western Political Thought
ii.	PSPCTD2	Indian Political System: Process and Problems
iii.	PSPCTD3	Parties, Elections, and the Political Process in India
iv.	PSPCTD4	India and the World
v.	PSPCTD5	Contemporary International Politics
vi.	PSPCTD6	Public institutions and Governance
vii.	PSPCTD7	Women's Movement in India

** The students will have to study one paper as Open Elective (OE) given by other departments of the university.

The Department of Political Science will offer following Open Elective

****Open Elective (OE):**

Gender and Public Policy

SEMESTER IV

Paper No	Course Code	TITLE	Teaching Structure	TOTALCREDITS	Marks		TOTAL MARKS
			Credit (Theory +Tutorial)		INTERNA L	END SEM EST ER	
DISCIPLINE SPECIFIC ELECTIVE (DSE)							
XV	PSPDTD	DSE-5*	4+1	5	30	70	100
XVI	PSPDTD	DSE-6*	4+1	5	30	70	100
TOTAL			8+2	10	60	140	200
XVII	PSPDDT1	Dissertation	8+0	8	0	200	200
		Seminar/Viva-Voce based on Dissertation	2+0	2	0	50	50
Total (Dissertation+ Seminar/Viva-Voce based on Dissertation)			10+0	10	0	250	250
Additional Credit Courses* (ACCs) @ i. University Additional Credit Electives ii. Value Added Courses iii. Certificate, and iv. Online Certificate Courses.			-	-	-	-	-
SEMESTER TOTAL			8+2+10+0	20	60	390	450
GRAND TOTAL			64+16+2=80+10 (Dissertation)=90	90	480	1370	1850

@ **Additional Credit Courses (ACCs)** are not mandatory in nature. The credit of the ACCs is decided by the University from time to time.

#All students have to submit a dissertation as per the topic given by faculty members and as per guidelines given by the departmental research committee.

***The students can choose any two papers from the following papers mentioned below for Discipline Specific Elective (DSE).**

*The number of DSE's actually offered in a particular semester will be decided by the Department Committee

on the basis of the availability of the number of faculty members, their expertise, and infrastructure.

List of Discipline Specific Elective (DSE) Course Code and Course Title:

S.N.	Course Code	Title of the Course
i.	PSPDTD1	Social and Political Thought of Modern India
ii.	PSPDTD2	Rural-Urban Development and Local Government in India.
iii.	PSPDTD3	Foreign Policies of Major Powers
iv.	PSPDTD4	Peace and Security
v.	PSPDTD5	Indian Political System: Theoretical and Structural Aspects
vi.	PSPDTD6	Public Administration: Process & Issues
vii.	PSPDTD7	Indian Feminist Perspective
viii.	PSPDTD8	Democracy and Human Rights in India

Total Marks during the course in MA in Political Science- 1850 (Marks)

**MA POLITICAL SCIENCE
SEMESTER I & II**

SEMESTER I

CORE-1 POLITICAL THEORY: CONCEPTS AND DEBATES (PAPER- I)

Course Code: PSPATT1

Course Credit=5

Course Objective:

This paper seeks to equip students with the basic intellectual tools for understanding different traditions of political theory. It introduces students to some of the most important theoretical approaches for studying contemporary political theory. This paper gives clear ideas about various contemporary debates in political theory.

Learning Outcomes: By the end of the course students will be able to:

- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.
- The students will get clear idea about the concepts of contemporary political theory.
- After Completion of course students will be able to understand the idea of modern political thinkers.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

UNIT- 1

Understanding Political Theory, Different Traditions of Political Theory.

UNIT - 2

Approaches to Contemporary Political Theory: Behaviouralism, Hermeneutics, Rational Choice,

UNIT - 3

Various Debates on the Decline of Political Theory.

UNIT - 4

End of Ideology and its Impact on Political theory

UNIT - 5

Liberal Political Theory and its Critique: C B Macpherson

UNIT – 6

John Rawls: A Theory of Justice

Reading List: -

- Bhargava, R and Acharya A, 2009. Political Theory New Delhi Pearson (Hindi edition also available)
- Gauba, O P. 2003. An introduction to Political theory, New Delhi Macmillan (Hindi edition also available)
- Dworkin, Ronald, 1978. Taking Rights Seriously. London, Duckworth.
- Goodin, Robert E. and Hans-Dieter Klingemann edited 1996. A New Handbook of Political Science. Oxford, Oxford University Press.
- Goodin, Robert E. and Philip Pettit edited. 1993. A Companion to Contemporary Political Philosophy, Oxford, Oxford-University Press,
- Farrelly, C, 2004 contemporary Political Theory A Reader New Delhi Sage
- Carter, A & Stokes G (ed) Liberal Democracy and its Critics London Polity Press. 1998
- Parekh, B, Contemporary Political Thinkers, Baltimore John Hopkins University Press 1982
- Verma, S P. Modern Political Theory 2013 New Delhi, Vikas Publishers. (Both Eng. & Hindi edition available),
- Deshpande, Meena, & M. J. Vinod, 2013. Contemporary Political Theory, New Delhi. PHI

SEMESTER I
CORE-2 COMPARATIVE POLITICS: CONCEPTS AND MODELS (PAPER- II)

Course Code: PSPATT2

Course Credit=5

Course Objective:

This course will train students in the application of comparative methods to study politics. The course is comparative in both what we study and how we study, and introduces the students to a wide range of issues, literature, and methods related to comparative political aspects.

Learning Outcomes:

By the end of the course students will be able to:

- They will understand different political aspects prevailing in different countries.
- They will be able to develop the ability to compare and analyze the political systems operating in different countries.
- They will be able to develop the capacity to point out the merits and demerits of different political systems and suggest the better system.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

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UNIT - 1

Comparative Politics: Meaning, Nature, Historical Development, Scope and Methodology of Inquiry

UNIT - 2

Approaches to the study of Comparative Politics: Formal-Institutional, Behavioral, System, Structural-Functional and Marxist approach.

UNIT - 3

Bases of Classification of Political Systems: Models of Political system: Traditional, Modern, Liberal-Democratic, Authoritarian and Populist.

UNIT – 4

Political Ideology: Meaning and Characteristics, Debate on the Decline of Ideology, Role of Ideologies.

UNIT – 5

Political Culture: Concepts, Determinants and Types, Contemporary Trends, Political Culture and Development, Globalization and Political Culture.

Reading List: -

- G.A. Almond and G.B. Powell Jr. 1966. Comparative Politics: A Development Approach, Boston, Little Brown, Boston,
- G.A. Almond et.al.2004. Comparative Politics Today: A World View, Pearson Education Pvt. Ltd., Singapore.
- L.J. Cantori and A.H. Zeigler (ed.),1988. Comparative Politics in Post-Behaviouralist Era, Lymme Reinner Publisher, London,
- R.H. Chilcote. 1994. Theories of Comparative Politics: The Search for a Paradigm Reconsidered, Boulder, West view Press, Colarado,.
- H.J. Wiarda (ed.),1986. New Developments in Comparative Politics, Boulder West view Press, Colorado,
- O. Dunleary and B.O' Leary.1987. Theories of Liberal Democratic State, Macmillan, London,
- D. Easton. 1965. A Systems Analysis of Political Life, Wiley, New York,
- J.E. Goldthrope. 1996. The Sociology of Post-Colonial Societies: Economic Disparity, Cultural Diversity and Development, Cambridge University Press, Cambridge.

SEMESTER I
CORE-3: INTERNATIONAL RELATIONS: THEORY AND MAJOR CONCEPTS
(PAPER- III)

Course Code: PSPATT3

Course Credit=5

Course Objective:

This course gives the students' knowledge about various concepts of international relations. The students reading this course get clear idea about different theories of international relations. Students get in-depth idea of different actors involved in the international politics and relations and geo-politics involved around the global events.

Learning Outcomes: By the end of the course students will be able to:

- Understand the operation of international politics.
- Understand and assess the international
- Policies adopted by different countries.
- Have clarity about applicability and suitability of a particular concept in international field.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

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Unit-1

International Relations as a discipline

- (i) Emergence and Evolution
- (ii) The Great Debates

Unit-2

Theories of International Relations

- (i) Idealist, Realist, Scientific, Liberal and Marxist Theory
- (ii) Feminist and Post-Modernist
- (iii) Neoliberal and Neorealist

Unit-3

Major Concepts

- (i) Geo-politics
- (ii) National Interest
- (iii) National Power and Ideology

Unit-4

The U.N. System

- (i) Functioning and Challenges of United Nations Organisation
- (ii) Crisis of Relevance.
- (iii) Non-Alignment Movement and its Crisis of Relevance

Unit-5

Conflict and Conflict Resolution

- (i) Changing Nature of war & Conflict
- (ii) Conflict Resolution
- (iii) Arms Trade and Information Warfare.

Reading List: -

1. Hoffman, S.H. 1989. *Essays in Theory and Politics of International Relations*. West-View Press, Boulder, Colorado,
2. Mishra, K.P. and Beal, R.S. 1990. *International Relations Theory*. Vikas Publishers, New Delhi.
3. Ghai, U.R. *International Relations*. New Academic Publishing, Jalandhar.
4. Perkins & Palmer. 2001. *International Relations*. C.B.S. Publishers and Distributors, New Delhi.
5. Baylis, John and Smith, Steve. 2005. *The Globalisation of World Politics*, Oxford University Press, Oxford.
6. Bell, Duncan. 2009. *Political Thought and International Relation*, Oxford University Press, Oxford.
7. Da Costa, Gerson. 2000. *Nuclear Politics: Destruction and Disarmament in a Dangerous World*, Kanishka, New Delhi.
9. Ghosh, P. 2009. *International Relations*, PHI Learning, New Delhi

ADDITIONAL READINGS;

1. Calvocoressi, Peter. 2000. *World Politics Since 1945*, Longman, London
2. Jackson, Robert. 2003. and Sorensen, Georg, *Introduction to International Relations*, Oxford University Press, Oxford.
3. Deutsch, Karl. 1968. *The Analysis of International Relations*, Prentice Hall, Englewood Cliffs.
4. Dunne, Tim. 2007. *International Relations Theories*, Oxford University Press, Oxford.
5. Rajan, M.S. 1994. *Non-Alignment and the Non-Alignment Movement in the Present–World Order*. Konark, Delhi
6. Frankel, J. 1969. *International Politics: Conflicted Harmon*. Penguin, London.
7. Halliday, K. 1994. *Rethinking International Relations*. Macmillan, Basing's lake.
8. Held, D. et al., 1999. *Global Transformation – Politics, Economics and Culture*. Stanford University Press, California.

9. Baldwin, David. 1993. *Neorealism and Neoliberalism: The Contemporary Debate*, ColumbiaUniversity Press, New York.

SEMESTER- 1
CORE-4 THEORY OF PUBLIC ADMINISTRATION: CONCEPTS AND ISSUES
(PAPER- IV)

Course Code: PSPATT4

Course Credit=5

Course Objectives:

This Course is an introduction to the concepts and theories of Public Administration and policy formulation and facilitating its implementation. It deals with the institutional structures and contemporary issues by looking at how major social trends can affect the political process as well as how the myriad politico-social forces work together to bring about policy change.

Learning Outcomes: By the end of the course students will be able to:

- The students are introduced to understand the theory, structure functioning, rules and processes of Indian administration.
- This paper is devoted specially to discuss the scope and the challenges of administration of the today's India.
- Students will recognize the basic principles and concepts of financial administration.
- The students will become familiar with details of administrative organisation of India.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

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Unit-1

Public Administration:

Meaning, Nature, Scope & Significance; Evolution of the Discipline of Public Administration, Classical Public Administration, Politics and Administration, Administrative States, New Public Administration and New Public Management.

Unit-2

Development Administration:

Meaning, Nature, Scope, Significance, Ecology of Development Administration, Political,

Unit-3

I. Classical and Modern Approaches:

Behavioural, Systems and Structural Functional and Marxist (Particular Reference to the Contributions of Woodrow Wilson, Fredric Winslow Taylor, Herbert A. Simon, Fred W. Riggs, Max Weber) Public Choice and Critical Theory Perspective.

Unit-4

I. Bureaucratic Theory:

Max Weberian model and Post-Weberian Model.

Books Recommended:

- Chakravarty, Vidyut & Prakash, C (ed.) Public Administration In A Globalizing World, Sage Publications.
- A Awasthi and S. Maheshwari, Public Administration, Laxmi Narain Agrawal, Agra
- Jay. M. Shafritz. And Albert C. Hyde, Classics of Public Administration, The Dorsey Press, Chicago Illinois, 1987.
- Chakrabarty, Bidyut, Bhattacharya, Mohit, Public Administration: A Reader (New edition) (Paperback), OUP New Delhi.
- M.P. Sharma and B.L. Sadhana, Public Administration in Theory and Practice, Kitab Mahal, Allahabad, 2001
- India Journal of Public Administration: Relevant Articles.
- P.H. Appleby, Policy and Administration, University of Alabama Press, Alabama, 1957
- C.P. Bhambri, Administrators in a Changing Society: Bureaucracy and Politics in India, Vikas Publishers, Delhi, 1971.
- C.P. Berthwal and Tripti Berthwal, Understanding Management, Bharat Book Centre, Lucknow, 2008.
- R.K. Sapru, Administrative Theories and Management Thought, PHI Learning Private Limited, Delhi, 2013.
- Bhattacharya, Mohit, Public Administration, Structure, Process and Behaviour, World Press Pvt. Ltd. Calcutta, 1991.
- P.R. Dubhashi, The Profession of Public Administration, Subhda-Saraswat, Pune, 1980.
- Ramesh K. Arora (ed), Themes and Issues in Administrative Theory, Bookman Associates, Jaipur, 1980.
- D.C. Rowat (ed.), Basic Issues in Public Administration, Macmillan Company, New York.
- O.P. Dwivedi and R.B. Jain, India's Administration State, Gitanjali Publishing House, New Delhi, 1998
- Pardeep Sahni and Etakula Vayunandan, Administrative Theory, New Delhi: PHI Learning Pvt. Ltd. 2010.

SEMESTER I
CORE-5: INDIAN CONSTITUTION: THEORY AND PRACTICE (PAPER- V)

Course Code: PSPATT5

Course Credit=5

Course Objective: The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course will highlight the development journey of the constitution making of India as well as the role of the Constituent Assembly in its formation.

Learning Outcomes: By the end of the course students will be able to:

- Students will be able to answer how the Constituent Assembly has played a role in the making of the Constitution of India.
- They will come to know the importance of the Preamble in the constitutional design of India.
- They will be able to understand the Salient features of the Constitution of India
- They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.
- They will come to know the structural and functional set up of the Democratic Decentralisation in India.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

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Unit-1

Constitutional Development

- (i) Constituent Assembly of India
- (ii) Salient features of the Constitution of India

Unit-2

Philosophy of the Constitution

- (i) Preamble
- (ii) Fundamental Rights
- (iii) Directive Principles of State Policy
- (iv) Fundamental Duties

Unit-3

Central Government

- (i) Executive
- (ii) Legislature
- (iii) Judiciary

Unit-4

State Government

- (i) Executive,
- (ii) Legislature
- (iii) Judiciary

Unit-5

Democratic Decentralization

- (i) Panchayati Raj in India
- (ii) Urban Local Bodies

Books Recommended:

- Basu, D. D., Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 1982.
- Bakshi, P.M., Constitution of India, Universal Law Publishing House, New Delhi, 1999.
- Gajendragadkar, Preamble of Indian Constitution
- Gupta, D.C., Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
- Jha, S. N., Indian Political System: Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005

SEMESTER II
CORE-6: CONTEMPORARY POLITICAL THEORY (PAPER- VI)

Course Code: PSPBTT6

Course Credit=5

Course Objective:

This paper talks about postmodernism and the theories which have been given in this period. It aims at introducing the students to the recent political concepts. The paper covers libertarianism, multiculturalism, and contemporary Marxism. It also teaches the students about communitarianism and different debates which has been emerged contemporary political theory.

Learning Outcomes By the end of the course students will be able to:

- The students will let to know about contemporary political concepts.
- They will let to know about postmodernism and libertarianism.
- They will be acquainted with different concepts of multiculturalism, contemporary Marxism and communitarianism.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to covey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

UNIT- 1

Postmodernism: Michael Foucault (Discourse of Power and Knowledge), Jean Francois Lyotard (Death of Meta Narratives), Jacques Derrida (Deconstruction)

UNIT- II

Communitarianism: Meaning and Various Debates

UNIT- III

Libertarianism: Meaning and Debates

UNIT- IV

Multiculturalism: Meaning, Various Models

UNIT- V

Contemporary Marxism

Reading list:-

- Bhargava, R and Acharya A, 2009. Political Theory New Delhi Pearson (Hindi edition also available)
- Gauba, O P, 2003. An introduction to Political theory, New Delhi Macmillan (Hindi edition also available)
- Dworkin, Ronald, 1978 Taking Rights Seriously. London, Duckworth.
- Goodin, Robert E. and Hans-Dieter Klingemann edited 1996. A New Handbook of Political Science. Oxford, Oxford University Press,
- Goodin, Robert E. and Philip Pettit edited 1993. A Companion to Contemporary Political Philosophy, Oxford, Oxford-University Press,
- Farrelly, C. 2004. Contemporary Political Theory A Reader New Delhi Sage
- Carter, A & Stokes G (ed) 1998 Liberal Democracy and its Critics London Polity Press
- Parekh, B, 1982, Contemporary Political Thinkers, Baltimore John Hopkins University Press
- Varma, S P. 2013. Modern Political Theory New Delhi, Vikas Publishers. (Hindi edition also available)
- Deshpande, Meena, & M. J. 2013. Vinod, Contemporary Political Theory, New Delhi, PHI
- B. Parekh, 2000. Rethinking Multiculturalism: Cultural Diversity and Political theory. Macmillan Press, London,
- E. Said, 1978. Orientalism, Chatto and Windus, London,
- C. Taylor. 1968. Multiculturalism: Examining the Politics of Recognition, edited by J.P. Mayer and M. Lerner, New York, Harper, London, Fontana.
- S.K. White, 1991. Political Theory and Postmodernism, Cambridge University Press, Cambridge,
- I.M. Young, 1990. Justice and the Politics of Deference, Princeton University Press, Oxford,
- A. Ahmed, 1992. In Theory: Classes, Nations, Literatures, Verso, London,
- J.B. Elshtain, 1981. Public Man, Private Man: Women in Social and Political Thought, Princeton University Press, Princeton NJ,
- R. Guha and G.C. Spivak 1988. *Selected Subaltern Studies*. Oxford University Press, Oxford,
- R. Young, 1990. White Mythologies: Writing History and the West, Routledge, London,
- Pachori, S. 2000. *aalochna se aage*, New Delhi, Radhakrishana.

SEMESTER II
CORE-7: COMPARATIVE POLITICAL PROCESSES (PAPER- VII)

Course Code: PSPBTT7

Course Credit=5

Course Objective:

This course will train students in the application of the comparative method to study politics. The course will focus on examining and analyzing comparative politics and engaging the students with various themes of comparative politics.

Learning Outcomes: By the end of the course students will be able to:

- They will let to understand to the political development in third world countries, and the concepts of development and underdevelopment.
- They will able to understand concept of political elites and about its thinkers.
- They will able to analyze political parties, pressure groups and electoral system.
- Student will be able to understand about comparative politics.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

UNIT – 1

Political Development: Meaning and Characteristics, Third World and Underdevelopment, Globalization and Development, Theories of Modernization, Dependency, World System, Post Development

UNIT -2

Political Elite: Concept, Typology and Role, Contributions of Robert Mitchell, Geatno Mosca and Wilfredo Pareto

UNIT – 3

Political Parties: Meaning, Nature, Structures, Classifications, Role

UNIT – 4

Pressure and Interest groups: Meaning, Nature, Classifications, Role

UNIT – 5

Electoral System, Voting Behavior, Public Opinion

Reading list:-

- J.C. Johari. 1987. (Comparative Political Theory: New Dimensions, Basic Concepts and Major Trends, Sterling, New Delhi, (Hindi Edition also Available)
- D. Krishna, 1979. Political Development: A Critical Perspective, Oxford University Press, Delhi,.
- J. Manor (ed.), Rethinking Third World Politics, Longman, London, 1991.
- L.W. Pye and S. Verba (ed.), 1976. Political Culture and Political Development, Princeton University Press, Princeton NJ,.
- G. Sartori. 1976. Parties and Party Systems: A Framework for Analysis, Cambridge University Press, Cambridge.
- H.J. Wiarda. 1986. New Development in Comparative Politics, Colorado, West-View Press, Boulder.
- Maurice Duverger, 1954. Political Parties: Their Origin and Activities in Modern State, John Wiley, London,
- John S. Dryzek, Bonnie Honig and Anne Phillips eds. 1994. The Oxford Handbook of Political Theory, OUP, Oxford,
- Joseph La Palombara and Myron Weiner (eds.), 1966. Political Parties and Political Development, Princeton University Press, Princeton,.
- Gerald F. Gaus and Chandran Kukathas (ed.), Handbook of Political Theory, Sage, London, 2004
- Giovanni Sartori, 1976. Parties and Party System: A Framework for Analysis, Cambridge University Press, Cambridge,
- Hamza Alavi and Teodor Shanin eds. 1982. Introduction to the Sociology of 'Developing Societies', Macmillan, London and Basingstoke,
- Barrington Moore Jr. 1967. Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World, Penguin
- Daniel Caramani, 2008. Comparative Politics, UP, Oxford,
- Benedict Anderson, 1991. Imagined Communities: Reflections on the Origin and Spread of Nationalism, London, Verso.

SEMESTER II
CORE-8: GOVERNMENT AND POLITICS OF STATES IN INDIA (PAPER- VIII)

Course Code: PSPBTT8

Course Credit=5

Course objective- Course Objectives: This Course aims at making the students aware of state politics in India. It introduces the students to the relation between state politics and national politics, the different, determinants of state politics, the constitutional framework at state level, and the emerging trends in state politics in India.

Learning outcome-By the end of the course students will be able to:

- The students understand the constitutional system at state level, and the relation between state politics and national politics.
- The students know about political dynamics operating at state level.
- Students will recognize the emerging trends in state politics in the country.
- They will study the politics of Madhya Pradesh and Chhattisgarh.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

- Framework for the Study of State Politics

Unit-2

- Relevance of the Study of State Politics in India

Unit-3

- Relation between National & State Politics in India

Unit-4

- Determinants of State Politics: Socio-Economic & Constitutional
- Framework: Structure of the State Government Executive, legislature and

Unit-5

- Judiciary Emerging Trends in State Politics: Study of the three following states with CGMP or Up particular reference to: Political Developments, Political Parties, Government Formation, Electoral Behavior, Factionalism, Autonomy etc.

Unit-6

- Madhya Pradesh & Chhattisgarh, Changing Dynamics and Politics

Reading Lists:-

- Narayan, Iqbal, (ed.). (1967). State Politics in India, Meerut, Meenakshi Meerut.
- Weiner, M., (ed.) (1976). State Politics in India, New Jersey, Princeton University Press.
- Maheshwari, S., R., (1979). State Governments in India, Delhi, Macmillan.
- Fadia, B.L., Sarkaria Commission Report and Centre-State Relations, Agra.
- Wood, J.R. (ed.) (1984). State Politics in Contemporary India: Crisis or Continuity?. Boulder, Westview Press.
- Roy, Ramashray, and Paul Wallace (eds.) (2000). Indian Politics and the 1998 Elections: Regionalism, Hindutva and State Politics, New Delhi, Sage.
- Wallace, Paul, and Roy, Ramashray (eds.) (2002.) India's 1999 Elections and Twentieth Century Politics, New Delhi, Sage.
- Sen, Amartya, (2005). The Argumentative Indian, England, Penguin Books Ltd.
- Kothari, Rajni, (2009). Politics in India, New Delhi, Orient Black swan Pvt. Ltd.
- Louise Tillin, Remapping India: New States and their Political Origins, Oxford University Press, New Delhi, 2013.
- Pai, Sudha, (2013). Handbook of Politics in Indian States, New Delhi, Oxford University Press.
- Singh, M. P. & Saxena, Rekha, (eds.), (2008). Towards Greater Federalization in Indian Politics: Contemporary Issues and Concerns, New Delhi, PHI Learning Pvt. Ltd.

SEMESTER II
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-1&2) (PAPER IX& X)

ANCIENT AND MEDIEVAL WESTERN POLITICAL THOUGHT

Course Code: PSPBTD1

Course Credit=5

Course Objective: This course aims at enabling the students to understand the political ideas of ancient and medieval political thinkers and know the prevailing political thinking in ancient and medieval periods in western countries. The students reading this course will know the evolution of many political concepts which took place in the early period.

Learning Outcomes: By the end of the course students will be able to:

- Understand the ancient and medieval political philosophy.
- Understand and assess the political ideologies of famous ancient and medieval political thinkers.
- Students will be able to understand how different political ideas emerged in ancient and medieval times.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit1

Socrates: Socratic epistemology and the Socratic Method

Unit-2

Plato: Republic (Ideal State, Justice, Education, Communism)

Unit-3

Aristotle: Politics (Aristotle's method, Teleology, Notion of State and Constitution, Justice, Slavery and Revolution)

Unit-4

Cicero: Natural Law, State

Unit-5

St Augustine. (Christian Political Philosophy, City of God)

Unit-6

Thomas Aquinas: Theory of Knowledge, The rediscovery of Aristotle

Unit-7

Marsiglio of Padua: Conciliar Movement, State

Books Recommended

- George, H. Sabine. 1973. *A History of Political Theory*, Oxford and I. B. H. Publishing, New Delhi. (English & Hindi)
- C. L. Wayper. 1965. *Political Thought*, Hutchinson, London, (English and Hindi both edition available)
- S. Mukherjee & S. Ramaswamy. 1999. *A History of Political Thought*, Prentice Hall, New Delhi.
- E. Barker. 1964. *The Political Thought of Plato and Aristotle*, Dover Publications, New Delhi.
- J. H. Hallowell. 1960. *Main Currents in Modern Political Thought*, Holt, New York,
- A. Hacker. 1961. *Political Theory: Philosophy, Ideology, Science*, Macmillan, New York,
- N. R. Brian. 1966. *Western Political Thought*, Pearson, New Delhi

SEMESTER II
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-1&2) (PAPER- IX & X)
SOCIAL AND POLITICAL THOUGHT OF ANCIENT AND MEDIEVAL INDIA

Course Code: PSPBTD2

Course Credit=5

Course Objective: This course introduces the specific elements of Indian Political Thought spanning over two millennia. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students. The major objective of this course is to Study in detail the political philosophy of ancient and medieval India. The course helps students to understand major idea of Manu, Kautilya and Shukra. It studies the political ideas of Shanti Parva and Ramayana. This course is designed to understand major tenets of Buddhism and Jainism, Islam and Sikhism. This course elaborately deals with the ancient and medieval political ideologue of India.

Learning Outcomes: After successful completion of the course students will get to know and be able to

- Understand the Social and political philosophy of ancient and medieval India.
- Understand and assess the political ideologies of famous ancient Indian scriptures.
- At the end of the course student will be able to understand and analyze tenets of various religion.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

- I. Dharmashastra, Arthashastra and Nitishastra traditions in India

Unit-2

- I. Major ideas of Manu, Kautilya and Shukra

Unit-3

- I. Political ideas in Shantiparva (Mahabharat) and Ramayan

Unit-4

- I. Buddhism and Jainism

Unit-5

- I. Major tenets of Islam and Sikhism

Reading Lists:-

- Kautilya's *Arthshastra*
- U.N.Ghosal, *A History of Indian Political Ideas*, OUP, Mumbai, 1968
- A.S Altekar, *State and Government in Ancient India*, Delhi, Motilal Banarasidas, Delhi, 1966.
- S.K. Belvalkar, *Mahabharata: Santi Parvam*, 1954.
- C. Drekmeir, *Kingship and Community in Early India*, Berkeley, University of California, Press, 1962.
- K.P. Jaiswal, *Hindu Polity*, Butterworth, Calcutta, 1924.
- V.R. Mehta, *Foundations of Indian Political Thought*, Manohar Publisher, New Delhi, 1999.
- G.C. Pandey, *Jaina Political Thought*, Jaipur Prakrit Bharti, 1984.
- Abul Fazal, *Ain-i-Akbari*, 2 Vols., Calcutta, Inded, Trans, Blochman Corrected and edited by J. Sarkar, Asram Society of Bengal, rep., New Delhi Imperial Book Depot, New Delhi, 1965.
- B.A. Saletore, *Ancient Indian Political Thought and Institutions*, University of Bombay, Bombay, 1963.
- R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, 1959

SEMESTER II
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-1&2) (PAPER- IX & X)
PUBLIC POLICY

Course Code: PSPBTD3

Course Credit=5

Course Objective:

This course aims at familiarising students with the broader theoretical, financial, and practical context in which public policies are discussed, justified, designed and sought to be implemented. This paper seeks to introduce the interface between public policy and administration in India. The essence of public policy lies in effectiveness in translating the governing philosophy into programmes and policies and making it a part of the community living.

Learning Outcomes: By the end of the course students will be able to:

- This course is meant to complement the other course in the sub discipline, administrative theory, it will ground the students' understanding in the Indian and other context, so that there is an acquaintance with the ground realities of policy making and implementation.
- The students will be able to theoretical perspectives on public policy, a major sub-discipline of public administration.
- The students will be become familiar with details of public policy adopted in India.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

I. Meaning, Approaches and Models

- i) Public Policy: Meaning and Significance
- ii) Distinction between policy, decision and goals
- iii) Models: Institutional, Rational, System and others

Unit-2

I. Public Policy Making: Structure and Processes

- i) Constitutional Framework for Policy Making
- ii) Role of Political, Executive, Legislative, Bureaucracy and Judiciary
- iii) Major Determinant: Political Parties, Interest Group, Mass Media, Social Movement, NGO,s and International agencies

Unit-3

I. Public Policy Implementation

- i) Role of Legislative, Executive, Judiciary and Bureaucracy
- ii) Role of Voluntary Organisation, Interaction between Government and NGOs
- iii) Major Constraint in Policy Implementation

Unit-4

I. Public Policy Monitoring and Evaluation

- i) Approaches and Techniques, Constraint in Policy Monitoring, Measure for effective policy monitoring
- ii) Policy Evaluation: Meaning, Types, Evaluating Agencies and Problems

Unit-5

I. Sectoral Policies

- i) Population Policy,
- ii) Education and
- iii) Health

Reading Lists:-

- Birkland, Thomas A., *Introduction to the Policy process: Theories, Concepts, and Models of Public policy making*, New York: M.E. Sharpe Inc., 2011.
- Dror, Yehezkel, *Public Policy Making Reexamined*, New York: Chandler Publishing Company, 1968.
- Dye, Thomas R., *Understanding public policy*, New Jersey : Pearson Education, Limited, 2012 (Chapter 1).
- Kataria, Surendra, *Administration and Public policy*, Noida: Mayur Paper Back, 2006.
- Sapru, R. K., *Public Policy: Art and Craft of Policy Analysis*, New Delhi: PHI Learning Pvt. Ltd., 2010, Chapter 2.

Additional Readings:

- Anderson, J.E., *Public policy making*, Stamford: Cengage Learning, 2011.
- Derbyshire, J. Denes and David T. Patterson, *An Introduction to Public Administration*, England: McGraw-Hill, 1979.
- Dror, Yehezkel, *Public policy making Re-examined*, New York: Chandler Publishing Co., 1968.
- Dunn, W.N., *Public policy analysis: An introduction*, New Jersey: Prentice Hall, 1993.
- Dye, Thomas R., *Understanding public policy*, New Jersey: Pearson Education, Limited, 2012.

- Gerston,L.N.,*Publicpolicymaking:processandprinciples*,London:M.E.SharpeInc.,2010.
- IGNOU,*Publicpolicyanalysis,MPA–15*,NewDelhi:IGNOU.
- Lasswell,Harold,*APre-viewofPolicySciences*,NewYork:AmericanElsevierPublishingCo.Inc., 1977.
- Mathur,Kuldeep,*PublicPolicyandPoliticsinIndia*,NewDelhi: OxfordUniversityPress,2013.
- MichaelF.KraftandScottR.Furlong,*Publicpolicy:Politics,analysisandalternatives*,NewDelhi : Sage publication,2013.
- Sahni,Pradeep,*Publicpolicy: Conceptualdimension*,Allahabad:KitabMahal,1987.
- Sinha,Manoj,*PrashasanEbamLokniti*(Hindi),NewDelhi:OrientalBlackswan,2010.
- Sapru,R.K.,*PublicPolicy:ArtandCraftofPolicyAnalysis*,NewDelhi:PHILearningPvt.Ltd.,2010.
- Saxena,P.K.(ed.),*Comparativepublicpolicy*,Jaipur:Rawat publication,2000.
- Parsons Wayne, *Public Policy: An Introduction to the Theory of Policy Analysis*, Aldershot, U.K.:EdwardElgar. 1995.
- RathodP.B.,*FrameworkofPublicPolicy:TheDisciplineanditsDimensions*,NewDelhi:Commo nwealth, 2005.

SEMESTER II
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-1&2) (PAPER- IX & X)
INTERNATIONAL RELATIONS: CONTEMPORARY CHALLENGES AND ISSUES

Course Code: PSPBTD4

Course Credit=5

Course Objective:

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of bipolar world in international system. After having set the parameters of the debate, students are introduced to different challenges faced by United Nations. It provides a comprehensive overview of the major regional organisations and their functioning, developments and events starting from the twentieth century. A key objective of the course is to make students aware of the emerging issues in International Relations.

Learning Outcomes: By the end of the course students will be able to:

- The students will be able to get fundamental clarity about basic concepts of International Relations.
- They will be able to fundamental clarity about conceptual understanding about various regional organisations and their functioning
- The students will be able to understand the overview of contemporary challenges and issues in international relations.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

I. The Post-Bipolar world

- (i) Features and Challenges
- (ii) Globalization, Global Terrorism, Global Finance and Global Justice
- (iii) Unilateralism vs. Multilateralism

Unit-2

I. Challenges before UN

Contemporary Challenges

- a) Nuclear Weapons and Security through Deterrence
- b) Disarmament Measures: Chemical, Biological, and nuclear weapons

Unit-3

I. Regional Organizations and their Functioning

- (i) European Union
- (ii) Association of South-East Asian Nations
- (iii) South Asian Association of Regional Cooperation
- (iv) Emergence of BRICS (Brazil, Russia, India, China and South Africa)

Unit-4

I. Disarmament and Arms Control

- (i) Non-Proliferation today
 - a) Strategic Arms Limitation Talks (SALT)
 - b) Strategic Arms Reduction Treaties (START)
- (ii) Nuclear Non-Proliferation Treaty (NPT)
- (iii) Comprehensive Test Ban Treaty (CTBT)

Unit-5

I. Emerging issues

- (i) Gender in International Relations
- (ii) Environmentalism and Global Warming

Reading Lists:-

- Calvocoressi, Peter. 2001. *World Politics: 1945-2000*. Pearson, Essex.
- Ghai, U.R. *International Relations*. New Academic Publishing, Jalandhar.
- Perkins & Palmer. 2001. *International Relations*. C.B.S. Publishers and Distributors, New Delhi.
- Perkovich, G. 2000. *India's Nuclear Bomb – The Impact on Global Proliferation*. Oxford University Press.
- Waltz, Kenneth N. 2008. *Realism and International Politics*. Routledge.
- Vasquez, J.A. 1998. *The Power of Power Politics*. Cambridge University Press, Cambridge.
- Gujral, I.K. 1998. *A Foreign Policy of India*, Government of India.
- Buzan, Barry & Richard, Little. 2000. *International Systems in World History – Remaking the Study of International Relations*, Oxford University Press, New York.
- Baylis John & Steve Smith. 2002. *Globalization of World Politics*, Oxford University Press, London.
- Griffiths, Martin and Terry O' Callaghan. 2002. *International Relations – Key Concepts*, Routledge,

London.

- Hans J.Morganthou.*Politics Among Nations*.Kalyani Publisher, New Delhi.
- Waltz,Kennth.N. 2010. *The Theory of International Politics*. Waveland Press.

SEMESTER II
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-1&2) (PAPER- IX & X)
ENVIRONMENT AND DEVELOPMENT: POLICY AND POLITICS

Course Code: PSPBTD5

Course Credit=5

Course Objectives: This course will seek to introduce the student to issues of the environment from the number of different disciplinary perspective, like history, biology, sociology, economics with political science as the cornerstone. It will problematize the issues to demonstrate the complex relationship of human beings to nature that the environment is. Since the area is vast, this course will balance in each topic, a short introduction to the principle debates with state of play on it India.

Learning Outcomes: By the end of the course students will be able to:

- This course will draw students out of the everyday, common place notions of what these issues are about and enable them to argue for issues of policy, politics, and practice, whether of states or citizens.
- They will be able to see the political in all issues related to the environment. To study emerging political and policy issues related to environmental degradation.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

Environment and Development:

- i) Defining Environment and Ecology, Sustainable Development
- ii) Environmental Governance: Stockholm (1972) to the Present
- iii) Understanding the Environment in India

Unit-2

Role of State:

- i) Environmental development debate and Issues of equity, justice in global and local governance
- ii) Role of Trans-national companies and Sustainable Development

- iii) Community and Local Government Management: A Developing Country Perspective

Unit-3

I. Sustainable Livelihood Practices

Green revolution and Sustainable Agriculture

Unit-4

I. Sectoral Environmental Policies and Their Implementation.

- i) The Problems of Large Multipurpose Projects and Hazardous Substances.
- ii) Urban Environmental Problems.

Unit-5

I. Environmental Activism: Impact on Policy and Administration

- i) Environmental Movements in India: Impact on Public Policy.
- ii) The Role of Civil Society & NGO's.
- iii) Globalization and Liberalization: Impact on Environment.

Reading List:-

- Singh, Kartar and Anil Shishodia, (2007). Environmental Applications: Theory and Applications, Sage Publications, New Delhi.
- Sapru, R.K., *Environment Management in India*, Ashish, New Delhi, 1987
- Pal, B.P., *Environmental Concepts and Strategies*, New Delhi, 1986
- Saxena, K.D., *Environmental Planning, Policies and Programme in India*, Shipra New Delhi, 1993.
- Diwan, Paras (ed), *Environment Protection: Problems, Policy Administration*, Deep and Deep, New Delhi, 1987

Reference Books

- Khan, T.I. (2001): *Environmental Policies for Sustainable Development*, Pointer Publishers, Jaipur.
- Kolstad, C.D. (2003): *Environmental Economics*, Oxford University Press, New York.
- Rajan, M.G. (1997): *Global Environmental Politics: India and the North-South Politics of Global Environmental Issues*, Oxford University Press, New Delhi.
- Raven and Berg (2001): *Environment*, Harcourt College Publishers, Fort Worth.
- Schulze, G.G., and Ursprung, H.W. (2001): *International Environmental Economics*, Oxford University Press, New York.
- Trivedi, P.R. (1996): *International Environmental Laws*, APH Publishing Corporation in association with Indian Institute of Ecology and Environment, New Delhi.
- Wright, R.T. and Nebel, B.J. (2002) *Environmental Science: Toward a Sustainable Future*, Prentice-Hall of India Private Limited, New Delhi.

Online Sources

1. www.insee.org
2. www.sustainabledevelopment.org
3. www.cseindia.org
4. www.cpreec.org

SEMESTER II
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-1&2) (PAPER- IX & X)
FEMINIST POLITICAL THEORY

Course Code: PSPBTD6

Course Credit=5

Course Objectives: The course would begin with understanding gender, sexuality and patriarchy. The paper will discuss theoretical aspects of feminist political theory. The following sections would familiarize the students with the ramifications of gender hierarchies in various ideological aspects of feminist approach. It will discuss about the liberal, Marxist, socialist, radical and post-modernist ideological aspects.

Learning Outcomes: By the end of the course students will be able to:

- This course on gender studies will open up the structural and institutional aspects of feminist theory.
- The students will come to know various ideological theories of feminism.
- They will come to know about different thinkers those who have worked in the stream of gender studies.
- They will be able to critically analyse gender hierarchies, rights of women, patriarchy.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues.

Unit– 1

Feminism: Meaning and approach to study feminism

Unit– 2

Liberal Feminism: Mary Wollstonecraft, Sarah Margaret Fuller Ossoli and John Stuart Mill

Unit – III

Socialist Feminism: Charles Fourier, Saint Simonians, Becky Thompson

Unit– IV

Marxist Feminism: Karl Marx, Frederick Engels and Alexandra Kollantai

Unit– V

Social Democratic Feminism: Bebet, Clara Zetkin and Charlotte Perkins Gilman

Unit – VI

Radical Feminism: Rejection of Patriarchy (Kate Millett)

Unit –VII

Postmodernist Feminism and Beyond (Feminist theory in twenty-first century)

Reading List:-

- Bryson, Valerie. (2003). 'Feminist Political Theory: An Introduction (Second edition)'. New York: Palgrave Macmillan.
- Grant, J. (1993). *Fundamental Feminism: Contesting the Core Concepts of Feminist Theory*. New York: Routledge.
- Shanley, M.L. and C. Pateman. (1991). *Feminist Interpretation and Political Theory*. Cambridge: Polity Press.

Additional Reading

- Anthony, L. and C. Witt (eds.). 1992. *A Mind of One's Own: Feminist Essays on Reason and Objectivity*. Boulder Colorado: Westview Press.
- Asfah, H. (ed.). (1996). *Women and Politics in the Third World*. London: Routledge.
- Bacchi, Carol and Joan Eveline. (2010). *Mainstreaming Politics: Gendering Practices and Feminist Theory*. Australia: University of Adelaide Press.
- Boserup, E. (1970). *Women's Role in Economic Development*. London: George Allen and Unwin.
- Bryson, Valerie. (2007). *Gender and the Politics of Time: Feminist Theory and Contemporary Debate*. Bristol: The Policy Press.
- Bystdzienski, J.M. (1992). *Women Transforming Politics: Worldwide strategies for Empowerment*. Bloomington: Indiana University Press.
- Caine, B. (1992). *Victorian Feminism*. New York: Oxford University Press.
- Coole, D. (1993). *Women in Political Theory: From Ancient Misogyny to Contemporary Feminism*. New York: Harvester Wheatsheaf.
- Cott, N.F. (1987). *The Grounding of Modern Feminism*. New Haven CT and London: Yale University Press.
- Eisenstein, H. (1984). *Contemporary Feminist Thought*. London: Unwin.
- Evans, J. (1986). *Feminism and Political Theory*. London: Alfred A. Knopf.
- Evans, M. (ed.). (1972). *The Woman Question*. London: Fontana.
- Forbes, G. (1976). *Women in Modern India*. Cambridge: Cambridge University Press.
- Gatens, M. (1991). *Feminism and Philosophy: Perspectives on Difference and Equality*. Cambridge: Polity Press.
- Gelb, J. (1989). *Feminism and Politics: A Comparative Perspective*. Berkeley: University of California Press.
- Gilligan, C. (1982). *In a Different Voice*. London: Harvard University Press.

- Grant, J. (1993). *Fundamental Feminism: Contesting the Core Concepts of Feminist Theory*. New York: Routledge.
- Heitlinger, A. (1979). *Women and State Socialism*. London: Macmillan.
- Kuhn, A. and A.M. Wolpe (eds.) (1978). *Feminism and Materialism: Women and the Modes of Production*. London: Routledge and Kegan Paul.
- McLaughlin, Janice. (2003). *Feminist Social and Political Theory: Contemporary Debates and Dialogues*. New York: Palgrave Macmillan.
- Meis, M. (1993). *Ecofeminism*, London: Zed.
- Mill, J.S. (1962). *The Subjection of Women*. London: Everyman.
- Nelson, B.N. Chowdhary (eds.) (1997). *Women and Politics Worldwide*. Delhi: Oxford University Press.
- Okin, S.M. and J. Mansbridge (eds.) (1994). *Feminism (3 Vols.)*, London: Routledge.
- Pateman, C. and E. Gross (eds.) (1987). *Feminist Challenges: Social and Political Theory*. Boston: Northeastern University Press.
- Waithe, M.E. (1991). *Modern Women Philosophers 1600-1900*. Boston: Little Brown.
- Warnock, M. (1985). *Mary Wollstonecraft's A Vindication of the Rights of Woman and J.S. Mill's The Subjection of Women*. London: Dent.
- Young, I.M. (1990). *Justice and the Politics of Difference*. Oxford: Princeton University Press.

MA POLITICAL SCIENCE
SEMESTER III & IV

SEMESTER III
(COMPULSORY PAPER)
PAPER-XI: APPLIED SOCIAL SCIENCE: RESEARCH METHOD IN POLITICAL SCIENCES

Course Code: PSPCTC1

Course Credit=5

Course Objective: The purpose of the course is to expose the students to the world of research in the social sciences and equip them with skills of data collection, data interpretation and use of different methods and techniques of quantitative and qualitative research. The objective is to enable the students to identify the problem, prepare the research design and make an objective choice of tools and techniques in pursuance of research. This is a practice-oriented rather than a text-oriented course. It is built around a series of graded exercises in academic reading, writing and formal presentation. This course will expose students to the new learning tools of exploring research in the discipline of Political Science. The student will also have a sense of hands-on training, by undertaking some limited research idea, and experiment the same through field study.

Course Learning Outcomes: Developing skills in academic reading, writing and formal presentation. All students will be expected to start with a research question and work their way through the course with the teacher. This will enable them to underline the scientific orientation in the research and its applicability in solving problems as part of policy research. By the end of the course students will be able to:

- The student will be able to use different quantitative and qualitative tools and techniques in their research.
- They will learn different tools and techniques of data collection and analysis.
- The student will be able to design their research proposal.
- The students will be equipped with an understanding of ethics in research.
- They will learn the ways of accessing data from different sources

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student. Students will be given a first hand experience of conducting research using different methodological tools.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit1

Research Methodology

- i. Nature and Scope
- ii. Types of Research: Library and Empirical

Unit II

- i. How to Write a Paper: Central Question, Secondary Questions,
- ii. Hypothesis,
- iii. Literature Review, Book Review

Unit III

Types of Empirical Research

- i. Quantitative Research
- ii. Qualitative Research

Unit IV

Report Writing

- i. Organizing the Information and Data.
- ii. References and Bibliography
- iii. Dissertation Writing

Unit V

- i. Ethics and Plagiarism, use of ICTs in Political Science Research

Reading Lists:-

- Henry E. Garrett, Statistics in Psychology and Education, Surjit Publication, Delhi, 2012
- O.R. Krishnaswami, Methodology of Research in Social Science, Himalaya Publishing House, Mumbai. 2003.
- राम आहूजा, सामाजिक अनुसंधान, राव पब्लिकेशन, जयपुर, 2004
- Prem Shankar Choudhary, *Encyclopedia of Research Methodology in Social Science & humanities*, Volume-II, Anmol Publication Pvt. Ltd. 2009.
- Wilkinson and Bhandarkar – *Methodology and Techniques of Social Research*, Himalaya Publishing Co, New Delhi, 1993.
- David E. McNabb, *Research Methods for Political Science*, Library of Congress Cataloging-in-Publication Data, New York, 2010.
- William Josiah Goode, Paul K. Hatt, *Methods in Social Research*, McGraw Hill Kogakusha Limited, 1952.
- C. R. Kothari, *Research Methodology: Methods and Techniques*, New Age International Publishers, New Delhi, 2006.
- T.S. Wilkinson, P.L. Bhandarkar, *Methodology and Techniques of Social Research*, Himalaya Publishing House, New Delhi, 2003.
- F.A. Kerlinger, *The Foundation of Behavioral Research*.
- G.A. Moser and G. Karlton, *Survey Methods in Social Research*.
- P.V. Young, *Scientific Social Survey and Research*.
- Shukla and Trivedi, *Research Methodology*.

SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-3&4) PAPER- XII & XIII
MODERN WESTERN POLITICAL THOUGHT

Course Code: PSPCTD1

Course Credit=5

Course Objective: This course aims at enabling the students to understand the political ideas of modern political thinkers and know the prevailing political thinking in ancient and medieval periods in western countries. This paper aims to give sound theoretical base for the understanding of political philosophy. The students reading this course will know the evolution of many political concepts which took place in the early period.

Learning Outcomes: By the end of the course students will be able to:

- Understand the ancient and medieval political philosophy.
- Understand and assess the political ideologies of famous ancient and medieval political thinkers.
- The students will be able to understand how different political ideas emerged in Ancient and medieval time.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

Niccolo Machiavelli: Human nature, Religion, Ethics and Politics; Child of Renaissance.

Unit-2

Thomas Hobbes: Methodology, Scientific Materialism, Theory of Social Contract, Sovereignty, Individualism.

Unit-3

John Locke: Natural Law, Natural Rights, Social Contract, Liberalism

Unit-4

Jean Jacques Rousseau: Social Contract, General Will

Unit-5

Jeremy Bentham: Utilitarianism, Liberty

Unit-6

John Stuart Mill: Revision of Utilitarianism, On Liberty, Representative Government

Unit-7

George Wilhelm Fredric Hegel: Dialectics, State.

Unit-8

Thomas Hill Green: Theory of Rights, State, Political Obligation.

Unit-9

Karl Marx: Dialectical Materialism, Historical Materialism, Class Struggle, State and Revolution.

Reading Lists:-

- F.W.Coker.1971.RecentPoliticalThought,TheWorldPressPvt.Ltd.,Calcutta.
- A.Hacker.1961.PoliticalTheory:Philosophy,Ideology,Science,Macmillan,NewYork,
- J.H.Hallowell.1960.MainCurrentsinModernPoliticalThought,Holt,NewYork.
- George,H.Sabine.1973.AHistoryofPoliticalTheory,OxfordandI.B.H.Publishing,NewDelhi,(English &Hindi)
- C.L.Wayper.1989.PoliticalThought,NewDelhi,(RevisedEdition)(English&Hindi).
- D.Germino.1972ModernWesternPoliticalThought:MachiavellitoMarx,ChicagoUniversityPress, Chicago.
- N.R.Brian.1966.WesternPoliticalThought,Pearson,NewDelhi,

SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-3&4) PAPER- XII & XIII
INDIAN POLITICAL SYSTEM: PROCESS AND PROBLEMS

Course Code: PSPCTD2

Course Credit=5

Course Objective: This course deals with the theoretical and structural aspects of Indian government and politics. The syllabus aims to familiarize the students about different concepts applied in Indian political system.

Learning Outcomes: By the end of the course Students will be able to:

- Understand the operation of Indian political system.
- Understand and assess the functioning different political bodies in India.
- Have clarity about applicability and suitability of a particular concept in India.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

1. Party System
2. Pressure Groups: Business, Farming and Professional

Unit-2

3. Mass Movements: Dalit, Women, and Environment

Unit-3

4. Electoral Behaviour & Electoral Reforms

Unit-4

5. Bureaucracy and its Role, Nation building in India: problems and prospects

Unit-5

6. Problems of the Indian Political System: Linguism, Regionalism, Communalism, Terrorism, Casteism, Corruption and Criminalisation

Reading Lists:-

- Pratap Bhanu Mehra, Niraja Gopal, Jayal, *The Oxford Companion to Politics In India Student*, OUP, New Delhi, 2009.
- RajniKothariandJamesManor(Eds.)*CasteinIndianPolitics*(Secondedition),OrientBlackSwan;NewDelhi, (2010)
- PrakshC.Sarangi,RajniKothari*PoliticsinIndia*2ndEdition(Paperback),orientBlackswan2012
- RajniKothari,PrakashC.Sarangi,BharatMeinRajneeti(Hindi)2ndEdition(Paperback)
- RajniKothari,*RethinkingDemocracy*,NewtitleEdition(Paperback)orientBlackswan2005
- AtulKohli,*TheSuccessOfIndia'sDemocracy*,CambridgeUniversityPress2003
- AtulKohli,*DemocracyandDiscontent-India'sGrowingCrisisofGovernability*(Paperback),CambridgeUniversity Press1991
- AtulKohli,*DemocracyandDevelopmentinIndia:FromSocialismtoProbusiness*(Paperback)OUPIndia2010
- PaulR.Brass.*ThePoliticsofIndiasinceIndependence*,OrientLongman,NewDelhi,1989.
- SushilaKaushik(ed.).*BharatiyaShashanAvamRajniti,(Hindi)*HindiMadhyamKaryanwayanNideshalaya,DelhiUniversity,1984.
- NeeraChandhoke,*ContemporaryIndia:Economy,SocietyandPolitics*,DorlingKindersley,1999.
- FrancineR.Frankel,*India'sPoliticalEconomy:TheGradualRevolution*,OxfordUniversityPress,Delhi,1978.
- RamashrayRoy,PaulWallace(ed.),*IndianPoliticsandthe1998Election:Regionalism,HindutvaandStatePolitics*, SagePublication, NewDelhi, 1999.
- M.P. Singh, Hinmanshu Roy, *Indian Political System: Structure, Policies, Development*, Gananda Prakashan,NewDelhi,1998.

SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-3&4) PAPER- XII & XIII
PARTIES, ELECTIONS, AND THE POLITICAL PROCESS IN INDIA

Course Code: PSPCTD3

Course Credit=5

Course Objective: This paper aims at introducing the students to the political dynamics in India. The paper deals with political parties and party system in India, coalition at state and central levels, and how the pressure groups work in India. It also teaches the students about elections in India, and its related aspects.

Learning Outcomes: By the end of the course students will be able to:

- The students will be able to know about party system and political parties in India
- They will be able to know about different pressure groups working in India at central and state levels.
- They will also know about election system, and different measures undertaken for electoral reforms in India.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

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Unit- 1

Party System in India

- (i) Feature of Party System in India
- (ii) National Parties in India
- (iii) Regional Parties in India

Unit- 2

Coalition Politics in India

- (i) State level
- (ii) Central level

Unit- 3

Pressure Groups in India

- (i) The Kisan Sabha
- (ii) Trade Unions
- (iii) The Corporate and Multinationals

Unit- 4

Electoral System in India

- (i) The People's Representation Act, 1951
- (ii) Organization of Constituencies in India
- (iii) Proportional Representation System in India
- (iv) Single Transferable Vote System in India

Unit- 5

Electoral Reforms in India

- (i) Role of Election Commission of India
- (ii) Role of Parliament of India
- (iii) Role of Supreme Court of India
- (iv) Anti-Defection Law

Reading Lists:-

- Arora & Mukherji, Federalism in India, Origin and Developments, Vikas publishing house, New Delhi, 1992
- Adeney, Katherin, and Saez, Lawrence (Eds.), Coalition Politics and Hindu Nationalism, Routledge, London, 2005.
- Brass, Paul, The Politics of India Since Independence, Cambridge University Press, Cambridge, 2004.
- Chatterjee, Partha, State and Politics in India, Oxford University Press, New Delhi, 2009.
- Hasan, Zoya (Ed.), Parties and Party Politics in India, Oxford University Press, New Delhi, 2002.
- Jayal, Niraj Gopal, and Mehta, Pratap Bhanu, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
- Jenkins, Rob, Regional Reflections: Comparing Politics Across India's States, Oxford University Press, New Delhi, 2004.
- Kohli, Atul, Democracy and Development in India, Oxford University Press, New Delhi, 2010.
- Kothari, Rajni, Politics in India, Orient Longman, Hyderabad, 2003.
- Narain, Iqbal (Ed.), State Politics in India, Meenakshi Prakashan, Meerut, 1965.
- Robinson, John, "Regionalising India: Uttarakhand and the Politics of Creating States", South Asia: Journal of South Asian Studies, Volume 24, No. 2, December 2001, pp. 189-212.
- Sarangi, Asha (Ed.), Language and Politics in India, Oxford University Press, New Delhi, 2009.
- Weiner, Myron (Ed.), State Politics in India, Princeton University, Princeton, 1968.

SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-3&4) PAPER- XII & XIII
INDIA AND THE WORLD

Course Code: PSPCTD4

Course Credit=5

Course Objective:

This course seeks to acquaint students with the fundamental parameters of how India engages with the world in the domain of ideas as well as global practices. It explores how India has developed and steered its foreign relations with key players at the bilateral, regional and global levels and how these have evolved historically as indeed in the contemporary context. Finally, this course also examines the factors that have shaped and driven India's worldview and, how India has, in turn, sought to bring about transformations in the realm of regional and global affairs.

Learning Outcomes: By the end of the course students will be able to:

- The students will be able to understand and critically analyze India's role in world politics from a theoretical as well as empirical perspective and, on a diverse range of issues.
- They will be able to grasp the changing dynamics of India's foreign relations in the bilateral, regional and global domains

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

Making of India's Foreign Policy

- (i) Institutions, Structure, Processes
- (ii) Doctrinal Aspects
- (iii) Determinants

Unit-2

India's Interface with its Neighbors

- (i) India's Relations with Pakistan and Afghanistan
- (ii) India's Relations with Sri Lanka and Bangladesh
- (iii) India's Relations with Nepal, Bhutan, Myanmar and Maldives

Unit-4

India's Relations with World

- (i) Relations with US, Russian Federation, China and Israel

Unit-5

India's Interaction with Global and Regional Institutions & Group

- (i) United Nations, International Monetary Fund & World Bank
- (ii) BRICS, IBSA, RIC and IOR-ARC

Unit-6

Continuity and Change Indian Foreign Policy

- (i) Non-Alignment, Democracy, Terrorism, Economic Diplomacy, Energy, Security

Reading Lists:-

- Damodaran, AX and Rajpai.U.S.(eds.). 1990. *Indian Foreign Policy: The Indira Gandhi years*. Radiant, New Delhi.
- Kapur, Ashok. 2001. *Pokhran and Beyond: India's Nuclear Behavior*. Oxford University Press, New Delhi.
- Bajpai, Kanti. 2006. "Indian Conception of Order/Justice in International Relations: Nehruvian, Gandhian, Hindutva and Neo-Liberal", in *Political Ideas in Modern India*, edited by V.R. Mehta and Thomas Pantham, Sage, New Delhi.
- Rajamohan, C. 2005. *Crossing the Rubicon: The Shaping of India's New Foreign Policy* Penguin, New Delhi.
- Nanda, B.R. (ed.), 1976. *India's Foreign Policy in the Nehru Years*. Vikas, New Delhi.
- Cronin Patrick M. 1993. *From Globalism to Regionalism: New Perspectives on US Foreign and Defence Policies*. Washington, National Defence University Press, Washington.
- Gaddis, Johan Lewis. 1990. *Strategies of Containment: A Critical Appraisal of Post War American National Security Policy*, Oxford University Press Oxford.

SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-3&4) PAPER- XII & XIII
CONTEMPORARY INTERNATIONAL POLITICS

Course Code: PSPCTD5

Course Credit=5

Course Objectives: This course introduces Masters students to diverse traditions of theoretical endeavours in International Relations theory including explanatory as well as normative paradigms. The course is designed to provide a thorough background in different schools of International Relations theory and the debates between them regarding their perspectives on the nature of international politics and how it is to be conceptualized, understood and judged, bearing in mind their geo-cultural specificities.

Learning Outcomes: By the end of the course students will be able to:

- The students shall have acquired a grounding in the academic debates and research literature in the field of international relations (IR) and understood how to apply key theories and concepts of contemporary world to global and regional issues.
- The students would gain knowledge of significant developments in contemporary international relations and would develop practical skills relevant to a career in international affairs, including in academia, research think-tanks, international organisations.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows **the use of varied pedagogic methods and techniques** to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

Introduction to International Politics

- (i) Meaning, Nature and Scope of International Politics
- (ii) Different Approaches to the Study of International Politics
 - (a) Classical-Scientific, Ideal-Realist, Marxist

- (b) Neoliberal-Neorealist, Feminist, Post-Modernist.

Unit-2

Main Actors in International Politics

- (i) The State System, State in a Globalizing World
 - (a) Unilateralism, Intervention, Hegemony
- (ii) Non- State Actors
 - (a) Transnational Corporations
 - (b) Multilateral Agencies and International NGOs

Unit-3

The U.N. System

- (i) Organizational Framework
- (ii) Functioning
- (iii) Challenges before UN
- (iv) Crisis of Relevance.

Unit-4

Information Order:

- (i) Power, Propaganda, Distortion and Information Revolution
- (ii) International Ethics
 - (a) Global Justice
 - (b) Ethical Intervention
 - (c) Humanitarianism.

Unit-6

Conflict and Conflict Resolution

- (i) Changing Nature of War
- (ii) Arms Trade and Information Warfare
- (iii) Conflict Resolution Mechanism

Unit-7

Global Concerns

- (i) Terrorism, Civil Strives, Human Rights and Refugees Problems
- (ii) GHGs and Environmental Degradation

Reading Lists:-

- Scott Burchilletal, TheoriesofInternationalRelations3rd ed, Basingstoke: Palgrave Macmillan,2005
- Steve Smith, Ken Booth and Marysia Zalewski, (eds.) ,International Theory: Positivism and Beyond,Cambridge:Cambridge UniversityPress,1996
- Chris Brown with Kirsten Ainley, Understanding International Relations, 3rd Ed., Palgrave Macmillan, 2005
- TimDunne,M.KurkiSteveSmith,InternationalRelations.DisciplineandDiversity,OxfordUniversityP ress,2007
- ArleneB.TicknerandOleWever,(eds.),InternationalRelationsScholarshipAroundtheWorld,London: Routledge,2009
- TimDunne,M.KurkiSteveSmith,InternationalRelations.DisciplineandDiversity,OxfordUniversityP ress,2007
- DavidA.Baldwin(ed.),Neo-RealismandNeo-liberalism:TheContemporaryDebate(NewYork:

Columbia University Press, 1993

- Robert Cox, with T. Sinclair, *Approaches to World Order*, Cambridge: Cambridge University Press, 1996

SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-3&4) PAPER- XII & XIII
PUBLIC INSTITUTIONS AND GOVERNANCE

Course Code: PSPCTD6

Course Credit=5

Course Objective: This paper is to introduce comprehensive ideas about Public Institution and Governance. The course is divided into Five Units. Unit First begins with meaning, nature and types of Public Institution. Unit-2 introduces Good Governance. In Unit-3 is focused on the ideas of People Centric Governance. Unit-4 discusses the importance of Administrative and Civil Services Reforms. Unit -5 is about Public Enterprises in India

Learning Outcomes: By the end of the course students will be able to:

- The students will be given fundamental clarity about the importance of Public Institutions and Governance in India.
- They will be able to understand conceptual understanding and comprehensive overview of the role of public institutions and give ideas about why there is rapid increase of this role in public sphere

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

UNIT-1

Public Institution: Meaning, features and types of public institution, state versus market debate

Governance: concept, meaning and definition, Characteristics of governance in Developed and Developing countries, Role of legislature, executive and judiciary in governance

UNIT-2

Good Governance: meaning definition, elements of good governance, implications for the poor and marginalized.

UNIT-3

People-centric governance: Democratic decentralization and people's participation in governance, Governance in a changing world

UNIT-4

Administrative and civil Services Reform: Rule of law, Improving Public Administration- Accountability

UNIT-5

Public Enterprises in India: Meaning, Objective, Significance, Role of Pes in Developing Countries

Reading List:-

- Cheema, G. Shabbir, *A Governance Approach to Development: New Role for Development Cooperation in* Hasnat Abdul Hye (Ed.), *Governance south Asian Perspectives*, Manohar, New Delhi, 2001
- Bhambri, C.P., *Bureaucracy and Politics in India*, Vikas Publication, Delhi, 1971
- Jain R.B. *Contemporary Issues in Indian Administration* Vikas Publication, Delhi, 1976
- Mishra S.N. and others, *Public Governance and Decentralisation*, Mittal Publication, new Delhi, 2003
- Awasthi, S.S., *Indian Government and Politics*, Har Anand, New Delhi, 2000.
- C.P. Barthwal (ed.) *Good Governance in India*, Deep & Deep Publication, Delhi 2003
- Pradeep Sahni & Uma Medury, *Governance & Development: Issues & Strategies*, Prentice Hall of India Pvt. Ltd. New Delhi, 2003.
- E. Vayunandan and Dolly Mathew (ed.), *Good Governance: Initiative in India*, Prentice Hall of India Pvt. Ltd. New Delhi, 2003.
- M.P. Gupta, Prabhat Kumar and Jaijit Bhattacharya, *Government online opportunities and challenges*, Tata McGraw Hill Publishing Company Ltd. New Delhi, 2004.
- M. Bhattacharya (1998) 'Contextualizing Governance and Development' in B. Chakrabarty, M. (ed) *The Governance Discourse*, New Delhi: Oxford University Press. Pp 79-102.
- A. Leftwich, (1994), 'Governance in the State and the Politics of Development', *Development and Change*. Vol 25, pp. 363-386.
- B. Chakrabarty (2007), *Reinventing Public Administration: The India Experience*, New Delhi: Orient Longman, pp. 68-106.
- Bhattacharya Mohit, *New Horizons of Public Administration*, New Delhi; Jawahar Publishers, 5th Edition, 2008.
- Dhameja Alka (ed.), *Contemporary Debates in Public Administration*, New Delhi; Prentice-Hall India, 2003.
- Goel S.L., *Public Administration: Theory and Practice*, New Delhi; Deep and Deep Publishers, 2003.
- Maheshwari S.R., *Administrative Theory: An Introduction*, New Delhi; MacMillan, 2003.
- Medury Uma, *Public Administration in the Globalization Era*, New Delhi; Orient Blackswan, 2010.
- Nicholas Henry, *Public Administration and Public Affairs*, New Delhi; Prentice-Hall India, 2004.
- Shafritz Jay M. (ed.), *Defining Public Administration*, Jaipur; Rawat Publications, Indian Reprint, 2007.
- Shafritz Jay M. and Albert C. Hyde (ed.), *Classics of Public Administration*, Chicago, Illinois, The Dorsey Press, 1987.

SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-3&4) PAPER- XII & XIII
WOMEN' S MOVEMENT IN INDIA

Course Code: PSPCTD7

Course Credit=5

Course Objectives: the present paper walk talks about women's movement in India in different spheres of life, such as social reform, child marriage, abolition of sati custom. Women's participation in national movement and also in post-independence period. Different challenges have also been identified in the path of women's movement. The present course will enable to understand the socio-economic phenomena from a gender lence.

Learning Outcomes: By the end of the course students will be able to:

- The students will come to know historical background of women's movement.
- They will also get and understand of legislation prepared for the welfare and explosion of women to the society.
- They will seek to understand the nature, phases and core issues of the feminist movement in India.
- Besides, they will understand how the social and cultural construction of role for the women has not only undermined her position as an equal member in the society but also does not take cognizance of her contribution to the family.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to covey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit– 1

Contextualizing Women's Movements

- i) Women's Movement as a Social Movement
- ii) History of Women's question (Women Suffrage, Working Women issues, Birth Control Movement)
- iii) Women's Movement in Asian countries

Unit– 2

Women's Movements in Pre-Independence period in India

- i) Historical Developments of Social Reform Movements: women's education, abolition of Sati custom, widow remarriage, abolition of Polygamy, Child marriage, Inheritance and property rights
- ii) Women's Participation in the National Movement: Women in the Civil Disobedience Movement, Quit India Movement and Women's revolutionary activities.

Unit– 3

Women's Movements in Post-Independence period in India

- i) Telangana and Tebhaga Movements
- ii) Mathura and Nirbhaya: Transforming the laws on rape
- iii) Dowry murders, Roop Kanwar incident and Antisati agitation
- iv) Controversy around Uniform Civil Code and Its Impact on Women's Movement
- v) Women's political movement for 33% reservation in legislation, Contribution of women in ecological movements –Chipko, Narmada, Appiko

Unit– 4

Challenges to Women's Movement

- i) Fundamentalism
- ii) Caste
- iii) Violence
- iv) Situations of Conflict
- v) Moral policing

Reading List:-

- Basu, Aparna. (1990). "The Role of Women in the Indian Struggle for Freedom". In R.Nanda(Ed). "Indian Women: From Purdah to Modernity". Nehru Memorial Museum and Library andVikas/ RadiantPub, NewDelhi.
- Gandhi, Nandita & Nandita Shah. (1992). "The Issues at Stake: Theory and Practice in theContemporaryWomen'sMovementsin India".Kali, NewDelhi.
- Goonesekere, Savitri (ed). (2004). "Violence, Law and Women's Rights in South Asia". Sage,NewDelhi.

AdditionalReadingList:-

- KhullarMala, (ed.). (2005). "Writings in Women's Studies:A Reader". Zubaan Publications,NewDelhi.
- Kuumba,M.Bahati.(2003). "GenderandSocialMovements".RawatPublications,NewDelhi.
- Mazumdar, Vina.(1989). "PeasantWomenOrganiseforEmpowerment:TheBankuraExperiment". (OccasionalPapers),CWDS, NewDelhi.
- Mishra,AnupamandTripathi,Satyendra.(1978). "ChipkoMovement:UttarakhandWomen'sBidto Save ForestWealth". RadhakrishnaforPeople'sAction, NewDelhi.
- Desai,Neera.(1988). "ADecadeofWomen'sMovementinIndia".MeenaPandev,Bombay.
- Kumar,Radha.(1993). "TheHistoryof Doing".Kali for Women,NewDelhi.
- Rajawat,Mamta.(2005). "Dalit Women:IssuesandPerspectives".Anmol Pub,NewDelhi.
- Rao,MSA.(1979). "SocialMovementsinIndia".Vol I,ManoharNewDelhi.
- Sharma,Kumud.(1989). "Shared Aspirations,FragmentedRealities:Contemporary Women'sMovementin India: ItsDialecticsand Dilemmas". (Occasional PaperNo. 12). CWDS, NewDelhi.

SEMESTER III
OPEN ELECTIVE (OE): PAPER- XIV
GENDER AND PUBLIC POLICY

Course Code: PSPCTO1

Course Credit=5

Course Objective:

This course seeks to understand the nature and different aspect of public policy making, implementation, and impact assessment on different stakeholders in the society. It will talk about various phases and core issues of the feminist movement. it aims at familiarising students with the broader theoretical, financial and practical context in which gender and public policies are discussed, justified, designed and sought to be implemented.

Learning Outcomes: After reading this course the students will be able to explain:

- It will ground the students' understanding in the Indian and other context, so that there is an acquaintance with the ground realities of gender based public policy making and implementation.
- The students are introduced to theoretical perspectives on public policy and gender studies.
- This paper focuses specially on the Indian context, so the students become familiar with details of public policy adopted in India.
- They will have the varied picture of different perspective of patriarchy and feminine issues.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit– 1

Gender and Public Policy: Indian perspective

Unit– 2

Unit– 3

Public policy in the context of Gender: Education policy, Health policy, Employment policy

Unit– 4

Gender and Human Development: Public policy impact analysis

Unit– 5

Gender Issues: Security and peace Issues, Environment debate and Access to E-Governance

Reading Lists:-

- Mendiratta, S., *Handbook of law, women, and employment*, New Delhi, Oxford University Press 2009.
- Haleh Arshar (ed.) *Women and Politics in the Third World*, London: Routledge, 1996.
- *The World's Women 2000: Trends and Statistics*, New York: United Nations, 2000.
- Shiva, Vandana, *Staying Alive: Women Ecology and Development in India*, New Delhi: Kalika for Women, 1998.
- Menon, Nivedita, *Gender and Politics in India*, New York, OUP, 1999.
- Shiva, Vandana (ed.), *Close to Home: Women Reconnect, Ecology, Health and Development Worldwide*, Philadelphia New Society Publishers 1994.
- Rai, Shirin (ed.) *International Perspectives on Gender and Democratization*, New York: St. Martins Press, 2000.
- Agosin, Marjorie (ed.), *Women Gender and Human Rights: A Global perspective*. New Brunswick N.J. Rutgers University Press, 2001.
- Nelson, Barbara J. and Najma Chawdhury (eds.) *Women and Politics Worldwide* New Haven: Yale University Press. 1994.
- Prasad, K. V. Easwara and C. Joseph (eds.), *Women, work and inequity: The reality of gender*, NOIDA: National Labour Institute, 1995.

SEMESTER IV
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-5&6) PAPER XV & XVI
SOCIAL AND POLITICAL THOUGHT OF MODERN INDIA

Course Code: PSPDTD1

Course Credit=5

Course Objective:

Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that define the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

Learning Outcomes: By the end of the course Students will be able to:

- They will be able to understand the nationalist ideology of various modern Indian Political thinkers.
- They will let to know the contribution of various social reformers of India and analyze their political ideology.
- They will be able to analyze the left and socialist ideology of Indian Political thinkers.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

Nationalist Tradition

- i) Bal Gangadhar Tilak
- ii) Aurobindo Ghosh
- iii) Vir Savarkar
- iv) Sardar Ballabh Bhai Patel

Unit-2

Social Reforms

- i) Raja Ram Mohan Roy
- ii) Dayanand Saraswati
- iii) Gopal Krishna Gokhale
- iv) Mohammad Ali Jinnah
- v) Bhim Rao Ambedkar

Unit-3

Left and Socialist Orientation

- i) Jay Prakash Narayan
- ii) M. N. Roy
- iii) J. L. Nehru
- iv) R.M. Lohia

Unit-4

Philosophical Anarchist

M.K. Gandhi: Hind Swaraj

Reading Lists:-

- V.P.Verma,*Modern Indian Political Thought*, Lakshmi Naryan Aggarwal, Agra, 1974.
- Gandhi's *Hind Swaraj*
- Appadorai, *Indian Political Thinking through the Ages*, Khanna Publishers, Delhi, 1992.
- J. Bandopandhyay, *Social and Political Thought of Gandhi*, Allied Publishers, Bombay, 1969.
- Parekh & T. Pantham (eds.), *Political Discourse: Exploration in Indian and Western Political Thought*, Sage, New Delhi, 1987.
- M.N. Jha, *Political Thought in Modern India*, Meenakshi Prakashan, Meerut.
- T. Pantham, and K. Deustch (eds.), *Political Thought in Modern India*, Sage Publishers, New Delhi, 1986.
- Ramchandra Guha, *India After Nehru*, Penguin Books India Ltd., 2007.
- Aakash Singh & Silika Mohapatra (eds.), *Indian Political Thought: A Reader*, Routledge, New York, 2010.
- Varma, S P. 2013. *Modern Political Theory* New Delhi, Vikas Publishers. (Hindi edition also available)
- Deshpande, Meena, & M.J. 2013. *Vinod, Contemporary Political Theory*, New Delhi, PHI
- B. Parekh, 2000. *Rethinking Multiculturalism: Cultural Diversity and Political theory*. Macmillan Press, London,
- E. Said, 1978. *Orientalism*, Chatto and Windus, London,
- C. Taylor. 1968. *Multiculturalism: Examining the Politics of Recognition*, edited by J.P. Mayer and M. Lerner, New York, Harper, London, Fontana.
- S.K. White, 1991. *Political Theory and Postmodernism*, Cambridge University Press, Cambridge,
- I.M. Young, 1990. *Justice and the Politics of Deference*, Princeton University Press, Oxford,
- A. Ahmed, 1992. In *Theory: Classes, Nations, Literatures*, Verso, London,
- J.B. Elshtain, 1981. *Public Man, Private Man: Women in Social and Political Thought*, Princeton Univ

ersityPress, PrincetonNJ,

- R.GuhaandG.C.Spivak1988..*SelectedSubalternStudies*.OxfordUniversityPress,Oxford,
- R.Young, 1990.*WhiteMythologies: WritingHistoryandtheWest*,Routledge,London,
- Pachori,S.2000.aalochnaseaage,NewDelhi, Radhakrishana,

SEMESTER IV
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-5&6) PAPER XV & XVI
RURAL-URBAN DEVELOPMENT AND LOCAL GOVERNMENT IN INDIA

Course Code: PSPDTD2

Course Credit=5

Course Objective: This paper is to introduce comprehensive idea about rural-urban development and local government in India. This course enables the students to understand the structural aspects of rural-urban development and local government in India. It aims at providing understanding of various approaches to urban and rural development and gives the learning of institutional framework.

Learning Outcomes: By the end of the course students will be able to:

- They will able to develop an understanding of the various component of rural-urban development and local government in India.
- They will learn process of implementation of government policies in the rural-urban areas.
- They will able to make an understanding of the factors which affect the process of urbanisation in India.
- They will also aware about the urban facilities in rural areas.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

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Unit-1

Decentralization and Local Government

- I. **Decentralization:** Concept, Significance, Approaches and Types of Decentralization, Democratic Decentralization and Local Governance in India

II. Local Government:

- i) Rural Local Self Government: Meaning, Structure and Functions
- ii) Urban Local Self Government: Meaning, Structure and Functions
- iii) 73rd and 74th Constitutional Amendment Acts, Emerging role of Panchayati Raj Institution and Municipal bodies

Unit-2

Rural and Urban Development:

- i) Rural Development: Concept and Scope, Political Economy of Rural Development
- ii) Urban Development: Concept and Scope, Urbanization in India

Unit-3

Institutional Framework for Rural and Urban Development:

- i) Rural Development: Panchayati Raj, District Rural Development Agency (DRDA), Co-operative
- ii) Urban Development: Urban local bodies and Development Authorities

Unit-4

Rural Development: Approaches, Policies and Programmes

- i) Community Development and Community Driven Development (C.D. & C.D.D)
- ii) Area Development
- iii) Integrated Rural Development Programme (IRDP)
- iv) Provided Urban facilities in Rural Areas (PURA), Mahatma Gandhi National Rural Employment Guarantee Act (MG-NREGA), and BHARATNIRMAN

Unit-5

Urban Development: Approaches, Policies and Programmes

- i) Area (place) based Urban development
- ii) Integrated Urban development Approach
- iii) Sustainable Urban development Approach
- iv) Programme of Urban development in respect to Housing, Health, Sanitation, Water supply, Education, Transportation, Slum Improvement and Environment.

Reading Lists:-

- Singh, Katar, *Rural Development: Principle, Policies and Management*, Sage Publication, 3rd Edition, New Delhi, 2009
- Jain, Gopallal, *Rural Development*, Mangal Deep Publication, New Delhi, 1997
- Krishnamurthy, J, *Rural Development: Challenges and Opportunities*, Rawat Publication, Jaipur, 2000
- Jain, S.P. (Ed), *Emerging Institution for Decentralized Rural Development Vol. I & II*, National Institute of Rural Development, Hyderabad, 2001
- Swami, H.R, And Gupta, B.P., *Rural Development and Co-Operation In India*, Indus Valley Publication, Jaipur, New Delhi, 2005-06.

Additional Reading List:

- Ram Narayan Prasad, *Urban Local Self-Government in India*, Mittal Publication, Daryaganj, New Delhi, 2006.
- B. P. Maithani, *Local Self-Government System in North-East India: An Appraisal*, National Institute of Rural Development Publication, New Delhi, 1997.
- S.S. Dhaliwal, *Good Governance in Local Self-Government*, Deep & Deep Publication, Rajouri Garden, New Delhi, 2004.
- S.R. Maheshwari, *Local Government in India*, Lakshmi Narain Agrawal, Agra, 2003
- T.N. Chaturvedi and A. Dutta (Eds.), *Local Government*, IIPA, New Delhi, 1984
- M.A. Muttalib, *Theory of Local Government*, Sterling Publishers Pvt. Ltd. New Delhi, 1982
- Debidas Nanda, *Municipal Administration in India*, Ganga Kaveri Publishing House, Varanasi, 1998
- *Rural Urban Relationship Committee Report*, 1966, Ministry of Health and Family Planning, Government of India, New Delhi.
- V. Ostrom et al., *Local Govt. In The United State*, Institute for Contemporary Studies, San Francisco, 1988
- D. Wilson and C. Game, *Local Govt. In The United Kingdom*, Palgrave, Basing Stoke, 2002
- R. Paddison and S. Bailey (Ed.), *Local Government Finance: International Perspectives*, Routledge, New York, 1988
- P. Sachdeva, *Urban Local Government in India*, Allahabad, Kitab Mahal, 2002
- H. Singh, *Theory and Practice of Local Government*, Sterling Publisher, New Delhi, 1996
- S.L. Goel, *Urban Administration in India*, New Delhi, Deep and Deep Publications, 2003
- Balwantrao Mehta, *Committee Report 1957*
- Ashok Mehta, *Committee Report 1978*
- B.S. Khanna, *Panchayati Raj in India: National Perspective and State Studies*, New Delhi, Deep and Deep, 1994,
- S.S. Minakshisundaram, *Decentralization in Developing Countries*, New Delhi, Concept Publishing Co. 1994
- Iqbal Narain and P.C. Mathur, *Panchayati Raj - Old Control and New Challenges*.
- Ignou, *Democratic Decentralisation in India*, MPA-16, New Delhi, Ignou.
- Kurushetra Monthly Magazine (Hindi and English)

DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-5&6) PAPER XV & XVI
FOREIGN POLICIES OF MAJOR POWERS

Course Code: PSPDTD3

Course Credit=5

Course Objective

The course provides a firm foundation to comprehend the foreign Policies of different nations. It aims at making the students understand basic approaches to study foreign Policies. It will also discuss about the different political ups & downs during pre-world war phase and post-world war phase. Impact of domestic and Foreign Policies on the relations between different nations. It will also familiarize the students of the recent trends and contemporary shifts in world order.

Learning Outcomes: By the end of the course students will be able to:

- The module will help the students to understand the diffusion of power since the end of the Cold War, the United States, and its role in shaping the 21st-century global order.
- The module will help the students to comprehend Russia's, Britain's, and India's relations and foreign Policies across the globe with special emphasis upon the foreign policy doctrine and its making vis-à-vis global issues and challenges.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit– 1

Introduction to Foreign Policy

- (i) An Overview of International Relations since 1945
- (ii) Comparative Study of Foreign Policies
 - (a) Basic Approaches
 - (b) Foreign Policy in the Context of World Wars

Unit– 2

Foreign Policy of United States of America

- (i) The American Tradition
- (ii) Contemporary shifts
 - (a) Alliances
 - (b) Foreign Aid, Liberation, Recent Trends

Unit– 3

Foreign Policy of Britain

- (i) National Background, Political Experience, Policy-Making Process
- (ii) Impact of Domestic Policy on Foreign Policy, Commonwealth Relations
- (iii) Cultural and Ideological politics.

Unit-4

Foreign Policy of Russia

- (i) Continuity and Change in Foreign Policy of Russia
- (ii) Formation and Execution of Russian Foreign Policy

Unit-5

India's Foreign Policy

- (i) Basic foundations of Indian Foreign Policy
- (ii) Theory and Practice of Non-Alignment
- (iii) Relations with the West
- (iv) Relations with Russia and Israel
- (v) Relations with China and other Neighbors
- (vi) Relation with United Nations and contribution to World Peace

Reading Lists:-

- Dumbrell, John, American Foreign Policy: Carter to Clinton, Houndsmill, Macmillan, 1997
- Kanet, Roger E and Kozhemiakin, Alexander V., The Foreign Policy of Russian Federation, Houndsmill, Macmillan, 1997.
- Sutter, Robert G., Shaping China's Future in World Affairs: The Role of U.S. Boulder, Westview, 1996.
- David Harvey, The New Imperialism, Oxford University Press, New York, 2003.
- John Pilger, The New Rulers of the World, Verso, 2003.
- Robert Kagan, Of Paradise and Power: America and Europe in the New World Order, Knopf Publishers, 2003.
- McNamara, Robert. Out of the Cold, Bloomsbury, 1990.

SEMSETER IV
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-5&6) PAPER XV & XVI
PEACE AND SECURITY

Course Code: PSPDTD4

Course Credit=5

Course Objective: The MA course in “Peace and Security” offers a state-of-the-art opportunity for students and practitioners from diverse fields concerned with peace, security and community development. This course is proposed to take the students step-by-step through the process of analyzing the links between development, peace, faith and security in an increasingly globalized world- a world in need of creative and pragmatic thinkers in developing pedagogy and understanding of how to handle a conflict situation and transform conflicts towards positive social change. Students will develop important conflict management knowledge and skills that are increasingly sought after in today's job market. A primary goal of this course is to assist students who want to become agents of social change to promote peace and reduce violence.

Learning Outcome: By the end of the course students will be able to:

- They will able to understand about the causes of conflict between and within states and the conditions for promoting and sustaining peace.
- They will get to analytic methods and substantive knowledge about these challenges. and
- They will seek to understand various dimension of Peace and Security.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

The Nature of Peace and Conflict from Antiquity to the Modern Age

- (i) Anatomy & Sources of Conflict
- (ii) Conflict Handling Mechanisms
 - (a) Conflict Suppression
 - (b) Conflict Management

- (c) Conflict Resolution
- (d) Reconciliation

Unit -2

Pedagogy & Approaches

- (i) Arms Control and Disarmament Measures
 - (a) Conventional weapons
 - (b) Nuclear weapons
 - (c) Other weapons of mass destruction
- (ii) Gandhian Approach
 - (a) Satyagrah
 - (b) JaiJagat

Unit-3

Shifting Paradigm of Security

- (i) Physical Security of the States vs. Human Security
- (ii) Protection of Human Rights and Human Development
- (iii) Ethnicity and Multiculturalism

Unit-4

Various Dimensions of Peace and Security

- (i) Minimal Security Threats vs. Perpetual Peace
- (ii) National Interest vs. Common Concerns
- (iii) Disputes and potential threats
 - (a) Maritime boundaries, continental shelf
 - (b) Exclusive Economic Zone
 - (c) Threat of piracy and terrorist activities
- (iv) Confidence Building Measures
 - (a) Panchsheel Doctrine
 - (b) India–Pakistan as a Showcase

Reading Lists:-

- Thakkar, Usha and Mangesh Kulkarni, eds. *Indian World Affairs: Towards the 21st Century*, (1999: Mumbai, Himalaya Publishing House)
- Mohan, C. Raja. *Crossing the Rubicon: The Shaping of India's New Foreign Policy*, (2005: New Delhi, Viking– Penguin Books)
- S. Bhattacharya, *The Pursuit of National Interest Through Non-Alignment*, University Press, Calcutta.
- Harshe, Rajen and K.M. Seethi, eds. *Engaging with the World: Critical Reflections on India's Foreign Policy*, (2005: New Delhi, Orient Longman)
- Dixit, J.N. *External Affairs: Cross-Border Relations*, (2003: New Delhi, Lotus Collections)
- Gaddis, John Lewis. 1982. *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War*. Oxford University Press, New York.
- Kotkin, Stephen. 2001. *Armageddon Averted: The Soviet Collapse, 1970-2000*. Oxford University Press, New York.

SEMSETER IV
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-5&6) PAPER XV & XVI
INDIAN POLITICAL SYSTEM: THEORETICAL AND STRUCTURAL ASPECTS

Course Code: PSPDTD5

Course Credit=5

Course Objective: This course deals with the theoretical and structural aspects of Indian government and politics. The syllabus aims at familiarizing the students about different concepts applied in Indian political system.

Learning Outcomes: By the end of the course students will be able to:

- They will be to understand the operation of Indian political system.
- They will be to understand and assess the functioning different political bodies in India.
- They will able to get clarity about applicability and suitability of a particular concept in India.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to covey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit1

Forces Shaping Indian Political System

- (i) British Legacy
- (ii) Impact of Indian National Movement
- (iii) Role of National Leaders (Gandhi, Nehru, Ambedkar, Sardar Patel)

Unit 2

I. Ideals of Indian Political System

- (i) Republicanism
- (ii) Democratic Socialism
- (iii) Internationalism

II. Preamble to Indian Constitution

Unit 3

Core Values of Indian Political System

- (i) Fundamental Rights and Duties
- (ii) Directive Principles of State Policy

Unit 4

I. Parliamentary Democracy in India

- (i) Central Government (Executive, Legislature, Judiciary)
- (ii) State Government (Executive, Legislature, Judiciary)

Unit 5

I. Federalism in India

- (i) Features and Division of Powers
- (ii) Centre-State Relations
- (iii) Emerging Trends

Reading List:-

- Austin, Granville, *Working a Democratic Constitution: The Indian Experience*, Oxford University Press, New Delhi, 1999
- Basu, D.D., *An Introduction to the Constitution of India*, Prentice Hall, New Delhi (Latest Edition)
- Bakshi, P.M., *Constitution of India*, Universal Law Publishing House, New Delhi, 1999.
- Frankel, Francine; Hasan, Joya and others (ed.) *Transforming India*, Oxford University Press, New Delhi, 2000
- Gajendragadkar, *Preamble of Indian Constitution*
- Gupta, D.C., *Indian Government and Politics*, Vikas Publishing House, New Delhi, 1975.
- Jha, S. N., *Indian Political System, : Historical Developments*, Ganga Kaveri Publishing House, Varanasi, 2005
- Narang, A.S., *Indian Government and Politics*, Geetanjali Publishing House, New Delhi
- Sharma, B. K., *Introduction to the Constitution of India*, Prentice Hall of India, New Delhi, 2002.

SEMSETER IV
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-V & VI) PAPER XV & XVI
PUBLIC ADMINISTRATION: PROCESS & ISSUES

Course Code: PSPDTD6

Course Credit=5

Course Objective: This paper aims at introducing the students to Administrative Culture, Good Governance, Citizen's Charter. The paper deals with Leadership, Decision-making and Information technology. It also teaches the students about Administration and Planning in India and Budget.

Learning Outcomes: By the end of the course students will be able to:

- The students will be able to know about administration and citizens' interface.
- They will seek to know about budgetary procedure in India.
- They will be also known about leadership and decision making.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit– 1

Public Administration: Administrative Culture, Good Governance, Citizen's Charter

Unit– 2

Administrative Process: Leadership, Decision-making and Information technology

Public Policy Analysis: Meaning, Models and Process

Unit– 3

Administration and Planning in India: Planning Process in India, Role of Planning Commission, National Institute for Transforming India (NITI AYOGE), National Development Council (N.D.C) and State Planning Boards

Unit– 4

Budget: Concept of Budget, Significance of Budgeting, Types of Budget: Line-item Budget, Planning, programming and budgeting system (P.P.B.S.), Performance Budgeting, Zero-based budgeting, Outcome and Gender budgeting, Budget Policy Orientation in India, Major Actors in Budgetary Process and Budget system in India.

Reading List:-

- Chakrabarty, Bidut, and Prakash Chand, *Public Administration in a Globalizing World: Theories and Practices*, New Delhi: Sage Publications, 2012.
- De, Prabir Kumar, *Public Policy and Systems*, Delhi: Pearson, 2012.
- Singh, Hoshier and Mohinder Singh, *Public Administration in India: Theory and Practice*, New Delhi: Sterling Publishers, 1989.
- Barthwal, C.P., *Good Governance in India*, Delhi: Deep & Deep Publications Pvt. Ltd., 2003.
- Fadia, B.L., *Public Administration*, Agra: Sahitya Bhawan, 2010.

Additional Readings

- Maheshwari, S.R., *Administrative Thinkers*, Macmillan India Ltd. New Delhi, 2000.
- Shafritz, J.M., and A.C. Hyde (ed.), *Classics of Public Administration*, The Dorsey Press, Chicago, USA, 1992.
- Muttalib, M.A., *Democracy, Bureaucracy and Technology*, Concept Publishing Company, New Delhi.
- Bhattacharya, Mohit, *Public Administration, Structure, Process and Behaviour*, World Press Pvt. Ltd. Calcutta, 1991.
- Dubhashi, P.R., *The Profession of Public Administration*, Subhda-Saraswat, Pune, 1980.
- Arora, Ramesh K. (ed.), *Themes and Issues in Administrative Theory*, Bookman Associates, Jaipur, 1980.
- Rowat, D.C. (ed.), *Basic Issues in Public Administration*, Macmillan Company, New York.
- Riggs, F.W., *Ecology of Public Administration*, IPA, New Delhi, 1997.
- Diwedi, O.P. and R.B. Jain, *India's Administration State*, Gitanjali Publishing House, New Delhi, 1998.
- Mathur, B.C., K. Diesh, C. Chandrasekharan (ed.), *Management in Government*, Publication Division, Government of India, New Delhi, 1980.
- Puri, K.K. (ed.), *Public Administration: Indian Spectrum*, Kitab Mahal, Allahabad, 1982.
- Arora, Ramesh K. and Rajni Goyal, *Indian Public Administration*, Wishwa Prakashan, New Delhi, 2003.
- Sahni, Pardeep and Etakula Vayunandan, *Administrative Theory*, New Delhi: PHI Learning Pvt. Ltd. 2010.
- Rao, N. Bhaskar, *Good Governance: Delivering Corruption-free Public Services*, New Delhi: Sage Publication, 2013.
- Sapru, R.K., *Public Policy: Art and Craft of Policy Analysis*, New Delhi: PHI Learning Pvt. Ltd., 2010.
- Kumar, De, Prabir, *Public Policy and Systems*, Delhi: Pearson, 2012.
- Chakrabarty, Bidut, and Prakash Chand, *Public Administration in a Globalising World: Theories and Practices*, New Delhi: Sage Publications, 2012.
- Awasthi and S.R. Maheshwari, *Public Administration*, Lakshmi Narain Agrawal, Agra, 2003.
- Sharma, M.P. and B.L. Sadana, *Public Administration in Theory and Practice*, Kitab Mahal, Allahabad, 2003.
- Singh, Hoshier and Mohinder Singh, *Public Administration in India: Theory and Practice*, New Delhi: Sterling Publishers, 1989.
- Maheshwari, S.R., *Indian Administration (Sixth Edition)*, New Delhi: Oriental Black Swan, 2009.
- Mishra, S.N., *Public Governance and Decentralization*, New Delhi: Mittal Publications, 2003.
- Barthwal, C.P., *Good Governance in India*, Delhi: Deep & Deep Publications Pvt. Ltd., 2003.

SEMSETER IV
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-V & VI) PAPER XV & XVI
INDIAN FEMINIST PERSPECTIVE

Course Code: PSPDTD7

Course Credit=5

Course Objective: the present paper walk talks about women's movement in India in different spheres of life, such as social reform, child marriage, abolition of sati custom. Women's participation in national movement and also in per-independence period. Different challenges have also been identified in the path of women's movement. The present course will enable to understand the socio-economic phenomena from a gender lence.

Learning Outcomes: By the end of the course students will be able to:

- The students will come to know historical background of women's movement.
- They will seek to understand the nature, phases and core issues of the feminist movement in India.
- Besides, they will understand how the social and cultural construction of role for the women has not only undermined her position as an equal member in the society but also does not take cognizance of her contribution to the family.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to covey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit– 1

Status of Women in Indian Dharmashastras: Manu Smriti, Yajanvakya Smriti, Parasar Smriti, Kautilya's Arthashastra

Unit– 2

Indian Renaissance and emergence of feminist thought

Unit– 3

Indian thinkers on women: Raja Ram Mohan Roy, Swami Dayananda Saraswati, Swami Vivekananda, Shri Aurobindo, Mahatma Gandhi and Vinobha Bhave

Unit– 4

Great women of India: Annie Beasant, Sister Nivedita, Sarojini Naidu, Aruna Asaf Ali

Unit– 5

Indian Women in post-Independence period

Reading List:-

- Bande, Usha and Atma Ram, *Woman in Indian Short Stories: Feminist Perspective*, New Delhi: Rawat Publications, 2003
- Mandakranta Bose, *Face of the Feminism in Ancient Medieval and Modern India*, OUP, New Delhi, 2000
- Chandra Talpade Mohanty, Ann Russo, Lourdes Torres, *Third World Women and the Politics of Feminism*, Bloomington: Indiana University Press, 1991
- A.S. Altekar, *Position of Women in Hindu Civilization from Prehistoric Past to the Present Day*, 3rd Edition, Motilal Banarasi Das, Delhi, 1962.
- O. Flaherty Wendy, *The Law of Manu*, Penguin Books, London, 1991.
- Gayatri C. Spivak, *In other Worlds*, Methuen, London, 1987.
- Vinobha Bhave, *Streeshakti*, Sarva Deva Sangha Prakashan, Varanasi, 1994.
- P. Thompson *Indian Women through the Ages*, Bombay, Asia Publishers, 1964.
- Pushpa Joshi, *Gandhi on Women*, Published jointly by Centre for Women Development Studies, New Delhi and Nav Jeevan Trust, Ahmedabad, 1988.

SEMSETER IV
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-5&6) PAPER XV & XVI
DEMOCRACY AND HUMAN RIGHTS IN INDIA

Course Code: PSPDTD8

Course Credit=5

Course Objective: This paper aims at giving the students knowledge about Human Rights in India. The course educates the students on Human Rights Commission in India. It also teaches the students the role of judiciary and legislature in maintaining human rights in India.

Learning Outcomes: By the end of the course students will be able to:

- The students will be able to know about condition of Human Rights in India.
- They will let to know about the Human Rights Commission of India.
- They will be also know how the legislature and judiciary protects Human Rights in India.

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student.

Teaching-Learning Process

The curriculum allows the **use of varied pedagogic methods and techniques** to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

Unit-1

I. Basic Concepts of Democracy and Human Rights

- (i) Various Meanings and Models of Democracy
- (ii) Meaning, Nature, and Evolution of Human Rights

Unit-2

I. Human Rights in India

- (i) Constitutional vision of Freedom (Fundamental Rights)
- (ii) Constitutional Vision of Justice (Directive Principles of State Policy)
- (iii) Minorities' Rights

Unit-3

I. Human Right Commission of India

- (i) Composition and Functions and Role
- (ii) Challenges before Human Rights Commission of India

Unit-4

- I. **Judiciary and Human Rights**
(i) Judicial Activism
(ii) Public Interest Litigation

Unit-5

- I. **Human Right and Civil Society Groups in India**
(i) NGOs and Human Rights Movements
(ii) People's Union for Civil Liberties (PUCL)
(iii) Amnesty International, Asia Watch

Unit-6

- I. **Legislative Enactments and Human Rights in India**
(i) RTE
(ii) PDS System
(iii) Lokayukta

Readings

- Adeney, Katherin, and Saez, Lawrence(Eds.), *Coalition Politics and Hindu Nationalism*, Routledge, London, 2005.
- Brass, Paul, *The Politics of India Since Independence*, Cambridge University Press, Cambridge, 2004.
- Chatterjee, Partha, *State and Politics in India*, Oxford University Press, New Delhi, 2009.
- Hasan, Zoya (Ed.), *Parties and Party Politics in India*, Oxford University Press, New Delhi, 2002.
- Jayal, Niraj Gopal, and Mehta, Pratap Bhanu, *The Oxford Companion to Politics in India*, Oxford University Press, New Delhi, 2010.
- Jenkins, Rob, *Regional Reflections: Comparing Politics Across India's States*, Oxford University Press, New Delhi, 2004.
- Kohli, Atul, *Democracy and Development in India*, Oxford University Press, New Delhi, 2010.
- Kothari, Rajni, *Politics in India*, Orient Longman, Hyderabad, 2003.
- Narain, Iqbal (Ed.), *State Politics in India*, Meenakshi Prakashan, Meerut, 1965.
- Robinson, John, "Regionalising India: Uttarakhand and the Politics of Creating States", *South Asia: Journal of South Asian Studies*, Volume 24, No. 2, December 2001, pp. 189-212.
- Sarangi, Asha (Ed.), *Language and Politics in India*, Oxford University Press, New Delhi, 2009.
- Weiner, Myron (Ed.), *State Politics in India*, Princeton University, Princeton, 1968.
- Giri Raj Shah, Human Rights

PAPER XVII: DISSERTATION & VIVO-VOCE

Course Code: PSPDDT1

Course Code: 10

Description:

- All students have to submit a dissertation.
- Dissertation will be of 10 credit and 200 marks.
- All students have to submit a dissertation as per topic given by faculty members.
- The topic area will be decided as per guidelines given by the departmental research committee (DRC).
- All students have to give a Vivo-Voce based on their dissertation topic.
- Vivo-Voice will be of 5 credit and 100 marks.

Course Objective:

Every student will have to prepare a dissertation based on three theory papers of the course curriculum under the guidance of faculty members. The objective of the exercise is to enable a student to have an in-depth knowledge of the subject of his/her choice. It should be a research-based effort and should endeavor to create new knowledge in any area of Political Science. The guide(s) will be appointed by the Head of the Department from among the faculty members to supervise such dissertations. The guide(s) should certify that the dissertation is based on the work carried out by the candidate.

Learning Outcomes: By the end of the course students will be able to:

- The students will be able to get an in-depth knowledge of the subject of his/her choice.
- It will make the students the research oriented and help to continue for the research after Post Graduation.