

Learning Outcomes based Curriculum Framework (LOCF)

B. A. Political Science (Four Year Degree Programme)

Scheme C



**Department of Political Science
Chaudhary Ranbir Singh University,
Jind**

w.e.f. 2024-25

Course Code	Course Title	Credits				Marks
		L	T	P	Total	
Semester I						
BA/SM/POL/MCC/101	Introduction to Political Science	3	1		4	100
BA/SM/POL/MCC/102	Indian Constitution	3	1		4	100
Minor and Vocational Courses (MIC)						
BA/POL/MIC/101	Major Political Ideologies	3	1		4	100
Skill Enhancement Courses (SEC)						
BA/POL/SEC/101	Democratic Awareness with Legal Literacy	3			3	75
Ability Enhancement Courses						
	Choose from the common pool	2			2	50
	To be selected from the Central Pool of Multidisciplinary/Value Added Courses	3			3	75
		2			2	50
Semester II						
BA/SM/POL/MCC/201	Indian Political Thinkers-I	3	1		4	100
BA/SM/POL/MCC/202	Western Political Thought-I	3	1		4	100
Minor and Vocational Courses (MIC)						
BA/POL/MIC/201	Modern Governments	3	1		4	100
Skill Enhancement Courses (SEC)						
BA/POL/SEC/201	Election and Voting Behaviour	2	1		3	75
Ability Enhancement Courses						
	Choose from the common pool	2			2	50
	To be selected from the Central Pool of Multidisciplinary/Value Added Courses	3			3	75
		2			2	50

Course Code	Course Title	Credits				Marks
	Semester III	L	T	P	Total	
BA/SM/POL/MCC/301	Indian Political Thinkers- II	3	1		4	100
BA/SM/POL/MCC/302	Western Political Thought- II	3	1		4	100
Minor and Vocational Courses (MIC)						
BA/POL/MIC/301	Local Self-Government in India	3	1		4	100
Skill Enhancement Courses (SEC)						
BA/POL/SEC/301	Legislative Practices and Procedures in India	3			3	75
Ability Enhancement Courses						
	Choose from the common pool	2			2	50
	To be selected from the Central Pool of Multidisciplinary/Value Added Courses	3			3	75
		2			2	50
Semester IV						
BA/SM/POL/MCC/401	Indian Government and Politics	3	1		4	100
BA/SM/POL/MCC/402	Modern Political Theory	3	1		4	100
BA/SM/POL/MCC/403	International Relations	3	1		4	100
Select the one paper from DSE-1						
BA/SM/POL/DSE/401	Fundamentals of Public Administration	3	1		4	100
BA/SM/POL/DSE/402	Political and Administrative Reforms in India	3	1		4	100
BA/SM/POL/DSE/403	Governance: Issues and Challenges					
Minor and Vocational Courses (MIC)						
BA/POL/MIC(V)/401	Party System in India	3	1		4	100
Ability Enhancement Courses						
	Choose from the common pool	2			2	50
	To be selected from the Central Pool of Value-Added Courses	2			2	50
Semester V						
BA/SM/POL/MCC/501	India's Foreign Policy in Changing World	3	1		4	100
BA/SM/POL/MCC/502	Comparative Political Analysis	3	1		4	100
Select the one paper from DSE-2						
BA/SM/POL/DSE/501	Administrative Thought	3	1		4	100
BA/SM/POL/DSE/502	Social Movements	3	1		4	100
BA/SM/POL/DSE/503	Institutions for Grievance Redressal in India	3	1		4	100
Select the one paper from DSE-3						
BA/SM/POL/DSE/504	National Security: Issues and Challenges	3	1		4	100
BA/SM/POL/DSE/505	International Law	3	1		4	100
BA/SM/POL/DSE/506	Contemporary Issues in International Politics	3	1		4	100
	Minor and Vocational Courses (MIC)					

BA/POL/MIC(V)/501	Understanding Public Policy	3	1		4	100
	Internship			4	4	100
	Semester VI					
BA/SM/POL/MCC/601	Contemporary Global Concerns	3	1		4	100
BA/SM/POL/MCC/602	Contemporary Issues in Indian Politics	3	1		4	100
	Select the one paper from DSE-4					
BA/SM/POL/DSE/601	Indian and its Neighbours	3	1		4	100
BA/SM/POL/DSE/602	Comparative Federalism	3	1		4	100
BA/SM/POL/DSE/603	Gandhi and the Contemporary World	3	1		4	100
	Select the one paper from DSE-5					
BA/SM/POL/DSE/604	International Organization	3	1		4	100
BA/SM/POL/DSE/605	Comparative Constitutions of UK & USA	3	1		4	100
BA/SM/POL/DSE/606	Understanding Globalization	3	1		4	100
	Minor and Vocational Courses (MIC)					
BA/POL/MIC(V)/601	Development and Welfare Administration	3	1		4	100
	Skill Enhancement Courses (SEC)					
BA/POL/SEC/601	Understanding Dr. B R Ambedkar and Mahatma Gandhi	2			2	50

BA/SM/POL/MCC/101: INTRODUCTION TO POLITICAL SCIENCE

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is designed to disseminate knowledge about state, sovereignty, and other basic concepts of political science. By the end of this course, students would be able to understand and analyze the theoretical framework of political science and have practical knowledge regarding the different concepts of political science.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO 1: To have an insight regarding political science and its different concepts.

CLO 2: To be able to know about the state and its theories regarding its origin and nature.

CLO 3: To be able to understand sovereignty, its constituents, and forms.

CLO 4: To have an insight regarding the power, authority, different forms and attributes as well as its relations with legitimacy.

CLO 5: To have the knowledge of rights, their attributes, and different forms with special reference to UDHR.

CLO 6: To have the knowledge of liberty, equality, and laws as well as their relations with one another.

CLO 7: To be able to understand political science in a more specific and objectives manner

Unit- I

Political Science: Concept, Nature, Scope and Significance

Unit- II

State, Sovereignty, Government

Unit- III

Power, Authority, Legitimacy

Unit- IV

Rights, Liberty, Equality, Laws

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit

Suggested Readings:

- Chinkin, C.M., & Baetens, F. (2015). *Sovereignty, statehood and state responsibility: Essays in honour of James Crawford*.
- Dimova-Cookson, M. (2019). *Rethinking positive and negative liberty*. Routledge.
- Dobratz, B., Waldner, L., & Buzzell, T.(2015).*Power, politics, and society: An introduction to political sociology*. Routledge.
- Dyzenhaus, D., & Poole, T. (2015). *Law, liberty and state: Oakeshott, Hayek and Schmitt on the rule of law*. Cambridge University Press.
- Grimm,D.(2015).*Sovereignty: The origin and future of a political and legal concept*. Columbia University Press.
- Harrison, L., Little, A., & Lock,E. (2015). *Politics: The key concepts*. Routledge.
- Heywood, Andrew (2003), *Political Theory: An Introduction*, St. Martin's Press, New York.
- Hoffman ,J.,& Graham, P.(2015).*Introduction to political theory*. Routledge.
- Keman,H.,& Woldendorp, J. J.(2016).*Handbook of research methods and applications in political science*. Edward Elgar Publishing.
- Lees-Marshment, J.(2020).*Political management: The dance of government and politics*. Routledge.
- Leibfried, S., Huber,E.,Lange,M.,Levy,J.D.,Nullmeier, F., &Stephens, J.D. (2015).*The Oxford handbook of transformations of the state*. OUP Oxford.
- Leoni, B. (2017). *Law, liberty, and the competitive market*. Routledge.
- Mandle, J., & Roberts-Cady,S.(2020).*John Rawls: Debating the major questions*. Oxford University Press, USA.
- Riemer, N., Simon, D.W. ,& Romance, J.(2015).*The challenge of politics :An introduction to political science*. CQ Press.
- Rothbard, M. N. (2015). *The ethics of liberty*. NYU Press.
- Silier,Y.(2017).*Freedom: Political, metaphysical, negative and positive*. Routledge.
- Stoker, G., Peters, B.G., & Pierre,J.(2015).*The relevance of political science*. Macmillan International Higher Education.
- Wilson, H.T. (2017). *Political management: Redefining the public sphere*. Walterde Gruyter GmbH & Co KG.
- Ziyanak, S.(2020).*Political sociology: Readings on power, politics, state, and society*
- Bhargava, Rand Acharya,A.(eds2011.)*Political Theory: An Introduction*. New Delhi: Pearson Longman,
- Kumar, Sanjeev, (2019), *Understanding Political Theory*, Hyderabad; Orient Blackswan.
- Kumar, Sanjeev, (2020),*Rajniti Siddhant Ki Samajh*, Hyderabad: Orient Blackswan.
- Heywood, A. (2015). *Political Theory: An Introduction*. Macmillan Press, London.
- Heywood, A. (2019). *Politics*. Macmillan Press, London,

BA/SM/POL/MCC/102: INDIAN CONSTITUTION

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL:30)

Course Objective: -

Its aim is to develop a better understanding of the Indian constitution and different organs of the government among the readers. They will be able to appreciate the philosophy of the Indian constitution basic principles of governance and centre state relations as well as the overall functioning of the Indian federation.

Course learning outcomes:

After the completion of this course, the students will be able to:

CLO 1: To understand the philosophy of the Indian Constitution.

CLO 2: To understand the Fundamental Rights, Duties and Directive principle of state policy.

CLO 3: To learn about the structure and functioning of the Union government.

CLO 4: To learn about the structure and function of state government.

CLO 5: To appreciate the centre state relations in India.

Unit-I

Evolution, Formation and Philosophy of Indian Constitution, Salient features of Indian Constitution, Fundamental Rights and Duties Directive Principles of State Policy

Unit-II

Union Government: Legislature, Executive and Judiciary

Unit-III

State Governments: State legislature, Executive and State Level Judicial System

Unit-IV

Centre State Relations: Legislative, Administrative and Financial, Electoral System: Elections and Electoral Process

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ananth, K.V. (2015). *The Indian Constitution and Social Revolution: Right to Property since Independence (SAGE Series in Modern Indian History)* (First ed.). SAGE Publications Pvt.Ltd.

- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bakshi, P. M. (2020). *The Constitution Of India* (17th ed.). Lexis Nexis, New Delhi.
- Baruah, P., & Rouleau, N. (2011). Democracy, Representation, and Self-Rule in the Indian Constitution. *Verfassung Und Recht in Übersee / Law and Politics in Africa, Asia and Latin America*, 44(2), 177-195. Retrieved August 24, 2021, from <http://www.jstor.org/stable/43239606>
- Basu, D., (2021). *Introduction to the Constitution of India*(25th ed.).Prentice-Hall.
- Choudhry, S., Khosla, M., & Mehta, P. B. (2016). *The Oxford Handbook of the Indian Constitution*. Oxford University Press.
- De, R. (2018). *A People's Constitution: The Everyday Life of Law in the Indian Republic (Histories of Economic Life Book 18)* (Illustrated ed.). Princeton University Press.
- Dalal, Rajbir Singh, (2009) *Fundamental Rights Enshrined in Indian Constitution: Provisions and Practices*, *Indian Journal of Political Science*, 70(3), July-September.
- Dalal, Rajbir Singh,(2012) Recent Trends in Indian Politics:An Introspection, *Indian Journal of Political Science*,, 73(2), April- June.
- Dalal, Rajbir Singh, (2012) Indian Judiciary: The Rising Trend of Road Justice, *Mewar Law Journal*, Gaziabad, Vol.2,No.1.
- Kannabiran, K. (2012). *Tools of Justice: Non-discrimination and the Indian Constitution* (1st ed.). Routledge India.
- Khosla, S., & Semwal, M. (2011). Human Rights Jurisprudence In Indian Constitution Right To Equality And Life: Concept And Substance. *The Indian Journal of Political Science*, 72(4), 927-936. Retrieved August 24, 2021, from <http://www.jstor.org/stable/41856528>
- Panwar, N. (2010). *Directive Principles Of State Policy Envisioned In Indian Constitution: A Critical Review of its Implementation in Madhya Pradesh*. *The Indian Journal of Political Science*, 71(1), 323-332. Retrieved August 24, 2021, from <http://www.jstor.org/stable/42748390>
- Pylee, M. V. (2017). *India's Constitution, 16th Edition*. S CHAND & Company Limited.
- Rajaram, M. (2009). *Indian Constitution*. New Age International Publishers.
- Sinha, D. (2013). Reading of the Indian Constitution. *Economic and Political Weekly*, 48(11), 34-36. Retrieved August 24, 2021, from <http://www.jstor.org/stable/23391417>
- Bhatiya, Udit. (ed), (2018). *The Indian Constituent Assembly: Deliberations on Democracy*. Routledge, London.
- Bhargava, Rajeev. (ed), (2008). *Politics and Ethics of the Indian Constitution*. Oxford University Press.
- Hasan, Zoya, Sridharan, E, & Sudarshan, R. (ed), (2002). *India's living constitution ideas, practices, controversies*. Permanent Black, New Delhi.
- Kosla, Madhav. (2012). *Indian Constitution*. Oxford University Press.
- Khosla, Madhav. (2020). *India's founding moment: The constitution of a most surprising democracy*. Harvard University Press, Harvard.
- Krishna swamy, S. (2010). *Democracy and constitutionalism in India: A study of the basic structure doctrine*. Oxford University Press.
- Chowdhary, Sujit, Khosla, Madhav, Mehta, Pratap Bhanu. (ed), (2017). *The Oxford Handbook of the Indian Constitution*, Oxford University Press

BA/POL/MIC/101: MAJOR POLITICAL IDEOLOGIES

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

To inculcate the values and understanding of different political ideologies. A comparison and analytical perspective of major political ideologies in past and concurrent times.

Some of the learning outcomes are as follow: -

- To Understand the origin of different Ideologies varying from Liberalism to Marxism and Fascism to Gandhism.
- To understand the salient feature , origin and sources of various Political Ideologies .
- To learn about the comparison and analytical perspective of major political ideologies
- To learn about role and relevance of the major political ideologies in present and future .

Unit-I

Liberalism and Socialism

Unit-II

Marxism and Communism

Unit-III

Idealism and Gandhism

Unit-IV

Nazism and Fascism

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Verma, S. P. (1975). Modern Political Theory. Vikas Publishing House.
- Almond, G. A., & Powell, G. B. (1996). Comparative Politics. HarperCollins College Publishers.
- Eckstein, H., & Apter, D. (Eds.). (2015). Comparative Politics – A Reader Comparative Study of Politics. Surjeet Publications.
- Wasby, S Baum, W. (1970). Political Science: The Discipline and Its Dimensions. Scribner Publisher.
- Grazia, S. de. (1965). Political Behaviour. Free Press.
- Dahl, Robert A(1965) Modern political Analysis , Englewood Cliffs, N.J.Prentice- Hall

- Alan Heslop, D.(n.d.). Political system- Development and change in political systems. Encyclopedia Britannica.
- Adichie, C.N. (2021). We Should All Be Feminists (Reprinted.). Anchor Books.
- Busbridge, R. (2019). Multicultural Politics of Recognition and Postcolonial Citizenship: Rethinking the Nation (Postcolonial Politics) (1st ed.). Routledge.
- Middleton, R.J., & Walsh, B.J. (1995). Truth Is Stranger Than It Used to Be: Biblical Faith in a Postmodern Age. IVP Academic
- Newbigin, L. (1995). Proper Confidence: Faith, Doubt, and Certainty in Christian Discipleship (35384th ed.). Eerdmans.
- Ratha, K. C. (2021). Political theory: Concepts and Debates. Rawat.
- Seubert, S. (2014). Dynamics of Modern Citizenship Democracy and People ness in a Global Era.Constellations,21(4),547–559.<https://doi.org/10.1111/1467-8675.12119>
- Singh, J. A.S.V. N. (2012). Nariwad (Feminism). Rawat Books.
- Smith, B. (2019). Citizenship without states: rehabilitating citizenship discourse among the anarchist left. Citizenship Studies, 23(5), 424–441. <https://doi.org/10.1080/13621025.2019.1620688>.
- Thapar, R., Ram, N., Bhatia, G.,&Patel, A.G. (2021). On citizenship. Aleph Book Company.
 - Tinder, G. (2021). Political Thinking: The Perennial Questions (Longman Classics Series). Pearson Jul-12-2003.
 - West, T.G. (2017). The Political Theory of the American Founding: Natural Rights, Public Policy, and the Moral Conditions of Freedom. Cambridge University Press.
 - Bhargava, R and Acharya, A.(eds2015). Political Theory: An Introduction. New Delhi: Pearson Longman.
 - Kumar, Sanjeev. (2019). Understanding Political Theory. Hyderabad; Orient Black swan.
 - Kumar, Sanjeev. (2020). Rajniti Siddhant Ki Samajh. Hyderabad: Orient Black swan
 - Ramaswamy, S. (2014). Political theory: Ideas and concepts. Prentice-Hall of India.
 - Jonathan Wolff, An Introduction to Political Philosophy, OUP, 1996

BA/POL/SEC/101: DEMOCRATIC AWARENESS WITH LEGAL LITERACY

DURATION: 3 HOURS

MAXIMUM MARKS: 75
(EXTERNAL: 50, INTERNAL: 25)

Course Objective:

The course will help students to understand the concept of Democratic Awareness with Legal Literacy and different aspects related to Legal System and Laws Prevailing in India. Moreover, apart from covering problems and challenges of formal Legal System the alternative dispute Resolution Mechanism will be studied. Different Laws regarding dowry, sexual harassment and violence against women and cyber crimes will be the part of this course. The students will be able to critically evaluate the functioning of these institutions and make constructive suggestions.

Learning Outcomes:

- Develop an understanding of the concept of Democratic Awareness and Legal Literacy.
- Examine perspectives, policies, and strategies related to Legal System in India both formal and Informal.
- Explore issue areas concerning to dowry, sexual harassment and violence against women, Laws relating to consumer rights, Labour laws in the context of globalization, Laws relating to cyber crimes.
- Demonstrate the ability to critically evaluate the functioning of Legal System prevailing in India including some specific laws for Grievance Redressal.

Unit I

Democratic Awareness: Concept, Features, Essentials and Significance, Democratic Awareness and Legal Literacy, Legal system in India: Courts, Tribunals, Alternate disputes Resolution mechanisms, Lok adalats and non - formal mechanisms.

Unit II

Understanding of the Laws applicable in India, Constitution - fundamental rights, fundamental duties, other constitutional rights, and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.

Unit III

Laws relating to dowry, sexual harassment and violence against women, Laws relating to consumer rights, Labour laws in the context of globalization, Laws relating to cyber crimes.

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Multiple Action Research Group, Our Laws Vols 1-10, Delhi.
- Indian Social Institute, New Delhi, Legal Literacy Series Booklets. Available in Hindi also.
- S.K. Agarwala,(1985) Public Interest Litigation in India, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, New Delhi.
- S.P. Sathe,(1993) Towards Gender Justice, Research Centre for Womens' Studies, SNDT Women's University, Bombay.
- Asha Bajpai, (2003)Child Rights in India : Law, Policy and Practice, Oxford University Press, New Delhi.
- Agnes, Flavia(1997) Law and Gender Equality, Oxford University Press.
- Sagade, Jaga, (1996) Law of Maintenance: An Empirical Study, ILS Law College, Pune.
- B.L. Wadhera,(2003) Public Interest Litigation - A Handbook, Universal, Delhi.
- Nomita Aggarwal, (2002)Women and Law in India, New Century, Delhi.
- Gautam Mukhopadhyay(2021) Democratic Awareness Through Legal Literacy,setu parkashini, Kolkatta.
- P.C. Rao and William Sheffiled,(2002) Alternate Dispute Resolution: What it is and How it Works Universal, New Delhi.
- Mahendra P. Singh, (2001) V.N. Shukla's Constitution of India Eastern Book CoNew Delhi
- Parmanand Singh,(1981-82) 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156.

BA/SM/POL/MCC/201: INDIAN POLITICAL THINKERS-I

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

To inculcate the values, dedication and devotion towards our nation and it is helpful in understanding the vision of Indian political thinkers in broader way

Course learning outcomes:

Some of the learning outcomes are as follow: -

- To understand various social and religious reform movements and efforts by social reformers to revive the golden era of ancient India
- To learn about the different visions in freedom struggle (Moderates, Extremists - revolutionaries)
- To learn about role and relevance of Gandhian ideas and vision of B.R. Ambedkar
- To understand the idea of Hindutva and cultural nationalism

Unit-1

Mahatma Gandhi and M.N. Roy

Unit-II

Jawaharlal Nehru and B.R. Ambedkar

Unit-III

Subhash Chander Bose and Bhagat Singh

Unit-IV J.P. Narayan and Ram Manohar Lohia

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Pantham, T and Deustch K.(Eds.), (1986) Political Thought In Modern India. New Delhi: Sage Publishers
- Chakrabarty, B., & Pandey, R. (2009). Modern Indian Political Thought. New Delhi: Sage Publications India Pvt. Ltd.
- Kumar, R. (2006). Modern Indian Political Thought. New Delhi.
- Padhey, K.S. (2011). Indian Political Thought. Delhi: Ph Learning.
- Ranjan, R. (2010). Indian Political Thought. New Delhi: Anmol Publications Pvt.Ltd.
- Ray, B., &Misra, R. (2012). Indian Political Thought. New Delhi: Kaveri Books.
- Sharma, A. (2000). Classical Hindu Thought. New Delhi: Oxford University Press.
- Singh, A., &Mohaptra, S. (2010). Indian Political Thought: A Reader (Its Ed.). Abingdon, Oxon: Routledge.
- Roy Himanshu and Singh, Mahendra Prasad., (2017) Indian Political Thought: Themes and Thinkers (2nd Edition). Noida: Pearson
- Gauba, O. P., (2021) Indian Political Thought, New Delhi: National.

BA/SM/POL/MCC/202: WESTERN POLITICAL THOUGHT-I

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course objective:

This course aims for developing an understanding of the trajectory of the evolution of ideas regarding state and changing relationships with individuals and society, especially in ancient and medieval phases.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO1: It helps students discover the political philosophy that forms the basis of politics in the Western world, to interpret the political philosophies of the Greek, Roman, French, and English philosophers in a historical context as well as relate them to contemporary politics.

CLO 2: Concretizing their base in political thought.

CLO3: Differences of thought through the different phases of the History of political thought

CLO 4: Getting enlightened with fundamental features of political thought.

Unit-I

Plato, Aristotle

Unit- II

St. Augustine, Thomas Aquinas

Unit-III

Machiavelli, Montesquieu

Unit-IV

Thomas Hobbes, John Locke, J.J.Rousseau

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Skoble. A and Machan, T. (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education
- Berlin, Isaiah,(1981) The Originality of Machiavelli in I.Berlin, Against the Current, OUP, Oxford, 1981.
- Brian R. Nelson, (2004) Western Political Thought, Pearson, New Delhi.
- C.Macpherson,(1962)The Political Theory of Possessive Individualism: Hobbes to Locke.

Oxford University Press, Ontario.

- Colletti, Lucio, (1978) "Rousseau as Critic of Civil Society" in Lucio Colletti ed. From Rousseau to Lenin, OUP, Delhi.
- Dunn, John,(1969) The Political Thought of John Locke, Cambridge University Press, Cambridge
- Grimsley, Ronald,(1973) The Philosophy of Rousseau, OUP, London.
- Hall, J.C. (1971),Rousseau : An Introduction to His Political Philosophy, Macmillan.
- I.Hampsher Monk, (2001) A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx, Oxford: Blackwell Publishers.
- Macpherson, C.B. (1962),Political Theory of Possessive Individualism, Hobbes to Locke, OUP, London.
- Pocock, J., (1975)The Machiavellian Moment, Princeton, 1975.
- Raphael,D.D.,(1977) Hobbes: Morals and Politics, George Allen & Unwin, London, 1977.
- Gauba,O.P.(2017), Western Political Thought, New Delhi, National Publishing House.

BA/POL/MIC/201: MODERN GOVERNMENTS

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

Its aim is to develop a better analytical understanding of the major Government prevailing in the world like The U.S.A, The U.K , Switzerland and China . The learner will be able to understand and have a comparative perspective about the salient features of these Governments, their main Institutions and their Politics . .

Course learning outcomes:

After the completion of this course, the students will be able to:

CLO 1: To understand the salient features of the Major modern Governments and their Politics.

CLO 2: To understand the different organs of these governments and working of political Institutions in comparative perspective.

Unit-I

The United Kingdom: Salient Features of Constitution, form of Government, Parliamentary Supremacy, Rule of Law, Party System

Unit-II

The United States of America: Basic Features of Constitution, Form of Government, Nature of Federation, Separation of Powers, Check and Balances Theory, Judicial Review, Party System

Unit-III

The Switzerland: Salient Features of Constitution, form of Government, Nature of Federation, Features of Direct Democracy, Party System

Unit- IV

People Republic of China (PRC): Basic Features of Constitution, form of Government, Party System, Authoritarian Regimes.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ray, A., & Bhattacharya, M. (2013). Political Theory: Ideas & Institutions. World Press Private Ltd. (Latest edition)
- Asirvatham, E., & Mishra, K.K. (2004). Political Theory. S. Chand.
- Mac Iner, R. M. (1947). The Web of Government.
- Finer, S. E. (1997). The History of Government from the Earliest Times. Oxford University Press.
- Kapur, A.C. (2014). Select Constitutions (11th ed.). S. Chand & Co., Ltd.
- Bombwall, K.R. (1982). Major Contemporary Constitutional Systems (16th ed.). Modern Publications.
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- Finer, H. (1977). Theory and Practice of Modern Government. Surjeet Publications.
- Dicey, A.V. (1982). An Introduction to the Study of the Law of the Constitution (10thed.). Elbs & Macmillan.
- Friedrich, C.J. (1968). Constitutional Government and Democracy. Gin and Co.

BA/POL/SEC/201: ELECTION AND VOTING BEHAVIOUR

DURATION: 3 HOURS

MAXIMUM MARKS: 75
(EXTERNAL: 50, INTERNAL: 25)

Course Objectives:

It seeks to introduce to the students the methods of studying elections. It also seeks to acquaint the student with the practice of studying elections in India and issues involved in it. The course expects students to understand the different methods of election study. Taking off from the history and evolution of election studies, the course further dwells on key issues in India's electoral politics.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO 1: Discuss India's electoral system.

CLO 2: Describe the Indian electorate's voting patterns.

CLO 3: Explain the factors that influence voting behavior in India.

CLO 4: Discuss the electoral system's flaws and potential reforms

Unit - I

Concept, Nature, Scope, Significance and History of Election Studies, Elections and Voting Behavior

Unit- II

Theories of Representation: Territorial and Professional Representation, Theories of Minority Representation, Party System in India

Unit- III

Survey Method, Field Studies and Ethnographic Studies, Social Identities, Media, Public Opinion and Elections, Clientelism and Elections

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

Suggested Readings:

- Banerjee Mukulika,(2014),Why India Votes? New Delhi, Routledge.
- Kitschelt, Herbert and Steven I. Wilkinson (eds.) 2007, Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition, Cambridge University Press: Cambridge.
- Niemi, Richard G., Herbert F. Weisberg and David C. Kimball (Eds.) 2011, Controversies in Voting Behavior, Washington:CQ Press.
- Palshikar, Suhas (2013), —Election Studies|, in K.C. Suri (ed.) Indian Democracy, Volume 2 Oxford University Press, New Delhi.
- Kumar, Sanjay and Praveen Rai,(2013),Measuring Political Behaviour in India, New Delhi, Sage.
- Shah ,A.M.(ed.)2010,Grassroots of Democracy, New Delhi, Permanent Black.
- Suri, K.C. (2014), “*Elections and Voting in India*, ed. Zajackowski, Jivanta Schottli and Manish Thapa, Contemporary World: Polity, Economy and International Relations, Routledge, London, pp.41-63.
- Kumar, Sanjay. (2021).*Elections in India: An overview*. Taylor & Francis Ltd.
- Dalal, Rajbir Singh. (2010). Bharat Mein Exit Poll Aur Media Ki Bhoomika, Bhartiya Rajniti Vigyan Shodh Patrika, CCS University, Meerut, Vol.II, No.2,January- December
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- Dalal, Rajbir Singh. (2014) —Nagrik Samajavam Lok tantar ki Prasangikta: Ek Samikshal Lok Parshasan, IIPA, New Delhi,Vol.6,No.2 July-December,pp.270-283
- Dalal, Rajbir Singh.(2015) —Indian Democracy: An Evaluation from Electoral Aspects| Indian Journal of Political Science, CCS University, Meerut,Vol.LXXVI,No.4,Oct-Dec.,pp972-932.
- Dalal, Rajbir Singh.(2017) “Democratization and increasing demand for Inclusive Development: An Evaluation| Public Administration Review, Utkal University, Bhubneshwar, Vol. 18, No. 1,pp. 75-83

BA/SM/POL/MCC/301: INDIAN POLITICAL THINKERS-II

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

To inculcate the values, dedication and devotion towards our nation and it is helpful in understanding the vision of Indian political thinkers in broader way

Course learning outcomes:

Some of the learning outcomes are as follow: -

- To Understand the origin of Dharma, Varna system, administrative skills, Diplomacy and Raj dharma.
- To understand various social and religious reform movements and efforts by social reformers to revive the golden era of ancient India
- To learn about the different visions in freedom struggle (Moderates, Extremists - revolutionaries)
- To learn about role and relevance of Gandhian ideas and vision of B.R. Ambedkar
- To understand the idea of Hindutva and cultural nationalism

Unit-I

Dharamshastra, Ved Vyas: Shanti Parva, Budhist Tradition, Kautilya: Arhtasastra

Unit-II

Raja Ram Mohan Roy, Swami Vivekananda, Sir Syed Ahmed Khan.

Unit –III

Gopal Krishna Gokhale, Bal Gangadhar Tilak, Aurobindo Ghosh.

Unit-IV

V D Savarkar, M.S. Golwalkar, Deen Dayal Upadhyay

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Ambedkar, R. B. (2014). Annihilation of Caste. Delhi: Blumoon Books.
- Ambedkar, R. B. (2003). Castes in India: Their Mechanism, Genesis and Development. New Delhi: Dalit Book Trust.
- Gandhi, M. (1927). An Autobiography or the story of my experiments with Truth. Ahmedabad: Navajivan Publishing House.
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- Golwalkar, M. (1966). Bunch of Thoughts. Sahitya Sindhu Prakashan.
- Rangarajan), K. (1992). Kautilya: The Arthashastra [est. 300 BCE - 150 AD]. Penguin Books India
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- Sengupta, Dr. Lopamudra. (ed.). (2021), Indian Political Thought and Its Contemporary Relevance. New Delhi: Atlantic Publishers and Distributors.
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- Singh, Akash, and Mohapatra, Silika. (ed.). (2010), Indian Political Thought. New Delhi: Routledge.

BA/SM/POL/MCC/302: WESTERN POLITICAL THOUGHT-II

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

The course is aimed to provide students with the historical, social and cultural context to relate to contemporary political society. It is hoped that familiarity with the ideas or concepts of some major western political thinkers will help the students to understand different perspective and approaches to concepts like State, politics, government, sovereignty, citizenship and so on.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO 1: The course will help students to theoretically locate the diverse intellectual traditions in the west.

CLO2: It helps students to engage and critically examine the significant issues of the western political philosophy.

CLO3: Students by the end of term will have a comparative perspective of political philosophies in the West and India.

Unit- I

G.W.F. Hegel and T.H. Green

Unit- II

Jeremy Bentham, J.S. Mill, John Rawls

Unit-III

Karl Marx, Lenin, Mao Tse Tung

Unit-IV

Gramsci and Hannah Arendt,

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Bayefsky, R. (2013). *Dignity, Honour, and Human Rights: Kant's Perspective*, Political Theory,41(6), 809-837. Retrieved August 24, 2021, from <http://www.jstor.org/stable/24571373>
- Beresford, P., & Alibhai-Brown, Y. (2021). *Imposing ideology. In Participatory Ideology: From Exclusion to Involvement* (pp. 37-52). Bristol, UK: Bristol University Press. Doi: 10.2307/j.ctv1gbrrrw.10

- Dierksmeier, C. (2013). *Kant on Virtue*. *Journal of Business Ethics*, 113(4), 597-609. Retrieved August 24, 2021, from <http://www.jstor.org/stable/23433685>
- Church, J. (2013). *The Political Cultivation of Moral Character: Kantian Public Moral Feeling as a Precondition for Right*. *Polity*, 45(1), 56-81. Retrieved August 24, 2021, from <http://www.jstor.org/stable/24540255>
- Cohen, G.(2014). *Hegel: Minds, Masters, And Slaves*. In Wolff J.(ed.), *Lectures on the History of Moral and Political Philosophy* (pp.183-200). Princeton; Oxford: Princeton University Press. Retrieved August24, 2021, from <http://www.jstor.org/stable/j.ctt3fgzfh.10>
- Gauba, O.P. (2017). *Western Political Thought*(Thirded.). National Publishing House.
- Hall, S. (2021). *Rethinking the “Base and Superstructure” Metaphor* [1977]. In Mc Lennan G. (Ed.), *Selected Writings on Marxism* (pp.62-90).Durham; London: Duke University Press. Doi: 10.2307/j.ctv1j9mjwm.7
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- Kelly,D. (2006).*Idealism and Revolution: T.H. Green's "Four Lectures on The English Commonwealth*. *History of Political Thought*, 27(3), 505-542. Retrieved August 24, 2021, from <http://www.jstor.org/stable/26222186>
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- Sharma, U., & Sharma, S. K. (2020). *Western Political Thought from Bentham to Present Day* (Vol. 2). Atlantic.
- Nelson, B.R. (2015). *Western Political Thought: From Socrates to the Age of Ideology, Second Edition* (2nd ed.). Waveland Press, Inc.

BA/POL/MIC/301: LOCAL SELF GOVERNMENT IN INDIA

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objectives

The main objectives of this course is to sensitize students about major issues and challenges of the urban sector and to provide opportunity to systematically study the issues in the field. Urban governance is the emerging area which needs attention in the era of good governance.

Learning Outcomes

- Knowledge of the evolution and growth of Rural-urban local bodies in India
- Understanding about the composition, role, functions, and resources of urban local bodies
- Examining the structure and working of urban development programmes
- Analyze the Administrative machinery at various levels.
- Acquainting with the urban Industrialization and Co-operatives viz-a-viz Urban Governance.

Unit-I:

Local Self Government: Meaning, Nature, Types, Scope, Significance, Evolution and growth in India, Main Features of 73th and 74th Amendment Acts.

Unit-II

Structure and Function of Rural Local Self Government in India in light of 73th Amendment Act: Gram Panchayat and Gram Sabha, Panchayat Samiti and Zila Parishad

Unit-III:

Structure and Function of Urban Local Self Government in Indian light of 74th Amendment Act: Nagar Panchayat, Municipal Council and Municipal Corporation

Unit-IV

State-Local and Central Local Relations: Issues regarding Funds, Functions and Functionaries State-Local relations: Reforms in Local Governance, State Finance Commission, State Election Commission, District Planning Committee (DPC) Policies and Programmes: MGNREGA, Pradhan Mantri Adarsh Gram Yojna Urban, SMART Cities.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- C.P. Berthwal (1997), Understanding Local Self Government, Bharat Book Centre, Lucknow.

- David Wilson & Chris Game (1994), *et al*, Local Government in the United Kingdom, Macmillan, London.
- Hoshiar Singh (1997), Local Government in India, Britain, France and USA, Kitab Mahal, Allahabad.
- J.A. Chandler (1996), Local Government Today, (2nd ed), Manchester University Press, Manchester.
- John Greenwood and David Wilson (1984), Public Administration in Britain, George Allen and Unwin, Boston, Sydney.
- Mary and Anna Stevens (2001), Local Government in France, La Documentation française, Paris.
- Chahar S S (2009), District Administration in India in the era of globalization, concept publishing company, New Delhi.
- Pardeep Sachdeva (2000), Urban Local Government and Administration in India, Kitab Mahal, New Delhi.
- Pradeep Sachdeva (1989), Reform of French Local Government: the Decentralized Process, I. J.P.A., April-June, IIPA, New Delhi.
- R.L. Khanna (1976), Local Government in Foreign Countries, Mohindra Capital Publishers, Chandigarh.
- Sahib Singh and Swinder Singh (1991), Local Government in India, New Academic Publishing Co., Jalandhar.
- Tony Bryne, Local Government in Britain, Penguin Press (5th ed.), London, 1990.
- Agarwal, Amba (2005) Fiscal Decentralization: Financing of Panchayati Raj Institutions in India. Serial Publications: New Delhi
- Baluchamy, S (2004) Panchayati Raj Institutions. Mittal Publications: New Delhi
- Bhadouria, BD S and Dubey, V P (1989) Panchayati Raj and Rural Development. Commonwealth Publishers: New Delhi
- Biju, M R (2008) Panchayati Raj System in India: A Symbol of Participatory Democracy and Decentralized Development. Kaniska Publication: New Delhi
- Dharmaraj, Sengmalam (2008) Panchayati Raj System in India. Abhijeet Publications: New Delhi
- Maheswari, Shriram (2008) Local Government in India, Lakshmi Narain Agarwal: Agra
- Ram, D Sundar (2007) Panchayati Raj Reforms in India: Power to the People at the Grassroots. Kanishka Publishers: New Delhi
- Ram, D Sundar (2008) Role of Panchayati Raj Institutions in 60 Years of Independent India: Vision of the Future. Academy of Grassroot Studies and Research: Tirupati
- Sharma, Ashok (2016), Bharat main Sathaniya Prashasan, RBSA, Jaipur.
- Meena Janak Singh (2012), Bharat Mein Gramin Vikas Prashasan, RBSA, Jaipur
- Goel, S.L. (2011), Urban Local Self Government, Deep and Deep, New Delhi.
- Maheshwari, S.R. (2017), Indian Administration, Orient Blackswan, Hyderabad.
- Goel, S.L. (2009), Panchayat Raj in India, Deep and Deep, New Delhi.
- Gupta, Jawahar Lal (2018), Local Administration in India, RBSA, Jaipur
- Chakrabarty, Bidyut (2018), Local Governance in India, Sage, New Delhi.
- Pal, Mahi (2020), Rural Local Governance and Development, Sage, New Delhi.
- Malik, S.S. (2016) New Panchayati Raj in Haryana, RBSA, jaipur.

BA/POL/SEC/301: LEGISLATIVE PRACTICES AND PROCEDURES IN INDIA

DURATION: 3 HOURS

MAXIMUM MARKS: 75

(EXTERNAL: 50, INTERNAL: 25)

Course objective:

To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

Learning Outcomes:

- Understand the powers and functions of elected representatives at various levels of governance, including Members of Parliament, State legislative assemblies, and functionaries of rural and urban local self-government bodies, such as Zila Parishads, Municipal Corporations, and Panchayats/wards.
- Explain the legislative process and the journey of a bill from its introduction to becoming law, including the roles of different actors such as legislative consultants, Standing Committees, and the framing of rules and regulations.
- Evaluate the role and significance of Standing Committees in the legislative process, particularly in reviewing bills, conducting detailed examination, and providing expert insights to improve legislation.
- Identify the different types of legislative committees and analyze their functions in reviewing government finances, policies, programmes, and legislation, thereby contributing to effective governance and oversight.

Unit-I

Powers and functions of people's representative at different tiers of governance, Members of Parliament, State legislative assemblies, functionaries of rural and urban local self - government from Zila Parishad, Municipal Corporation to Panchayat/ward.

Unit-II

Supporting the legislative process, How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

Unit-III

Supporting the Legislative Committees, Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

Unit-IV

Reading the Budget Document, Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

READING LIST

- M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf, Accessed: 19.04.2013
- S. Vanka, (2008) Primer on MPLADS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>, Accessed: 19.04.2013
- H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, Available at: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>, Accessed: 19.04.2013.
- Government of India (Lok Sabha Secretariat), (2009) Parliamentary Procedures (Abstract Series), Available at <http://164.100.47.132/LssNew/abstract/index.aspx>, Accessed:19.04.2013
- Government of India, (Ministry of Parliamentary Affairs) (2009), Subordinate Legislation, Parliamentary Procedure, Available at:http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm Accessed: 19.04.2013
- D.Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at:<http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/86fc720665466961257123002fceeb/SFILE/KapMeht.pdf>, Accessed: 19.04.2013
- O. Agarwal and T. Somanathan, (2005) 'Public Policy Making in India: Issues and Remedies', Available at: http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf, Accessed: 19.04.2013
- B. Debroy, (2001) 'Why we need law reform' Seminar January. III. Supporting the Legislative Committees Essential Readings: P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty, Journal of Democracy, Vol. 18(2), pp.70-83.
- Government link: <http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/> K. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, Available at:<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>, Accessed: 19.04.2013

BA/SM/POL/MCC/401: INDIAN GOVERNMENT AND POLITICS

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL:70, INTERNAL: 30)

Course Objective: -

Its aim is to develop a better understanding of the Indian Government and Politics and different organs of the Indian government and working of political Institutions among the readers. They will be able to understand the salient features of the Indian Government and Politics, its Disputes redressal mechanism and institutions as well as issues like Caste, Religion, Region .

Course learning outcomes:

After the completion of this course, the students will be able to:

CLO 1: To understand the salient features of the Indian Government and Politics.

CLO 2: To understand the different organs of the Indian government and working of political Institutions.

CLO 3: To learn about the working of different Institutions Meant for Development, Planning and Dispute Resolution in the country.

CLO 4: To learn about the role and impact of issues like Caste, Religion, Region in Indian politics.

Unit-I

Indian Political System: Basic Features, Issues & Challenges pertaining to Federal Structure
Indian Federalism- Nature & Working, Centre-State Relations, Demand for State Autonomy

Unit-II

Electoral System: Election Commission, Electoral Process & Electoral Reforms, Voting Behaviour

Unit-III

Party System in India, Pressure Groups, Political Defection, Coalition Politics: Nature & impact on Indian Polity

Unit-IV

Role of Caste, Religion, Region & Ethnicity Issues in Indian Politics.
Civil Society: Nature & Roles.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested readings

- S.K. Chaube (2010), The Making and Working of the Indian Constitution, New Delhi: National Book Trust (Chapter V: 'The Rights of the Indians', pp.33-61)

- Thiruvengadam, (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury (Ch.2 Parliament and the Executive, pp.39-70)
- P. Chatterjee (2011), *The State*, in N G Jayal and P Mehta (eds) *The Oxford Companion to Politics in India*, OUP, New Delhi. pp. 3-14.
- S. Palshikar, (2008) *'The Indian State: Constitution and Beyond'*, in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.
- G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print (Chapter 7: The Judiciary and the Social Revolution, pp.164-185)
- Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- E. Sridharan, (2012) *'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions'*, in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.
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- R. Kothari, (1970) *'Introduction'*, in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25.
- S. Deshpande (2016), *'Caste in and as Indian Democracy'*, New Delhi: Seminar, No.677, pp.54-58.
- U. Chakravarti. (2003) *'Caste and Gender in Contemporary India'*, in *Gendering Caste Through a Feminist Lens*. Calcutta: Stree, pp.139-317.
- T. Pantham, (2004) *'Understanding Indian Secularism: Learning from its Recent Critics'*, in R.
- Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp.235-256.
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- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.

BA/SM/POL/MCC/402: MODERN POLITICAL THEORY

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course objective:

This course aims to develop an understanding of the traditional and contemporary concepts in the discourse of political science, their western and non-western perspectives, and the key debates about them. Also, the course aims to make students acquainted with the values and issues of modern governance.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO 1: It helps students to get familiarized with different dimensions and the contemporary relevance of different concepts and theories.

CLO 2: Students will be able to understand and learn the different theories and contemporary debates in democracy.

CLO 3: It helps to make students a strong base in new political theories which emerged after 1990's like globalization and multiculturalism.

CLO4: Understand the reasons for the emergence of new theories like post-modernism.

Unit- I

Political Theory: Concepts, Nature, Types, Scopes and significance.

Unit-II

Behaviouralism and Post-Behaviouralism, System Theory and Structural-Functional Approach

Unit-III

Political Development, Political Modernizations and Political Elites

Unit- IV

Political Culture, Political Socialization, Critical Theory, Postmodernism, Feminism

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Alan Heslop, D.(n.d.). *Political system- Development and change in political systems*. Encyclopedia Britannica.
- Adichie, C.N. (2021). *We Should All Be Feminists* (Reprinted.). Anchor Books.
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- Fairfax, A.E. (2005). *The Democratic Trend Phenomena: The Predictability of the Democratic Vote for President*. Media Channel, LLC.
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- Bhargava, R and Acharya, A. (eds 2015). *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Kumar, Sanjeev. (2019). *Understanding Political Theory*. Hyderabad; Orient Black swan.
- Kumar, Sanjeev. (2020). *Rajniti Siddhant Ki Samajh*. Hyderabad: Orient Black swan
- Rama swamy, S. (2014). *Political theory: Ideas and concepts*. Prentice-Hall of India.
- Jonathan Wolff, *An Introduction to Political Philosophy*, OUP, 1996

BA/SM/POL/MCC/403: INTERNATIONAL RELATIONS

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is aimed to provide a basic understanding of the historical genesis of world politics. It further supplements students with prominent theories of International Relations. In the end, this also gives a brief introduction of major international actors and their activeness in promoting Disarmament and Arms control.

Course Learning Outcome:

After the completion of this course, the students will be able to:

CLO1: Students will be able to understand the historical genesis of International Relations.

CLO2: Students will be able to understand the difference between National policy-making and international policy-making.

CLO3: Students will be able to develop in-depth understanding of very prominent theories of International Relations.

CLO4: Students will be able to know about the role of UNO and its activeness in promoting international peace through Arms Control and Disarmament Measures.

Unit- I

International Relations: Meaning, Nature, Scope, Significance, Approaches
International Relations since 1945: Trends and Challenges

Unit-II

Idealist, Realist, Marxist, Functionalist and System Theory

Unit- III

National Interest, Security and Power, Balance of Power and Deterrence,
Collective Security.

Unit- IV

Regionalization of World Politics: EU, ASEAN, APEC, SAARC, BRICS, G-20

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit

Suggested Readings:

- Basu, R.(2004).*The United Nations: Structure & functions of an International Organisation*. Sterling Publishers Pvt.
- Bellamy, A.J.,& Williams, P.(2014).*Peace operations and global order*. Routledge.
- Carvalho, B. D., Lopez, J.C., &Leira, H. (2021). *Routledge handbook of historical international relations*. Routledge.
- Dunne, T., Kurki, M., & Smith, S. (2021). *International Relations Theories: Discipline and diversity*. Oxford University Press, USA.
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- Garner, R., Ferdinand, P.,& Lawson, S.(2020).*Introduction to Politics*. Oxford University Press, USA.
- Ghosh, P. (2020). *International Relations*(5thed.). PHI Learning Pvt.
- Hanhimäki, J.M. (2015). *The United Nations: A very short introduction*. Oxford University Press, USA.
- Jindal, N., &Kumar, K. (2020).*International Relations: Theory and practice*. Sage Publications Pvt.
- Kille, K.J., &Lyon,A.J. (2020).*The United Nations: 75 years of promoting peace, human rights, and development*. ABC-CLIO.
- Koops, J., Mac Queen,N.,Tardy, T.,& Williams, P.D.(2015).*The Oxford Handbook of United Nations Peacekeeping operations*. Oxford University Press.
- Kuusisto, R.(2019).*International Relations Narratives: Plotting World Politics*.
- Mingst, K., Mc Kibben, H., &Arreguin-Toft,I.(2018).*Essentials of international relations* (8th ed.). W.W. Norton & Company.
- Peter,M.,& Coning, C. D.(2020).*United Nations peace operations in a changing global order*.
- Weiss, T. G., &Daws, S. (2018). *The Oxford handbook on the United Nations*. Oxford University Press.

BA/SM/POL/DSE/401: FUNDAMENTALS OF PUBLIC ADMINISTRATION

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

To study the theoretical frame work of public administration, its evolution, different administrative theories, principles of organization and budget, and public policy issues.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO1: To enable, to understand and analyze different theories of administration, evolution and generic of public administration.

CLO2: To appreciate the principles of organization with the nature and type of chief executive and its extended agencies.

CLO3: To have an insight regarding the evolution and development of administrative theories and concepts.

CLO4: To be enabled to understand the budgetary process and public policy perspectives.

Unit-I

Public Administration: Meaning, Nature, Scope, Significance and Evolution, Public and Private Administration, New Public Administration (NPA), New Public Management (NPM)

Unit-II

Administrative Theories: Scientific Management Theory (F.W.-Taylor), Classical Theory (Henry Fayol, Gulick and Urwick, Mooney and Reiley)

Unit-III

Max Weber and Bureaucratic Approach, Dynamics of Administration (M.P Follet) Human Relations Theory (Mayo), Decision Making Theory (Herbert Simon), Ecological Theory (F.W. Riggs)

Unit-IV

Organization: Concept, Nature, Forms and Basis, Structure of Organization: Chief Executive, Line, Staff and Auxiliary Agencies, Principles of Organization: Hierarchy, Unity of Command, Span of control, Authority and Responsibility, Delegation, Co-ordination, Communication

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Chakrabarty, Bidyut and Prakash Chand, (2017) *Public Administration in a Globalizing World: Theories and Practices*, Sage, New Delhi,
- Appleby, P. H. (1957). *Policy and Administration*. Alabama: University of Alabama Press.
- Basu, Rumki, (2006), *Public Administration: Concepts and Theories*, Sterling. (Original Work Published 1986)
- Durant, *Administrators in a Changing Society: Bureaucracy and Politics in India*, Delhi: Vikas Publishers. Robert F. (2012). *Debating Public Administration: Management Challenges, Choices, and Opportunities*, Routledge.
- Fadia, B. L, Kuldeep, (2020), *Public Administration in India*. Agra: Sahitya Bhawan.
- Myneni, R. (2016), *Principles of Public Administration*. Faridabad: Allahabad Law Agency.
- Overeem, Patrick (2012). *The Politics-Administration Dichotomy: Toward a Constitutional Perspective*, (2nd ed.), Routledge.
- Sharma, M. P and Sadhana B. L. (2001), *Public Administration in Theory and Practice*, Allahabad: Kitab Mahal.
- Theodoulou, Stella, Z. Roy, Ravi, K. (2016), *Public Administration: A Very Short Introduction*. Oxford University Press.
- Vries, Michiel, S. De. (2016), *Understanding Public Administration*, London: Palgrave Macmillan.
- Sahni, Pradeep, (2016) *Administrative Theory*, New Delhi: Prentice Hall

BA/SM/POL/DSE/402: POLITICAL AND ADMINISTRATIVE REFORMS IN INDIA

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

This course aims to clarify and reinforce the importance and need of Political and Administrative Reforms in India along with main Commissions or committees for this purpose. The course will demonstrate about the genesis, concept and attributes of above reforms. How and to what extent these reforms are introduced in Indian Polity?. Thus, the instructor will emphasize the significance of Political and Administrative Reforms in India System.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO1: Learn about the Political and Administrative Reforms in India, their types, Role, Scope and Significance.

CLO2: Learn about the different types of the Political and Administrative Reforms , Commissions constituted and their major recommendations.

CLO 3: Learn about the implementation and challenge of these reforms.

CLO 4: Understand about the impact of the political and administrative reforms on Indian polity.

Unit-I

Political and Administrative Reforms: Meaning, Nature, Types, Role and Significance.

Unit-II

Political Reforms in India, Anti Defection Law, Model Code of Conduct, Electoral Reforms and Democratic Decentralization.

Unit-III

R.S. Sarkaria Commission, M.M. Punchhi Commission, N.N. Vohra Committee, Central and State Vigilance Commission.

Unit-IV

Administrative Reforms: 1st Administrative Reforms Commission (ARC) and 2nd Administrative Reforms Commission (ARC), Police Reforms and Prison Reforms

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ananth, K.V. (2015). *The Indian Constitution and Social Revolution: Right to Property since Independence (SAGE Series in Modern Indian History)* (First ed.). SAGE Publications Pvt. Ltd.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bakshi, P. M. (2020). *The Constitution Of India* (17th ed.). Lexis Nexis, New Delhi.
- Baruah, P., & Rouleau, N. (2011). Democracy, Representation, and Self-Rule in the Indian Constitution. *Verfassung Und Recht in Übersee / Law and Politics in Africa, Asia and Latin America*, 44(2), 177-195. Retrieved August 24, 2021, from <http://www.jstor.org/stable/43239606>
- Basu, D., (2021). *Introduction to the Constitution of India*(25th ed.).Prentice-Hall.
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- Dalal, Rajbir Singh,(2012) Recent Trends in Indian Politics: An Introspection, *Indian Journal of Political Science*,, 73(2), April- June.
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- Chakrabarty, Bidyut and Prakash Chand, (2017) *Public Administration in a Globalizing World: Theories and Practices*, Sage, New Delhi,
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- Sahni, Pradeep, (2016) *Administrative Theory*, New Delhi: Prentice Hall.

BA/SM/POL/DSE/403: GOVERNANCE: ISSUES AND CHALLENGES

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

The paper is designed in a manner that will facilitate the students in getting themselves equipped with the topics concerning the emergence of Governance as a distinct concept in contemporary. The students will be making themselves involved with issues and challenges surrounding the concept like good governance, types, significance, and the emerging debates from the National as well as international arena.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO1: Students shall be able to comprehend the genealogy of the term Governance and would provide their interpretation of the concept.

CLO2: Students shall be able to analyse the factors in nexus with democracy and civil society in connection with governance.

CLO3: The broader debates concerning the significance and attributes of good governance shall be well further contributed to by the students in an ever-enhanced interpretation.

CLO4: The diversity in types of governance shall provide new avenues for the students to explore their career choices and overall knowledge of the paper.

Unit- I

Governance: An Introduction, Good Governance: Emergence and Attributes
Contemporary Debates in India and abroad

Unit- II

Democracy and Good Governance, E-Governance, Right to Information Act, Right to Service Act, Citizens Charter and Civil Society

Unit- III

Institution of Ombudsman: Lokpal, Lokayukta, Judicial Review, Judicial Activism and Media Trial

Unit- IV

Types of Governance: Corporate Governance, Health Governance, Environmental Governance
Participatory Governance: Local Governments, Public Participation

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Blokdyk, G.(2021).*E-Governance Initiatives: A Complete Guide-2020 Edition*. 5 STAR Cooks.
- Dalal, Rajbir Singh (2016). *Impact of Right to Information Act, 2005 on Good Governance: An Evaluation*. Indian Journal of Public Administration, IIPA, New Delhi, Vol. LXII, No. 4.
- Dalal, Rajbir Singh (2016).*Jan Suchana Adhikar Adhiniyam Ka Kriyanvan: Haryana Pardesh key sandharbh mein ek Samiksha*, Lok Parshasan, IIPA, New Delhi, Vol 8, No. 2,
- Dalal, Rajbir Singh. (2017).*Bhart ke Sushasan me Nagarik Sahbhagita aur Parshasnik Uterdayitava*, Lok Prashashan, IIPA New Delhi, Vol. 09, No. 2., pp 229-240.
- Dhaka, Rajvir S.(2018),*Right to Information and Good Governance*, New Delhi: Concept.
- Dalal, Rajbir Singh.(2011).*Good Governance: The Conceptual Dimensions*, Prashasnika, HCMRIPA, Jaipur, 39(1).
- Dhawan, R. K. (2021).*Public Grievances and the Lokpal*. Raj Publication.
- Edwards, M. (2020).*Civil Society*(4th ed.).Polity.
- Fine, G. A.(2021). *The Hinge: Civil Society, Group Cultures, and the Power of Local Commitments* (First ed.). University of Chicago Press.
- Gupta, R. P. (2019). *Your Vote Is Not Enough: A Citizens' Charter to Make a Difference*. Speaking Tiger Books.
- Hanuman thappa, D. G. (2016). *Global Approach to E-Governance*. LAP LAMBERT Academic Publishing.
- Hashmi, S.W.G.A.,& Arnold, B.(2021).*Governance and Leadership in Health and Safety* (1st ed.). Routledge.
- Jha, H.,Mukherjee,R.,Mitra,S.K.,&Jha,R.(2021).*Capturing Institutional Change: The Case of the Right to Information Act in India (Institutions and Development in South Asia)*. Oxford University Press.
- Klöck, C., Castro, P.,Weiler, F., & Blaxekjær, L. Ø.(2020).*Coalitions in the Climate Change Negotiations (Global Environmental Governance)* (1st ed.). Routledge.
- Pal, M. (2020). *Rural Local Governance and Development* (1st ed.). SAGE Publications Pvt. Ltd.
- Pandey, S. P. (2020). *Law related to Judicial Review in India: An Evaluation*. LAP LAMBERT Academic Publishing.
- Parkhurst, J.(2017). *The Politics of Evidence: From evidence-based policy to the good governance of evidence (Routledge Studies in Governance and Public Policy)* (1sted.). Routledge.
- Perry, J. L., & Volcker, P. A. (2020). *Public Service and Good Governance for the Twenty-First Century*. University of Pennsylvania Press.
- Ronchi, A.M.(2019).*e-Democracy: Toward a New Model of (Inter)active Society*

springer.

- Solomon, J. (2020). *Corporate Governance and Accountability (5th ed.)*. Wiley.
- Towah, W. D. (2019). *The Impact of Good Governance and Stability on Sustainable Development*. LAP LAMBERT Academic Publishing.
- Welland, H. (2021). *Political Economy and Imperial Governance in Eighteenth-Century Britain (Routledge Studies in Eighteenth-Century Cultures and Societies) (1st ed.)*. Routledge
- Bhattacharyya, Harihar, & Koing, Lion. (2016) *Globalizations and Governance in India*, Routledge, London.

BA/POL/MIC(V)/401: PARTY SYSTEM IN INDIA

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course aims to clarify and reinforce the important concept studied in the course (Party System In India) offered in this semester. The course will demonstrate about the concept of Party System as a theoretical framework and party system prevailing in India. How the Party system is working and what is the profile of Legislators in India?. Thus, the instructor will emphasize the significance of Party System and its working including Election and Electoral Behavior.

Course learning outcomes:

After the completion of this course, the students will be able to:

CLO1: Learn about the Party system, their types, Role, Scope and Significance.

CLO2: Learn about the different types of the Party system prevailing in India.

CLO 3: Learn about the Patterns and Trends of Coalition Governments and Politics In India.

CLO4: Develop a thorough understanding of Party system, Pressure Group and Electoral Process in India.

CLO 5: Understand about the Socio-economic profile of emerging Legislators.

Unit-I

Political Party: Meaning, Nature, Types, Role, Significance and criteria of Recognition.

Unit-II

Party System in India: National and Regional Political Parties; Ideological and its Social bases of parties.

Unit-III

Patterns and Trends of Coalition Governments and Politics; and strategies of Political Parties.

Unit-IV

Pressure Groups, Trends in Electoral Behaviour and Political Participation, Changing Socio-economic profile of Legislators.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ware, A. (1996). Political Parties and Party Systems. Oxford University Press, pp. 1-13.
- Eckstein, H. (1968). Political Parties, Party Systems, International Encyclopaedia

of the Social Sciences, vol. 11, 436—53.

- La Palombara, J., & Weiner, M. (1966). The Origin and Development of Political Parties. In La Palombara & Weiner (Eds.), *Political Parties and Political Development*. Princeton UP, pp. 3-42.
- Ramon-Montero, J., & Gunther, R. (2002). Introduction: Reviewing and Reassessing Parties. In Ramon-Montero, J., & Linz, J.J. (Eds.), *Political Parties: Old Concepts and New Challenges*. Oxford University Press, pp. 1-35.
- Daalder, H. (2002). Parties: Denied, Dismissed, or Redundant? A Critique. In Ramon-Montero, J., & Linz, J.J. (Eds.), *Political Parties: Old Concepts and New Challenges*. Oxford University Press, pp. 39-57.
- Suri, K.C. (n.d.). Parties under Pressure: Political Parties in India since Independence. Retrieved from <http://www.democracyasia.org/qa/india/KC%20Suri.pdf>
- Sridharan, E., & Ronald deSouza, P. (2006). Introduction: The Evolution of Political Parties in India. In Sridharan, E., & Ronald deSouza, P. (Eds.), *India's Political Parties*. Sage, pp. 15-36.
- Hasan, Z. (2010). Political Parties in India. In Jayal, N.G., & Mehta, P.B. (Eds.), *The Oxford Companion to Politics in India*. Oxford University Press.
- Stoke, S. (1999). Political Parties and Democracy. *Annual Review of Political Science*, 2, 243-267.
- Ranney, A. (2002). Political Parties. In Smelser, N., & Baltes, P. (Eds.), *International Encyclopedia of the Social & Behavioral Sciences*. Pergamon, Oxford, pp. 11684-11687. <http://dx.doi.org/10.1016/B0-08-043076-7/01188-8>
- Martins, E.C.R. (2001). History of Political Parties. In Smelser, N., & Baltes, P. (Eds.), *International Encyclopedia of the Social & Behavioral Sciences*. Pergamon, Oxford, pp. 11687-11693. <http://dx.doi.org/10.1016/B0-08-043076-7/02746-7>
- Wolinetz, S. (Ed.). (2001). Party systems and party system types. In Katz, R.S., & Crotty, W. (Eds.), *Handbook of Party Politics*. Sage, London, pp. 51-62.
- Mair, P. (2002). Comparing party systems. In LeDuc, L., Niemi, R., & Norris, P. (Eds.), *Comparing Democracies 2: New challenges in the study of elections and voting*. Sage, London, pp. 88-107.
- Mair, P. (2006). Party System change. In Katz, R.S., & Crotty, W. (Eds.), *Handbook of Party Politics*. Sage, London, pp. 63-73.
- Kothari, R. (1964). The Congress System in India. *Asian Survey*, 4(12), 1161-1173.
- Yadav, Y., & Palshikar, S. (2006). From Hegemony to Convergence: Party System and Electoral Politics in the Indian States, 1952-2002. *Journal of Indian School of Political Economy*, 15(1&2), 5-44.
- Suri, K.C. (2013). Party System and Party Politics in India. In Achin Vanaik (Ed.), *ICSSR Research Surveys and Explorations in Political Science, Volume two, Indian Democracy*. OUP: New Delhi, pp. 209-252.
- Mair, P. (2001). Party Systems. In Smelser, N.J., & Baltes, P.B. (Eds.), *International Encyclopedia of the Social & Behavioral Sciences*. Pergamon, Oxford, pp. 11106-11108. <http://dx.doi.org/10.1016/B0-08-043076-7/01192-X>.
- Kitschelt, H. (2007). Party Systems. In Boix, C., & Stokes, S. (Eds.)
- *The Oxford Handbook of Comparative Politics*. Oxford University Press, pp. 522-554.

- Ware, A. (1996). *Political Parties and Party Systems*. Oxford University Press, pp. 257-316.
- Jafferlot, C. (1996). *The Hindu Nationalist Movement In India, Part I & II*. Penguin India, New Delhi.
- Kanchan, C. (2004). *Why Ethnic Parties Succeed?: Patronages and Ethnic Head Counts in India*. Cambridge University Press, Cambridge.
- Kothari, R. (1974). *The Congress System Revisited: A Decennial Review*. *Asian Survey*, 14(12), Dec.
- Morris-Jones, W.H. (1979). *Politics Mainly Indian*. Orient Longman, New Delhi.
- Pai, S. (2000). *State Politics, New Dimension: Party System Liberalization and Politics of Identity*. Shipra, New Delhi.
- Sartori, G. (1976). *Parties and Party Systems: A framework for Analysis*. Cambridge University Press, Cambridge.
- DeSouza, P.R., & Sridharan, E. (2006). *India's Political Parties*. Sage, New Delhi.
- Sridharan, E. (2004). Electoral coalitions in 2004 General Elections. *Theory and Evidence*. *Economic and Political Weekly*, 39(51), 5418-5425.
- Chandra, K. (2007). Counting heads: a theory of voter and elite behavior in patronage democracies. In Kitschelt,
- H., & Wilkinson, S. (Eds.), *Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition*. Cambridge University Press, New York, pp. 84-140.
- Sridharan, E. (Ed.). (2013). *Coalition Politics and Democratic Deepening in India*. In *Coalition Politics and Democratic Consolidation in Asia*. Oxford University Press, New Delhi, pp. 20-73.
- Gunther, R., & Diamond, L. (2003). Species of Political Parties: A New Typology. *Party Politics*, 9(2), 167–199.
- Katz, R.S., & Mair, P. (1995). Changing Models of Party Organization and Party Democracy: The Emergence of the Cartel Party. *Party Politics*, 1(1), 5-28.
- Chhibber, P. (2013). Dynastic parties: Organization, finance and impact. *Party Politics*, 19(2), 277-295.
- Arora, B. (2003). Federalisation of India's Party System. In Mehra, A. (Ed.), *Parties and Party Systems*. Sage, New Delhi.
- Kailash, K.K. (2011). Federal Calculations in State Level Coalition Governments India *Review*, 10(3), 246-282

BA/SM/POL/MCC/501: INDIA'S FOREIGN POLICY IN CHANGING WORLD

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

The paper aims at acquainting the students with the core elements of India's foreign policy and its relations vis-à-vis other states. Introduce the students to the main tenets of Indian foreign policy. Challenge the students to acquaint and familiarize with the nature and scope of Indian Foreign Policy.

Under the subject following topics will be dealt –

- To introduce the factors that led to the genesis and foundation of Indian foreign policy
- India's relation with major powers from historical to critical perspective, India's ability, and strategy to engage with powerful nations in order to secure its national interest
- India's role in the process of disarmament and arms control, India's nuclear policy, India dealing with discriminatory NPT and CTBT
- India and the process of globalization and world environmental governance
- Historical relations with neighboring countries, Major issues affecting the neighboring countries, Areas of cooperation and agreements between the countries, Bilateral relations with the countries
- India's engagement with different regional organizations such as SAARC, ASEAN, EU, The Commonwealth and the Central Asian Republic.

Course learning outcomes:

After the completion of the course, the student will be able to:

- Understand the factors that led to the genesis and foundation of Indian Foreign Policy
- Understand the basic principles of Indian Foreign Policy such as Non-Alignment Movement, Panchsheel to Panchamrit, peaceful settlement of international disputes etc.
- Have an understanding of India's involvement with major powers in past and present world order, analyze the major deals that took between these major powers such as- Indo- US Nuclear Deal, Visa issues with USA, etc.
- Analyze the role of India in the global disarmament process and arms control, understand India's nuclear doctrine such as 'No First Use'
- Develop a deeper understanding of globalization and its effect on Indian social-political culture and economy.
- Understand the historical backgrounds of neighboring countries, analyze the major agreements and issues that took between neighboring countries such as the Shimla agreement with Pakistan, land boundary agreement with Bangladesh, Indus water treaty with Pakistan, India Nepal peace treaty, etc.

UNIT-I

Genesis, Determinants and Features of India 's Foreign Policy, India's Foreign Policy: Principles and Objectives

UNIT-II

Emerging Patterns of Global Politics in post-war-II: India's Perspectives, India and the Major Powers: USA, China, and Russian Republic (erstwhile USSR).

Unit-III

Emerging Trends in India's Foreign Policy in the Post Cold War Period, India's Perspective on Non-Alignment Movement, India's Perspectives on Soft Power and Non-conventional Security Issues.

Unit-IV

India's Neighborhood Policy: Trends and Challenges, India's Partnership with Regional and Trans Regional Organisations: European Union, SAARC, ASEAN and Act East Policy, SAFTA, SCO, BRICS and QUAD.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Alam, Mohammed, Badrul, (2014), *Contours of India's Foreign Policy: Changes and Challenges*. Ess Ess Pubns.
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- Mattoo, Amitabh and Jacob, Happymon. (eds.). (2014), *India and the Contemporary International System: Theory, Policy and Structure*. (Australia India institute foreign policy series New Delhi: Manohar publisher and Distributers.
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- Tanham, George K. (1992). *Indian Strategic Thought: An Interpretative Essay*. Santa Monica, CA: RAND.
- Singh, Shantesh Kumar (2017), *India's Foreign Policy: Continuity with Difference under Modi Government* (ed.), Manak Publications, New Delhi, ISBN: 9378314392.
- Singh, Shantesh Kumar (2021), *Emerging trends in India's Foreign Policy*, HP Hamilton Limited, UK.
- Singh, Shantesh Kumar, Shri Prakash Singh (2022), *Non-traditional Security Concerns in India: Issues and Challenges*, Palgrave MacMillan, London, UK, ISBN 978-981- 16-3734-6.
- Yadav R.S. (2020), *Foreign Policy of India*, New Delhi: Pearson

BA/SM/POL/MCC/502: COMPARATIVE POLITICAL ANALYSIS

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course aims to clarify and reinforce the most important concept studied in the course (Comparative Political Analysis) offered in the previous semester. The course will demonstrate how political institutions fundamentally guide the actions of political agents. Thus, the instructor will emphasize the significance of political institutions by familiarizing students with the political institutions in action.

Course learning outcomes:

After the completion of this course, the students will be able to:

CLO1: Learn about States, Nations, and the basics of democratic and Non democratic regimes.

CLO2: Compare state power using they and sticks of power, authority, legitimacy and capacity.

CLO 3: Compare and assess political institutions in different political systems.

CLO4: Develop a thorough understanding of the interrelationships between organs of government in different political systems.

CLO 5: Understand the role of political participation, electoral politics, political parties and party systems in democratic regimes.

Unit I

Constitution and Constitutionalism: Forms of Constitutions, Crisis of Constitutionalism, Rule of Law, Judicial Independence, Constitutional Morality.

Unit II

Democratisation: Democratic Transition and Consolidation, Theories of Political Development: Modernization, Underdevelopment, Dependency, World Systems Theory.

Unit III

Structures of Power: Ruling Class, Power Elites, Democratic-elitism and Political Culture
Globalization and Nation State

Unit IV

Politics of Representation and Participation: Electoral Systems, Political Parties and Party System, Pressure Groups, New Social Movements.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Amin, S. (1974). *Accumulation on a World Scale: A Critique of the Theory of Underdevelopment*, Vol. II. Monthly Review Press.
- Amin, S. (1993). *Social Movements at the Periphery*. In P. Wignaraja (Ed.), *New Social Movements in the South*. Zed.
- Frank, A. G. (1989). *The Development of Underdevelopment*. *Monthly Review*, 41, 37-51. (Reprinted from September 1966 issue)
- Ayers, A. J. (2019). *A Global Political Economy of Democratization: Beyond the Internal-External Divide (Ripe Series in Global Political Economy)* (1st ed.). Routledge.
- Bingham, T. (2011). *The Rule of Law (Reprinted.)*. Penguin UK.
- Straumann, B. (2021). *Crisis and Constitutionalism by Alberico Gentili Fellow Benjamin Straumann*. Oxford University Press.
- Diwakar, R. (2018). *Party System in India (Oxford India Short Introductions Series)* (1st ed.). Oxford University Press.
- Drochon, H. (2020, June 1). *Robert Michels, their on law of oligarchy and dynamic democracy*. Wiley Online Library.
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- Peet, R., & Hartwick, E. (2015). *Theories of Development, Third Edition*. Guilford Publications.
- Popelier, P., Aroney, N., & Delledonne, G. (2021). *Routledge Handbook of Subnational Constitutions and Constitutionalism* (1st ed.). Routledge.
- Rossatto, C. A. (2019). *Manifesto for New Social Movements: Equity, Access, & Empowerment (NA) (Illustrated ed.)*. Information Age Publishing.
- Sengupta, A. (2019). *Independence and Accountability of the Higher Indian Judiciary*. Cambridge University Press.
- Shastri, S., Kumar, A., & Sisodia, S. Y. (2021). *Electoral Dynamics in the States of India* (1st ed.). Routledge India.
- Valencia, S. A. (2018). *Sub-Imperialism Revisited: Dependency Theory in the Thought of Ruy Mauro Marini (Studies in Critical Social Sciences, 105)* (Reprinted.). Haymarket Books.
- Welzel, C., Inglehart, R. F., Haerpfer, C., & Bernhagen, P. (2019). *Democratization* (2nd ed.). Oxford University Press.

BA/SM/POL/DSE/501: ADMINISTRATIVE THOUGHT

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

A theory, to be useful, in explaining and predicting a real world event or phenomenon. A theory of Public Administration is meant to promote understanding through definitions, concepts, and metaphors. The chronological narration of evolution of theory through classical and human relations school helps the student to grasp the eclectic prescription of theory in course of time. The work of thinkers and their struggle for the search of knowledge should be an inspiring experience for the students.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO1: Analyze scholarly arguments, thoughts and models propounded by respective administrative thinkers.

CLO2: Reflect on and to suggest trends of expanding knowledge frontier.

CLO3: Productively participating in direct classroom teaching to be evaluated by debates and discussion.

CLO4: Stimulating discourse to learn and incubate on ideas in the knowledge domain.

Unit- I

Kautilaya: Arthsastra, Theory of State, Principles of Public Administration and Machinery of Government, Woodrow Wilson: Politics-Administration Dichotomy, Science of Administration Comparative methods, Civil Service Reforms and his contribution to Administrative Thought Henri Fayol: Approach to Administration, Elements and Principles of Management and Staff work.

Chris Argyris: Fusion Process Theory, Strategies for Organizational Change, T-Group or Sensitivity Training and Criticism

Unit- II

F.W. Taylor: Principles of Scientific Management. Functional Foremanship, Mental Revolution and relevance of Scientific Management in Modern Context, Comparative Analysis of the ideas of F.W. Taylor and Henry Fayol, Gullick and Urwick: Organizational Principles, Time Value and POSDCORB, M.P. Follet: Constrictive Conflict and Dynamic Administration. Integration, De-personalizing Orders, Coordination and Leadership

Unit- III

Elton Mayo: Early Experiments and Hawthorne Study's Findings, Social Disorganization and Social Malaise, Frederick Herzberg: Two-factor Theory, Job Enrichment, Abraham Maslow: The Hierarchy of Needs Theory, Characteristics of Basic Needs and a Critical Evaluation, A critical Evaluation of the ideas of Herzberg and Abraham Maslow.

Unit- IV

Max Weber: Types of Authority. Ideal Model of Bureaucracy and Post Weberian Developments
C.I. Barnard: Organizations as Cooperative Social System, Functions of Executive Authority, Leadership, Communication and Critical Evaluation of the ideas of Barnard, Herbert A Simon: Criticism of Classical Theory, Behavioural Science of Administration, Bounded Rationality and Organizational Decision-Making Process

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Thori, Narender (2021), Prashasnik Chintak, chaturath sanskaran, RBSA publishers, Jaipur
- Kataria, Surender (2019), Prashasnik Chintak, daswan sanskarn, National Publishing House, Jaipur.
- Sudha, G.S. (2015), Parbhandan Chintan KaItihas, RBSA, Jaipur.
- R.K. Sapru (2013), Administrative Theories and Management thought, PHI, 3rd Edition.
- Amitai, Ezioni (1964), Modern Organisations, Prentice Hall of India, New Delhi.
- Bertram, M.Gross (1964), The Managing of Organisations, (Vol. I) The Free Press, New York.
- Claudes, S. George Jr. (1968), The History of Management Thought, Prentice Hall, New York.
- D.S. Pugh and D.J. Hickson (2007), Great Writers on Organisations: The Third Omnibus Edition, Ashgate Publishing Ltd, Hampshire, England.
- D.S. Pugh (Ed.) (1990), Organisation Theory: Selected Reading, Penguin Books, England.
- David Silverman (1970), The Theory of Organisation, Heinemann, London.
- D.R. Prasad, V.S. Prasad & P. Satya Narayana (Ed.) (2011), Administrative Thinkers, Sterling Publishers, New Delhi.
- Dwight Waldo, The Administrative State (1972), (2nd Ed.) The Ronald Press Company, New York.
- International Journal of Public Administration (2007), Special Issue on Mary Parker Follet, Volume 30.
- L.A. Allen (1958), Management and Organisation, McGraw-Hill Book Company, New York.
- Marino R Pinto (1986), Management Thinkers, Allied Publishers, Bombay.
- Peter, M. Blau (1962), Bureaucracy in Modern Society, Random House, New York.
- Satya Deva (1983), "Theory of Administration", in Administrative Management.
- Swinder Singh (1993), Uchera Lok Prakashan, Punjabi University Press, Patiala.
- Shum Sun Nisa Ali (1998), Eminent Administrative Thinkers, Associated Publishing House, New Delhi.
- S.R. Maheshwari (1998), Administrative Thinkers, Macmillian India Ltd., New Delhi.
- Mahajan, Anupama Puri (2020), Administrative Thinker, Sage, New Delhi.

BA/SM/POL/DSE/502: SOCIAL MOVEMENTS

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course aims to clarify and reinforce the most important concept studied in the course (Social Movements) offered in this semester. The course will demonstrate how Social Movements fundamentally guide the actions of political Institutions. Thus, the instructor will emphasize the significance of Social Movements and their impact on policy making.

Course learning outcomes:

After the completion of this course, the students will be able to:

CLO1: Learn about the Social Movements, their types, Attributes, Scope and Significance.

CLO2: Learn about the different types of social movements related to Civil Liberties ,Human Rights, Dalit, Women , Child, Farmers and Environment.

CLO 3: Compare and assess different types of social movements and their impact on Polity.

Unit-I

Social Movements: Meaning, Nature, Types, Attributes, Scope and Significance.

Unit-II

Civil Liberties and Human Rights Movements: Meaning, Nature, Types, Attributes, Scope and Significance

Unit-III

Dalit, Women and Child Movements: Meaning, Nature, Types, Attributes, Scope and Significance

Unit-IV

Farmers and Environmental Movements: Meaning, Nature, Types, Attributes, Scope and Significance

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Banks, J. A. (1972). The Sociology of Social Movements. London: Macmillan.
- Brass, T. (1995). New Farmers' Movements in India. London and Portland, OR:

Frank Cass.

- Buchler, S. M. (2000). *Social Movements in Advanced Capitalism*. Oxford: Oxford University Press.
- Dhanagare, D. N. (1983). *Peasant Movements in Indian 1920-1950*. New Delhi: Oxford University Press.
- Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press.
- Menon, N. (1999). *Gender and Politics in India*. Delhi: Oxford University Press.
- Mukherjee, P. N. (1977). *‘Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework’*. *Sociological Bulletin*, 26(1), 38-59.
- Oommen, T. K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage Publications.
- Oommen, T. K. (2010). *Social Movement: Vol. I & II*. New Delhi: Oxford University Press.
- Rao, M. S. A. (1979). *Social Movements and Social Transformation*. Delhi: Macmillan.
- Rao, M. S. A. (1979). *Social Movements in India*. New Delhi: Manohar.
- Scott, A. (1990). *Ideology and New Social Movements*. London: Routledge.
- Scott, J. (1976). *The Moral Economy of Peasant: Rebellion and Resistance in South Asia*. New Haven and London: Yale University Press.
- Singh, K. S. (1982). *Tribal Movements in India*. New Delhi: Manohar.
- Singha, Roy, D. (2004). *Peasant Movement in Post-Colonial India*. New Delhi: Sage Publications.
- Wolf, E. (1966). *Peasant Wars in the Twentieth Century*. New Jersey: Prentice Hall.
- Zelliot, E. (1995). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.
- Gore, M. S. (1993). *The Social Context of an Ideology: Ambedkar’s Political and Social Thoughts*. New Delhi: Sage.
- Mies, M., & Thomsen, V. B. (2000). *The Subsistence Perspective: Beyond the Globalized Economy*. London: Zed Books.
- Omvedt, G. (2004). *‘Struggle against dam or struggle for water? Environment and the State’* in Rajendra Vhora and Suhas Palshikar (Eds.) *India: Democracy, Meaning and Practices*. New Delhi: Sage Publications.
- Oomen, T. K. (1990). *Protest and Change: Studies in Social Movements*. New Delhi: Sage Publications.
- Shah, G. (2001). *Dalit Identity and Politics*. New Delhi: Sage Publications.
- Shiva, V. (1991). *Ecology and the Politics of Survival*. New Delhi: Sage Publications.

BA/SM/POL/DSE/503: INSTITUTIONS FOR GRIEVANCE REDRESSAL IN INDIA

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

Its aim is to develop a better understanding of different Constitutional and Statutory Institutions meant for Grievance Redressal In India like Election Commission, Comptroller and Auditor General, Finance Commission etc. They will be able to understand the organization, salient features and working of the different Institutions for Grievance Redressal In India.

Course learning outcomes:

After the completion of this course, the students will be able to:

CLO 1: To understand the organization, salient features and working of the different Constitutional and Statutory Institutions for Grievance Redressal In India.

CLO 2: To understand the Organization and working of different Institutions Like CAG, Election Commission.

CLO 3: To learn about the working of different Institutions like National Commissions for Scheduled Castes, Scheduled Tribes, Minorities and Women.

CLO 4: To learn about the role and impact of these Grievance Redressal Institutions in getting justice and empowerment of deprived sections as well as asserting transparency and accountability in public Administration.

UNIT-I

Election Commission, Comptroller and Auditor General, Finance Commission.

UNIT-II

National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Minorities

UNIT-III

National Commission for Women, National Human Rights Commission, National Backward Classes Commission

UNIT-IV

Lokpal, Lakayukta, Central Information Commission.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Das, D. (2023). Political Institutions and Its Practices in India. Ashok Book Stall.
- Dhawan, R. K. (2021). Public Grievances and the Lokpal. Raj Publication.
- Singh, U. (2019). Election Commission of India: Institutionalizing Democratic Uncertainties. OUP, India.
- Granville, A. (1972). The Indian Constitution: Cornerstone of a Nation. New Delhi, OUP.
- Granville, A. (1999). Working a Democratic Constitution: The Indian Experience. New Delhi, OUP
- Basu, D. D. (2001). Introduction to the Constitution of India. Nagpur, Wadhwa.
- Jayal, N. G., & Mehta, P. B. (Eds.). (2010). The Oxford Companion to Politics in India. New Delhi, OUP.
- Kashyap, S. (2009). Concise Encyclopedia of Indian Constitution. New Delhi, Vision Books.
- Kapur, D., Mehta, P. B., & Vaishnav, M. (Eds.). (2018). Rethinking Public Institutions in India (1st ed.). OUP India.
- Noorani, A. G. (2000). Constitutional Questions in India. New Delhi, OUP.
- Reddy, O. C. (2010). The Court and the Constitution of India: Summits and Shallows. New Delhi, OUP.
- Shankar, B. L., & Rodrigues, V. (2011). The Indian Parliament: A Democracy at Work. New Delhi, OUP.
- Sharma, B. (2009). Introduction to the Constitution of India. New Delhi, Prentice Hall.
- Chakrabarty, B., & Pandey, R. K. (2024). Indian Political System: Institutions and Processes (1st ed.). Routledge.
- Bates, C., & Basu, S. (2005). Rethinking Indian Political Institutions (Anthem South Asian Studies) (First ed.). Anthem Press.
- Election Commission of India. (n.d.). <https://eci.gov.in/>
- Comptroller and Auditor General (CAG) of India. (n.d.).<https://cag.gov.in/>
- Finance Commission of India. (n.d.). <https://fincomindia.nic.in/>
- National Commission for Scheduled Castes. (n.d.). <https://ncsc.nic.in>
- National Commission for Scheduled Tribes. (n.d.).<https://www.ncst.gov.in/>
- National Commission for Minorities. (n.d.). <https://www.ncm.nic.in/>
- National Commission for Women. (n.d.). <https://ncw.nic.in/>
- National Human Rights Commission. (n.d.). <https://nhrc.nic.in/>
- National Commission for Backward Classes. (n.d.).<https://ncbc.nic.in/>
- Lokpal and Lokayukta. (n.d.). <https://lokpal.gov.in/>
- Central Information Commission. (n.d.). <https://cic.gov.in/>

BA/SM/POL/DSE/504: NATIONAL SECURITY: ISSUES AND CHALLENGES

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

Its aim is to develop a better understanding of National Security: Issues and Challenges in Indian context. The learner will be able to understand the organization, salient features, working and challenges of the different Institutions meant for National security in India and see the linkage between Development and national Security.

Course learning outcomes:

After the completion of this course, the students will be able to:

CLO 1: To understand the organization, salient features and working of the different State agencies meant for National Security in India .

CLO 2: To understand the genesis, attributes and challenges to National Security and Linkages between development and spread of extremism.

CLO 3: To learn about the working of different Agencies meant for Security challenges and their management in border areas.

CLO 4: To learn about the role and impact of communication network, role of media and social networking sites in National security.

Unit-I

National Security: Meaning, Nature, Scope, attributes and Significance, Linkages between development and spread of extremism.

Unit-II

Security challenges and their management in border areas: linkages of organized crime with terrorism, various security forces and agencies and their mandate.

Unit-III

Role of external state and non- state actors in creating challenges to National Security, Cross border terrorism and infiltration

Unit-IV

National security through communication network, role of media and social networking sites in national security challenges, basics of cyber security, money laundering and terror funding and their prevention.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Kumar, S., & Jaiswal, A. (2013). Threats To India's Internal Security: Issues And Challenges. Mohit Publications House.
- Ayooob, M. (1995). The Third World Security Predicament: State Making ,Regional Conflict, and the International System. Boulder: Lynne Rienner.
- Azar, E. E., & Moon, C. I. (Eds.). (1988). National Security in the Third World: The Management of Internal and External Threats. College Park: Centre for International Development and Conflict Management, University of Maryland.
- Bajpai, P. K., & Pant, H. V. (Eds.). (2013). India National Security: A Reader(Critical Issues in Indian Politics). New Delhi: Oxford University Press.
- Biba, S. (2016). New Concerns, More Cooperation? How Non-traditional Security Issues Affect Sino-Indian Relations. Journal of Current Chinese Affairs, 45(3), 3-30.
- Collins, A. (Ed.). (2010). Contemporary Security Studies. Oxford: Oxford University Press.
- Dalal, R. S. (2015). Indian Democracy: Some Internal Challenges. International Journal of Physical and Social Sciences, 5(6).
- Dadwal, S., Ray, S., & Sinha, U. K. (Eds.). (2015). Non-traditional Security Challenges in Asia: Approaches and Responses. New Delhi: Routledge.
- Job, B. L. (Ed.). (1992). The (In)Security Dilemma: National Security of Third World States. Boulder: Lynne Rienner.
- Kumar, A., & Anekant, V. (2019). Challenges to Internal Security of India (4th ed.). Noida: Mac Graw Hill Education (India) Private Limited.
- Kumar, S. (Ed.). (2017). India National Security: Annual Review 2016-17. New Delhi: Routledge India.
- Migdal, J. S. (1988). Strong Societies and Weak States: State-Social Relations and State Capabilities in the Third World. Princeton: Princeton University Press.
- Bajpai, K., & Mattoo, A. (Eds.). (1996). Securing India: Strategic Thought and Practice. New Delhi: Manohar.
- Singh, S. K., & Singh, S. P. (2022). Non-traditional Security Concerns in India: Issues and Challenges. Palgrave MacMillan, London, UK. ISBN 978-981-16-3734-6.
- Singh, S. K. (2019). Infectious Diseases, National Security and Globalisation. World Affairs: The Journal of International Issues, 23(1), Jan-March.

BA/SM/POL/DSE/505: INTERNATIONAL LAW

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is aimed to provide a basic understanding of the genesis and concept of word International Law. It further supplements students with prominent aspects like its codification and subjects, recognition of States and their jurisdiction both territorial as well as that of aliens, modes of acquiring and losing State's territory. In the end, this also gives a brief introduction of diplomatic privileges and immunities.

Course Learning Outcome:

After the completion of the course, the students will be able to:

CLO1: Students will be able to understand the concept and genesis of International Law.

CLO2: Students will be able to understand the difference between Municipal and international Law.

CLO3: Students will be able to develop in-depth understanding of prominent aspects like recognition, extradition and succession of state under International Law.

CLO4: Students will be able to know about the international borders and State's territory as well as the modes of acquiring and losing it.

Unit- I

International Law: Definition, Nature, Scope, Basis, Sources and Significance, Origin and Development of International Law, Relationship between International and Municipal Law

Unit- II

Codification and Subjects of International Law, Recognition; State Succession and Intervention

Unit-III

Jurisdiction over Aliens; Nationality and Extradition, Diplomatic Privileges and Immunities

Unit- IV

International Borders: State Territory and Jurisdiction over Land, Air Space and Maritime Boundaries, Modes of Acquiring and Losing State Territory.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings

- Brownline, Principles of Public International Law, Oxford, Clarendon Press, 1973, Second Edition.
- C.G. Fenwick, International Law, Bombay, Vakils, 1971.
- J.G. Starke, An Introduction to International Law, London, Butterworths, 1972.
- P.E. Corbett, Law and Diplomacy, Princeton NJ, Princeton University Press, 1959.
- K. Deutsc and S. Hoffman (ed.), The Relevance of International Law, Oxford, Clarendon Press, 1955.
- L. Duguit, Law in the Modern State, New York, B.W. Huebsch, 1919.

- W. Friedmann, *The Changing Structure of International Law*, New York, Columbia University Press, 1964.
- H. Kelsen, *Principles of International Law*, New York, Rinehart and Co., 1952.
- J. Mattern, *Concepts of State, Sovereignty and International Law*, Baltimore, Johns Hopkins Press, 1928.
- L. Oppenheimer, *International Law Vol. 1*, 1969, Revised edn., *Vol II*, 1953.
- J. Stone, *Legal Controls of International Conflict*, New York, Rinehart and Company, 1954.
- C. de Visscher, *Theory and Reality in Public International Law*, Princeton NJ, Princeton University Press, 1957.
- Sir J.F. Williams, *Aspects of Modern International Law*, New York, Oxford University Press, 1939.

BA/SM/POL/DSE/506: CONTEMPORARY ISSUES IN INTERNATIONAL POLITICS

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

To understand the issue of Identity crisis and the emergence of ethnic conflicts and the status in contemporary time. To develop an empathetic outlook towards the issue of cross border terrorism To debate and develop insightful gains around the role of INGOs/IGOs. To acquire holistic and sensitive approach to comprehend environmental issues. To understand the crisis related to energy and the world politics to secure the energy. To discuss, debate and develop thought provoking ideas around the issues of armed conflicts, civil war, terrorism

Course learning outcomes:

- Students shall be able to identify the challenges to democracy in the world and provide their own suggestions to tackle the same
- The terms like Banana Republics being understood through debates and discussion shall be identified in real life
- Students shall be able to identify the factors causing energy crisis and debate towards the probable solution of the issue
- The broader debates concerning Nuclear Proliferations shall be well understood and further contributed to by the students
- Issues of armed conflicts, civil war and terrorism shall be critically reviewed, debated and understood

Unit-I

International Politics: Meaning, Nature and, Main Actors in International Politics- States, Non-States, Regional and Trans- Regional Organization, Role of United Nations in Global Governance, Peace, and Security.

Unit-II

International Terrorism: Causes and Consequences, Inter-Governmental Organizations: IMF, IBRD, WTO, G-20 & G-7.

Unit-III

Environmental Issues and Debate on Climate Change / Global Warming, Food and Energy Security, Sustainable Development goals: 2030 Targets and Achievements.

Unit-IV

Nuclear Proliferation and Disarmament: Role of International Atomic Energy Agency, New World Order, North South Divide, Non-Conventional Security Issues: Migration, Drug Trafficking and Cyber Security.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Art Robert and Robert Jervis, 2009, *International Politics – Enduring Concepts and* Antonescu, M. V. (2019). *Food Security in the Context of a Global Food Crisis and the Rise of Food Powers—Several Considerations*. In *Romanian Military Thinking International Scientific Conference Proceedings* (pp. 102-119). Central ethniceditorial al armatei.
- Bahrampour, H., Marnani, A. K. B., Askari, M. B., & Bahrampour, M. R. (2020).
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BA/POL/MIC(V)/501: UNDERSTANDING PUBLIC POLICY

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

The field of public policy has assumed considerable importance in response to the increasing complexity of the government activity. The advancements of technology, changes in the social organization structures, rapid growth of urbanization added to the complexities. The study of Public Policy aspires to provide an in-depth understanding of the ills prevailing in the society and aids to identify the solutions for them. Public policy is an important mechanism for moving a social system from the past to the future and helps to cope with the future. The main objective of this foundation course is to provide an opportunity to the student to learn the basic areas of public policy on the largest gamut of its canvas.

Course Learning Outcome:

After the completion of this course, the students will be able to:

CLO 1: Understanding of the basic concepts such as public policy, policy analysis, public policy process and governance.

CLO 2: Gaining knowledge of different stages of the public policy process in terms of theoretical formulation and the process.

CLO 3: Necessary competence to undertake policy analysis.

Unit -I

Public Policy: Meaning, Evolution, Nature, Scope and Significance and Institution for Policy Making, Policy Sciences: Nature, Scope and Utility

Unit-II

Public Policy Cycle: Policy Problem, Policy Making, Policy Implementation, Policy Monitoring, Policy Outcomes and Policy Evaluation

Unit-III

Policy Analysis: Meaning, Process, Stages, Types: Empirical, Normative, Retrospective, Prospective and Descriptive

Unit-IV

Public Policy Models: Harold Lasswell's Approach, Lindblom's Incremental Model, Easton's Policy Analysis Model and Dror's Normative-Optimum Model

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Rumki Basu (2021), *Democracy and Public Policy in the post-COVID-19 world: Choices and outcomes*, Routledge India, New Delhi.
- Susan Baker (2020), *Anneke van Doorne-Huiskes women and Public Policy: The shifting boundaries between the Public and Private*, Routledge.
- Rajesh Chakrabarti (2019), *Public Policy in India*, Oxford University Press, New Delhi,
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- Shambaugh, IV George (2016), *The Art of Policy Making*, Routledge, UK
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- S.R., Bajpai (1995), *Methods of Social Survey & Research (Hindi & English)*, Kitab Mahal, Kanpur.
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- Sapru, Radhakrishna (2018), *Public Policy*, Sage, New Delhi.

BA/SM/POL/MCC/601: CONTEMPORARY GLOBAL CONCERNS

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is aimed to provide a basic understanding of the basics of contemporary Global politics. It further supplements students with prominent issues and challenges like Democracy, Human Rights, Climate Change and Gender Justice. In the end, this also gives a brief introduction of major international actors and their activeness in promoting and addressing the above issues in concurrent world.

Course Learning Outcome:

After the completion of this course, the students will be able to:

CLO1: Students will be able to understand the basics of contemporary Global politics

CLO2: Students will be able to understand the different issues and challenges like Democracy, Human Rights, Climate Change and Gender Justice of contemporary world.

CLO3: Students will be able to develop the in-depth understanding of prominent Institutions concerned with Terrorism and Nuclear proliferation.

Unit-I

Democracy: Concept, Essentials, Types, Issues and Challenges.

Unit-II

Human Rights: Concept, Essentials, Types, Issues and Challenges

Unit-III

Climate Change, Environment and Gender Justice: Concept, Essentials, Types, Issues and Challenges

Unit-IV

Terrorism and Nuclear proliferation: Concept, Essentials, Types, Issues and Challenges

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Brien, R., & Williams, M. (2016). *Global Political Economy: Evolution and dynamics* Palgrave Macmillan.
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BA/SM/POL/MCC/602: CONTEMPORARY ISSUES IN INDIAN POLITICS

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

The objective of the course is to give information and developed knowledge and analytical understanding among students regarding contemporary issues in Indian politics and enable students to have a better insight of Indian polity.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO1: To enable them to understand the role of caste and religion in Indian politics.

CLO2: To develop the understanding of regional identity and other movements in Indian polity.

CLO3: To be able to understand the social movement, its constituents and forms.

CLO4: To appreciate the concepts and models of equity and development as well as new institutional arrangements.

CLO5: To understand the significance of constitutional and institutional reforms.

Unit-I

Caste, Religion, Region and Language in Indian Politics

Unit-II

Regional Autonomy and Separatist Movements, Assertion in Indian Politics: Dalit, Peasants and Women

Unit-III

Development and Regional Disparities: Role of the State Redistributive Policies and Right based Approach: Right to Information, Right to Service, Mahatma Gandhi National Rural Employment Guarantee Act, Right to Education

Unit-IV

Institutional Reforms: Impact of Liberalization, Privatization and Globalization, Digitalization and e-governance.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ananth, V. K. (2010). *India Since Independence: Making Sense Of Indian Politics*. Pearson Education.
- Bajpai, K. P., & Pant, H., V. (2013). *India's National Security: A Reader (Critical Issues*

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- Dalal, Rajbir Singh (2016). *Electoral Reforms attempts Towards Good Governance in India: An appraisal*, International Journal of Research in Social Sciences, 6(1).
- Dalal, Rajbir Singh (2015). *Indian Democracy: Some Internal Challenges*, International Journal of Physical and Social Sciences, 5(6).
- Dalal, Rajbir Singh, (2017), *Democratization and Increasing demand for Inclusive Development*, Public Administration Review, 18(1).
- Jayal, N.G., & Mehta, P.B. (2011). *The Oxford Companion to Politics in India*. Oxford University Press.
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- Kothari, R. (2020). *Politics In India (2nd edition)* (2nd ed.). Orient Black Swan.
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- Bhattacharyya, Harihar and King Lion. (2016). *Globalisation and Governance in India*, Routledge, London.
- Krishnaswamy, S. (2010). *Democracy and Constitutionalism in India: A study of the basic structure doctrine*, Oxford University Press.

BA/SM/POL/DSE/601: INDIA AND ITS NEIGHBOURS

DURATION: 3 HOURS

MAXIMUM MARKS:

100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is aimed to provide a basic understanding of the relation between India and its neighbors. It further supplements students with main issues like cross boarder terrorism , River water and Border Disputes. In the end, this also gives a brief evaluation of India's relation with its neighbors.

Course Learning Outcome:

After the completion of this course, the students will be able to:

CLO1: Students will be able to understand the relationship of India with its neighbors and their mutual cooperation and issues of contention.

CLO2: Students will be able to understand the comparison of India's relation with its neighbors on the issues of infiltration, terrorism , River water and Border Disputes.

CLO3: Students will be able to develop the in-depth understanding of India's perspective regarding Regional Cooperation and Free Trade Agreements with its neighbors.

CLO4: Students will be able to know about the impact of Look East and Act East Policies.

Unit I

India's Relation with Pakistan and Afghanistan: River water Disputes, Border Disputes, Illegal Cross Border Migration, Ethnic Conflicts and Insurgency , Regional Cooperation and Free Trade Agreements

Unit II

India's Relation with Nepal, Bhutan and China : River water Disputes , Border Disputes, Illegal Cross Border Migration, Ethnic Conflicts and Insurgency ,Regional Cooperation and Free Trade Agreements

Unit III

India's Relation with Bangladesh And Myanmar: River water Disputes , Border Disputes, Illegal Cross Border Migration, Ethnic Conflicts and Insurgency, Neighborhood Policy, Regional Cooperation and Free Trade Agreements

Unit IV

India's relation with Sri Lanka and Maldives: Border Disputes, Illegal Cross Boarder Migration, Ethnic Conflicts and Insurgency, Regional Cooperation and Free Trade Agreements.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each

will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Readings:

- Jha, N. K. (2003). *South Asia in 21st Century: India and Her Neighbours and Great Powers*. New Delhi: South Asian Publisher.
- Jaitly, N. (Ed.). (1999). *India's Foreign Policy: Challenges and Prospectus*. New Delhi: Vikas Publication.
- Jack, K. (2000). *Bangladesh, India and Pakistan: International Relations and Regional Tension in South Asia*. Palgrave.
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- Gupta, V. K. S., & Chandra, V. (Eds.). (2008). *India's Neighborhood: Challenges Ahead*. New Delhi: IDSA and Republic Press.
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BA/SM/POL/DSE/602: COMPARATIVE FEDERALISM

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course will help the students to understand the concept of Federalism, its origin and purposes, principles of designing and forms of Federalism. It will help the reader to understand the mechanism of taxation and spending authority in a Federal System. The reader will be able to understand the political conflict between the Centre and State.

Course learning out comes:

After the completion of this course, the students will be able to:

- Learn about the origin and purpose of Federalism.
- To understand and compare the principles of formation of Federation.
- Compare and assess the Centre State Relation and related institution in different Federation.
- Develop a thorough understanding of Federalism and Politics conflicts.
- Understand the relation between Federal Governance and Economic Growth.

Unit: I

Meaning, Origin and Nature of Federalism. Theories of Federalism: Constitutional and Political Dimensions.

Unit: II

Principles and Models of Federalism: USA, Canada, Nigeria and India. Tendencies in Federalism; Centripetal and Centrifugal.

Unit: III

Centre-State Relations in India, Fiscal Federalism in India, CAG and Finance Commission.

Unit: IV

Centre-State Disputes: Issues, Challenges & Remedies. Mechanism of Cooperative Federalism: Inter State Councils, Zonal Councils, National Development Council and GST Council.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to

attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Beramendi, Pablo. 2007. Federalism. In C. Boix and S. Stokes (Eds). Oxford Handbook of Comparative Politics.
- Singh, Mahendra Prasad. —Federalism.” Max Planck Encyclopedia of Comparative Constitutional Law. <https://oxcon.ouplaw.com/view/10.1093/law-mpeccol/law-mpeccole279?prd=MPECCOL>
- William Riker. 1964. Federalism: Origin, Operation, Significance. (Boston: Little, Brown and Company). Chapter 2.
- Alfred Stepan, “Federalism and Democracy: Beyond the U.S. Model,” *Journal of Democracy* 10: 4 (October 1999), p. 19-33.
- Jacob Levy. 2007. —Federalism, Liberalism and the Separation of Loyalties||, *APSR* 101(3): 459-477. • Filippov, M., Peter Ordeshook, and Olga Shvetsova. 2004. *Designing Federalism: A Theory of Self-Sustainable Federal Institutions*. (Cambridge, UK: Cambridge University Press).
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- Weingast, Barry. 1995. —The Economic Role of Political Institutions: MarketPreserving Federalism and Economic Growth,|| *Journal of Law, Economics, and Organization* 11: 1-31.
- Rodden, Jonathan and Susan Rose-Ackerman. 1997. —Does Federalism Preserve Markets?|| *Virginia Law Review* 83, 7: 1521-72.

BA/SM/POL/DSE/603: GANDHI AND THE CONTEMPORARY WORLD

DURATION: 3 HOURS

MAXIMUM MARKS:

100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective

Course Objective Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Learning Outcomes

Course Learning Outcomes This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian and global politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Unit-I

Gandhi on Modern Civilization and Ethics of Development, Conception of Modern Civilization and Alternative Modernity, Critique of Development and village reconstruction model, Narmada Bachao Andolan.

Unit-II

Gandhian Thought: Theory and Action, Theory of Satyagraha, Satyagraha in Action, Peasant Satyagraha: Kheda and the Idea of Trusteeship, Temple Entry and Critique of Caste, Social Harmony: 1947 and Communal Unity

Unit-III

Gandhi's Legacy : Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King), The Pacifist Movement , Women's Movements, Gandhigiri: Perceptions in Popular Culture

Unit-IV

Gandhi's Idea of Swaraj and Swadeshi

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

References

- B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.
- K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.

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Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', Indian Historical Review, Available at <http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.

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- R. Iyer, (1993) The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 299-344; 347-373.
- S. Sarkar, (1982) Modern India 1885-1947, New Delhi: Macmillan, pp. 432-39.
- R. Iyer, (2001) The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press. pp. 344-358.
- H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) Indian Critiques of Gandhi, New York: State University of New York Press, pp. 41-66.
- J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed) Indian Critiques of Gandhi, New York: State University of New York Press, pp. 239-58
- M. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in Constructive Programme: Its Meaning and Place, Ahmedabad: Navjivan Trust.
- R. Mukharjee, (ed) (1995), The Penguin Gandhi Reader, New Delhi: Penguin.
- T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in Gandhi, Gandhism and the Gandhians, New Delhi: Roli.
- Taneja, (2005) Gandhi Women and the National Movement 1920-1947, New Delhi: Haranand Publishers.
- J. Brown, (2008) Gandhi and Civil Disobedience: The Mahatma in Indian Politics, Cambridge: Cambridge University Pre

BA/SM/POL/DSE/604: INTERNATIONAL ORGANISATION

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course objective

This course is intended to provide a brief introduction of the historical genesis of international organization, efforts of converting jungle into the zoo. It further provides a brief introduction of the institutional setup of the United Nations. Moving ahead this course will also provide a brief introduction of formal agencies through the UN and Regional Organization as well.

Course learning outcomes:

After the completion of the course, students will be able to:

CLO 1: Students will be able to understand how the International Organization came into existence and its aims and objective.

CLO 2: Students will be able to develop a depth understanding of U.N system.

CLO 3: Students will be able to know about the engagement of world governments through UN system and beyond UN system.

CLO 4: Students will be able to understand the difference between regional organizations from World organizations and develop an understanding of the aims and objectives of some measure Regional Organizations.

Unit-I

League of Nations and United Nations: Evolution, Objectives, Principles, Issues and Challenges.

Unit-II

Organs of UN: General Assembly, Security Council, Economic and Social Council, Trusteeship, International Court of Justice, Secretariat; Role of Secretary General

Unit-III

Need for Reforms in UN System and India's Claim for Permanent Seat in Security Council, Envisaged role and actual record.

Unit-IV

Role of International Labour Organization, UNESCO, World Health Organization, International Monetary Fund, International Bank for Reconstruction and Development (World Bank) and World Trade Organization, G-20,

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Aggrawal, H.O.,(2021).*International Organization*. Central Law Publications
- Cogan, J.K., Hurd, I.,& Johnstone, I.(Eds.).(2016).*The Oxford Handbook of International Organizations*. Oxford University Press.
- Dalal, Rajbir Singh.(2015),*Impact of Globalization and Urbanization on Migration in India: An Introspection*, The Administrative Change, Jaipur.
- Dijkstra, H. (2016). *International Organizations and Military Affairs*. Routledge.
- Dingwerth, K.,Witt,A.,Lehmann,I., Reichel, E.,& Weise,T.(2019).*International organizations under Pressure: Legitimizing Global Governance in Challenging Times*. Oxford University Press.
- Hanhimäki, J.M.(2015).*The United Nations: A very short Introduction*. Oxford University Press, USA
- Kille, K.J., & Lyon, A.J.(2020).*The United Nations:75years of Promoting peace, human rights, and development*. ABC-CLIO.
- Muldoon, J.P.(2018).*The Architecture of Global Governance: An introduction to the study of international organizations*. Routledge.
- Panke,D.,& Stapel, S.(2020).*Comparing Regional Organizations: Global dynamics and regional particularities*. Policy Press.
- Park,S.(2018).*International Organizations and Global Problems: Theories and Explanations*. Cambridge University Press.
- Schiavone, G.(2016).*International Organizations :Adictionary and Directory*. Springer
- Weiss,T.G.,& Daws,S. (2018).*The Oxford Handbook on the United Nations*. Oxford University Press.
- Kumar, Ramesh (2017),*North-South Dialogue in UN and outside: An analysis, Think India,20(4)*.

BA/SM/POL/DSE/605 Comparative Constitutions of UK & USA

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course objective

This course is intended to provide a brief introduction of the foundational principles, structures, and functions of both constitutions, analyze their similarities and differences, and understand their impact on governance, individual rights, and the evolution of democratic practices in both nations.

Course learning outcomes

- Analyze Constitutional Frameworks: Understand and compare the constitutional structures of the UK and USA.
- Evaluate Governance Models: Assess the impact of each constitution on the political and legal systems.
- Understand Individual Rights: Compare the protection and limitation of individual rights under both constitutions.
- Examine Historical Contexts: Explore the historical developments that shaped each constitution.

Unit-I

Evolution, Conventions, Legacies and Basic features of Constitutions of UK & USA; Socio-Economic basis of Constitutions of UK & USA.

Unit-II

Comparative Study of Executive, Legislation and Judiciary System of UK & USA.

Unit-III

Comparative studies of Structures, Functions and roles of political parties and pressure groups of UK & USA.

Unit-IV

Electoral Processes, Voting Behaviour, Bureaucracy and Recent Trends of the working of the systems of UK & USA.

Suggested Readings:

- G. Almond et al., *Comparative Politics Today : A World View*, 7th edn., New York, London, Harper/Collins, 2000.
- W. Bagehot, *The English Constitution*, London, Fontana, 1963.
- A.H. Birch, *British System of Government*, 4th edn., London, George Alen and Unwin, 1980.
- J. Blondel, *An Introduction to Comparative Government*, London, Weidenfeld and Nicolson, 1969.

- J. Blondel, *Comparative Legislatures*, Englewood Cliffs NJ, Prentice Hall, 1973.
- J. Bryce, *Modern Democracies*, Vol. 2, New York, Macmillan, 1921.
- . H. Finer, *Theory and Practice of Modern Government*, London, Methuen, 1969. 8.
- S.E. Finer, *Comparative Government*, Harmondsworth, Penguin, 1974.
- E.S. Griffith, *The American System of Government*, 6th edn., London, Methuen, 1983.
- D. Kavangh, *British Politics: Continuity and Change*, Oxford, Oxford University Press, 1985.
- H.J. Laski, *American Democracy : A Commentary and An Interpretation*, London, Unwin, 1948.
- A. Lijphart, *Electoral Systems and Party System*, New Haven CT, Yale University Press, 1994.
- A. Lijphart,(ed.), *Parliamentary versus Presidential Government*, Oxford and New York, Oxford University Press, 1992.
- A.Lijphart, *Democracies : Patterns of Majoritarian and Consensual Government in Twenty One Countries*, New Haven CT, and London, Yale University Press, 1992.
- R. Maddex, *Constitutions of the World*, 2nd edn., Washington DC and London, CQ Press, 2000.
- . P Mair, *The West European Party System*, Oxford, Oxford University Press, 1990.
- T. Munro, *The Governments of Europe*, New York, Macmillan, 1963.
- D. Olson, *Legislative Institutions: A Comparative View*, Armonk NY, M.E. Sharpe, 1994.
- M. Rhodes, P. Heywood and V. Wright, *Developments in West European Politics*, Basingstoke, Macmillan, 1997.
- K. C. Wheare, *Federal Government*, 4th edn., Oxford and New York, Oxford University Press, 1963.
- J. Wilson, *American Government*, 4th ed. . Boston Massachusetts, Houghton Mifflin, 1997.

BA/SM/POL/DSE/606: UNDERSTANDING GLOBALIZATION

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is aimed to provide a basic understanding of the historical genesis of Globalization and Global Politics. It further supplements students with prominent theories, Institutions, specialized Agencies of global Politics . In the end, this also gives a brief introduction of major international actors and their activeness in promoting and addressing Human Security , Climate Change and Disarmament issues.

Course Learning Outcome:

After the completion of this course, the students will be able to:

CLO1: Students will be able to understand the historical genesis and different theories of Global politics .

CLO2: Students will be able to understand the difference between National and International policy-making.

CLO3: Students will be able to develop the in-depth understanding of prominent Institutions of Global politics IMF, World Bank, WTO, MNCs.

CLO4: Students will be able to know about the major international actors and their activeness in promoting and addressing Human Security , Terrorism ,Climate Change and Disarmament issues.

Unit I

Globalization: Conceptions and Perspectives: Understanding Globalization and its Alternative Perspectives, Political: Debates on Sovereignty and Territoriality

Unit-II

Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank WTO, Trans National and Multi National Corporation (TNCs/MNCs), Global Inequalities, Violence: Conflict, War and Terrorism

Unit III

Global Environment: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

Unit-IV

Global Civil Society: Proliferation of Nuclear Weapons; International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; Migration; Poverty and Inequality, Human Security

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

READING LIST

- Carvalho, B.D., Lopez, J.C., & Leira, H. (2021). *Routledge Handbook of Historical International Relations*. Routledge.
- Dunne, T., Kurki, M., & Smith, S. (2021). *International Relations Theories: Discipline and diversity*. Oxford University Press, USA.
- Garner, R., Ferdinand, P., & Lawson, S. (2020). *Introduction to politics*. Oxford University Press, USA.
- Hanhimäki, J. M. (2015). *The United Nations: A very short introduction*. Oxford University Press, USA.
- Jindal, N., & Kumar, K. (2020). *International relations: Theory and practice*. Sage Publications Pvt.
- Kille, K. J., & Lyon, A. J. (2020). *The United Nations: 75 years of promoting peace, human rights, and development*. ABC-CLIO.
- Kuusisto, R. (2019). *International Relations Narratives: Plotting World Politics* (1st ed.). Routledge
- Lamy, S. L., Masker, J. S., Baylis, J., Smith, S., & Owens, P. (2020). *Introduction to Global Politics* (6th ed.). Oxford University Press.
- .

BA/POL/MIC(V)/601: DEVELOPMENT AND WELFARE ADMINISTRATION IN INDIA

DURATION: 3 HOURS

MAXIMUM MARKS: 100

(EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

The field of Development and Welfare Administration is important in response to the increasing complexity of the government activity and rising popularity of democracy. The advancements in awareness of the people particularly the deprived sections has forced the government to focus on development and welfare administration. Its study aspires to provide the learners about the different polices, programmed, strategies and institutions of welfare and development administration in India.

Course Learning Outcome:

After the completion of this course, the students will be able to:

CLO 1: Understanding of the basic concepts such as Development and Welfare Administration.

CLO 2: Gaining knowledge of different stages of the policy, strategies and programmes of development and welfare in India

CLO 3: Necessary competence to undertake policy analysis about the above issues.

Unit-I

Developments and welfare administration: Concepts, Nature, Scopes, Strategies, and Significance, Role of civil services in developments and welfare policies

Unit-II

Government policies and interventions for development in various sectors and issues arising out of their design and implementation.

Unit-III

Development processes and the development industry —the role of NGOs, SHGs, various groups and associations, donors, charities, institutional and other stakeholders.

Unit-IV

Center and State Welfare schemes: for vulnerable sections, laws, institutions and their performance, Economic Developments and Planning in India

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Singh, Rajbir(2004) Rural Development Administration, Anmol Publication, New Delhi.
- Devi, R., & Prakash, R. (1998). Social Work & Social Welfare Administration: Methods & Practices (Vol. I & II). Mangal Deep Publications, Jaipur.
- Kholi, A. S. (1997). Social Welfare. Anmol Publications, New Delhi.
- Jha, J. K. (2002). Social Welfare & Social Work. Anmol Publications, New Delhi.
- Dobriyal, N. C. (2009). NGO's & Governmental Organisations-Role, Duties & Functions. Sumit Enterprises
- Sachdeva, D. R. (2018). Social Welfare Administration in India. Kitab Mahal Publications, Delhi.
- Lewis, D., & Ravichandra, N. (2008). NGO's and Social Welfare-New Research Approaches. Rawat Publication,jaipur.
- Baldock, J., Manning, N., & et al. (2009). Social Policy. Oxford University Press, New Delhi.
- Spicker, P. (2002). Social Policy- Themes & Approaches (2nd ed.). Rawat Publication, Jaipur.
- Rizwi, A. K. (n.d.). Social Policy & Social Work. Mohit Publication,Meerut.
- Denney, D. (1998). Social Policy & Social Work. Oxford University Press, , New Delhi.
- Madan, K. D., Dinesh, K., & et al. (Eds.). (n.d.). Policy Making in Government. Publication Division, New Delhi.
- Mahapatra, B. C., & Sharma, K. (2008). Interacting Factors for Social Development- A Structural Approach for Social Development. Sarup & Sons Publication,New Delhi.
- Ghose, M. S. (2003). Social Development – Challenges Faced in an Unequal & Plural Society. Rawat Publication,jaipur.
- Bhat, K. S. (Ed.). (2008). Towards Social Development. Rawat Publication,jaipur.
- Ray, B. (2001). Socio-Economic Development in India. Mohit Publications,Meerut.
- Planning Commission of India. (2002). National Human Development Report, 2001. Oxford University Press, new Delhi.
- Raju, P. S., & Sudhakar, C. (n.d.). Developmental Programs & Transformation. Associated Press.

BA/POL/SEC/601: UNDERSTANDING DR. B.R. AMBEDKAR AND MAHATMA GANDHI

DURATION: 2 HOURS

MAXIMUM MARKS: 50

(EXTERNAL: 35, INTERNAL: 15)

Course Objective:

The objective of this course is to provide students with a comprehensive understanding of the political views and strategies of two prominent figures in Indian history, Mahatma Gandhi and Dr. Ambedkar. By examining their perspectives on state, government, bureaucracy, upliftment of deprived sections and women, religion, caste, environment, and constitutionalism, students will gain insights into the socio-political dynamics of India during their respective periods. Additionally, through a comparative analysis of their political strategies, students will develop critical thinking skills and a deeper understanding of the complexities involved in socio-economic and political development, as well as views regarding imperial governance.

Course Learning Outcomes:

- Understand the political ideologies and views of Mahatma Gandhi regarding state, government, bureaucracy, upliftment of deprived sections and women, religion, caste, and environment.
- Analyze the political ideologies and views of Dr. B.R. Ambedkar concerning state, government, bureaucracy, upliftment of deprived sections and women, religion, caste, and constitutionalism.
- Compare and contrast the political strategies employed by Mahatma Gandhi and Dr. B.R. Ambedkar in addressing socio-economic and political development challenges.
- Evaluate the implications of their respective ideologies and strategies on the empowerment of marginalized communities and the overall political landscape of India.
- Develop critical thinking skills through the examination of primary texts, historical documents, and scholarly interpretations related to the political thought of Mahatma Gandhi and Dr. B.R. Ambedkar.

Unit-I

Mahatma Gandhi: Political Views regarding State, Government and Bureaucracy, Upliftment of Deprived Sections and Women, Religion, Caste and Environment.

Unit-II

Dr. B.R. Ambedkar: Political Views regarding State, Government and Bureaucracy, Upliftment of Deprived Sections and Women, Religion, Caste and constitutionalism. Comparison of Political Strategies of Mahatma Gandhi and Dr. B.R. Ambedkar regarding Socio-Economic and Political Development and view regarding Imperial Government.

Note for the Paper Setter: The question paper will consist of five questions in all. The first

question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting at least one question from each unit.

Suggestive Readings:

- Ambedkar, B.R. (1948). *The Untouchables: Who Were They and Why Did They Become Untouchables?*. New Delhi. Available at: <http://www.drbackmahad.org/Speeches/theuntouchables-who-were-they-and-why-they-became.pdf>
- Gandhi, M. K. (1939). *Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
- Gandhi, M. K. (1927). *The Story of My Experiments with Truth*. Ahmedabad: Navajivan Trust.
- Parekh, B. (1997). *The Critique of Modernity*. In: *Gandhi: A Brief Insight*. Delhi: Sterling Publishing Company.
- Parekh, B. (1999). *Discourse on Unsociability, in Colonialism, Tradition, and Reform: An Analysis of Gandhi's Political Discourse*. New Delhi: Sage Publication.
- Joseph, M. (2013). *Dr. B.R. Ambedkar's Views on Religion: A Sociological Analysis*. *Indian Anthropologist*, 43(2).
- Lal, S., & Saxena, K. S. (2009). *Ambedkar and Nation-Building*. New Delhi: Rawat.
- Omvedt, G. (2008). *Phule-Remembering The Kingdom of Bali*, in *Seeking Begumpura Navyana*, pp. 159-184.
- Gore, M. (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought*. Delhi: Sage Publication, pp. 73-122; 196-225.
- B. Ambedkar, (1989). *Annihilation of Caste with a Reply to Mahatma Gandhi*, in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai*, pp. 23-9.
- G. Omvedt, (2008). *Phule-Remembering The Kingdom of Bali*, in *Seeking Begumpura Navyana*, pp. 159-184.

- M. Gore, (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication, pp. 73-122; 196-225.
- B. Ambedkar, (1989). *Annihilation of Caste with a Reply to Mahatma Gandhi*, in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai*, pp. 23-9.
- G. Omvedt, (2008). *Phule-Remembering The Kingdom of Bali*, in *Seeking Begumpura Navyana*, pp. 159-184.
- M. Gore, (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication, pp. 73-122; 196-225.
- B. Ambedkar, (1989). *Annihilation of Caste with a Reply to Mahatma Gandhi*, in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai*, pp. 23-9.
- G. Omvedt, (2008). *Phule-Remembering The Kingdom of Bali*, in *Seeking Begumpura Navyana*, pp. 159-184.

- M. Gore, (1993). The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, pp. 73-122; 196-225.
- B. Ambedkar, (1989). Annihilation of Caste with a Reply to Mahatma Gandhi, in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-9.
- G. Omvedt, (2008). Phule-Remembering The Kingdom of Bali, in Seeking Begumpura Navyana, pp. 159-184.
- M. Gore, (1993). The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, pp. 73-122; 196-225.
- B. Ambedkar, (1989). Annihilation of Caste with a Reply to Mahatma Gandhi, in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-9.
- Selected Works on B.R. Ambedkar's Thoughts:
- G. Aloysius, (2009). Ambedkar on Nation and Nationalism. Critical Quest, Delhi.
- B.R. Ambedkar, (2003). I Have No Homeland. in Dr. Babasaheb Ambedkar Writings and Speeches Vol- 17. Education Deptt., Government of Maharashtra, Mumbai, pp-51-58.
- Ambedkar. Evidence before South Borough committee on Franchise. Available at <http://www.ambedkar.org/ambcd/07.%20Evidence%20before%20the%20Southborough%20Committee.htm>. Accessed: 19.04.2013.
- Constituent Assembly Debates. Ambedkar's speech on Draft Constitution on 4th November 1948. CAD Vol. VII. Lok Sabha Secretariat, Government of India, 3rd Print. pp. 31-41.
- B. Ambedkar. (2013). States and Minorities. Delhi: Critical Quest.