

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

For

M.A. in Political Science

(Two Years/Fourth Semesters)


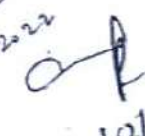
Implemented from the Academic Session 2021-2022

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

SEMESTER I

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

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


 10-3-2022

 10/03/22

SEMESTER II

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

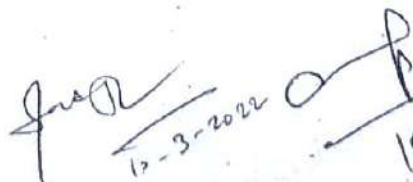
*The students can choose any two papers mentioned below for Discipline Specific Elective (DSE).

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

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

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

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


 12-3-2022
 10/03/22

**Learning Outcomes Based Curriculum Framework (LOCF) with
Choice Based Credit System (CBCS)**

Syllabus

PG Program in Political Science

For

M.A. in Political Science

(Two Years/Fourth Semesters)

Implemented from the Academic Session 2021-2022

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

SEMESTER I

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

Course Credit=5

Course Code: PSPATT1

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process


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

UNIT- 1


Understanding Political Theory, Different Traditions of Political Theory.

UNIT - 2

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


19/3/22

Gujaral


1-3-2022



UNIT - 3

Various Debates on the Decline of Political Theory.

UNIT - 4

End of Ideology and its Impact on Political theory

UNIT - 5

Liberal Political Theory and its Critique: C B Macpherson

UNIT - 6

John Rawls: A Theory of Justice

Reading List: -

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


10/3/22

Gulavras


1-3-22

Anil Kumar Bhargava

SEMESTER I

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

Course Code: PSPATT2

Course Credit=5

Course Objective:

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

Learning Outcomes:

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

UNIT - 1

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

UNIT - 2

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

UNIT - 3

P
19/3/22

Sulaiman

for
10-3-22

Anita B. Baghel

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

UNIT – 4

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

UNIT – 5

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

Reading List: -

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


19/3/22

Sufan


10-3-2022



SEMESTER I

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

Course Code: PSPATT3

Course Credit=5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

International Relations as a discipline

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

Unit-2

Theories of International Relations

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

19/7/22

Available

90/100

Amal, B. B. B. B. B.

Unit-3

Major Concepts

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

Unit-4

The U.N. System

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

Unit-5

Conflict and Conflict Resolution

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

Reading List: -

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

ADDITIONAL READINGS;

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

[Handwritten signature]
19/3/22

[Handwritten signature]

[Handwritten signature]
10-3-2022

[Handwritten signature]

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

of
19/3/21

for
10-3-2022

Suyah

Am4

SEMESTER- 1

CORE-4 THEORY OF PUBLIC ADMINISTRATION: CONCEPTS AND ISSUES

(PAPER- IV)

Course Code: PSPATT4

Course Credit=5

Course Objectives:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1


Public Administration:

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

Unit-2

Development Administration:

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


10/3/22
Suyani


12-3-22



Unit-3

I. Classical and Modern Approaches:

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

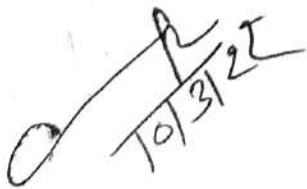
Unit-4

I. Bureaucratic Theory:

Max Weberian model and Post-Weberian Model.

Books Recommended:

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


10/3/22
Sujan


10-3-2022



SEMESTER I

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

Course Code: PSPATT5

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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


Unit-1

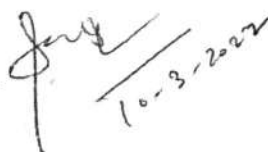
Constitutional Development

- Constituent Assembly of India
- Salient features of the Constitution of India

Unit-2

Philosophy of the Constitution


19/3/22


10-3-2022





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

Unit-3

Central Government

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

Unit-4

State Government

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

Unit-5

Democratic Decentralization

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

Books Recommended:

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

[Handwritten signature]
19/3/21

[Handwritten signature]
10-3-2021

[Handwritten signature]
Buddhan

[Handwritten signature]
Anil

Course Code: PSPBTT6

Course Credit=5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

UNIT- 1

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

UNIT- II

Communitarianism: Meaning and Various Debates

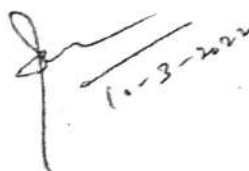
UNIT- III

Libertarianism: Meaning and Debates

UNIT- IV

Multiculturalism: Meaning, Various Models


10/3/22
Sufani


10-3-2022



UNIT- V

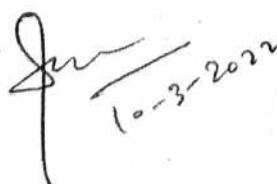
Contemporary Marxism

Reading list:-

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


19/3/22


Suljan


10-3-2022



SEMESTER II

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

Course Code: PSPBTT7

Course Credit=5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

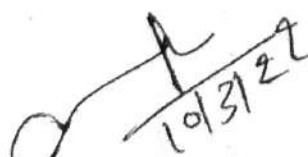
UNIT – 1

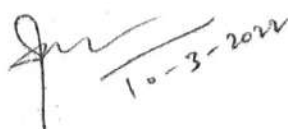
Political Development: Meaning and Characteristics, Third World and Underdevelopment, Globalization and Development, Theories of Modernization, Dependency, World System, Post Development

UNIT -2

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

UNIT – 3


10/31/22
Sufan


10-3-2022



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

UNIT – 4


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


UNIT – 5

Electoral System, Voting Behavior, Public Opinion

Reading list:-

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


19/3/22
Sufian


10-3-2022


Amal

SEMESTER II

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

Course Code: PSPBTT8

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

- Framework for the Study of State Politics

Unit-2

- Relevance of the Study of State Politics in India

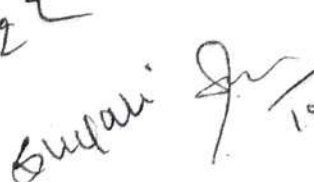
Unit-3

- Relation between National & State Politics in India

Unit-4

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


10/3/22


10-3-2022



Unit-5

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

Unit-6

- Madhya Pradesh & Chhattisgarh, Changing Dynamics and Politics

Reading Lists:-

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

[Handwritten signature]
19/3/22

[Handwritten signature]
1-3-2022

[Handwritten signature]

[Handwritten signature]

SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE (DSE)

(DSE-1&2) (PAPER IX& X)

ANCIENT AND MEDIEVAL WESTERN POLITICAL THOUGHT

Course Code: PSPBTD1

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit1

Socrates: Socratic epistemology and the Socratic Method

Unit-2

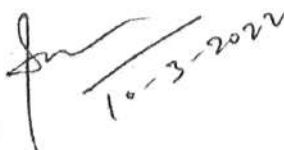
Plato: Republic (Ideal State, Justice, Education, Communism)

Unit-3

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


19/3/22

Sulata


10-3-2022

Ami

Unit-4

Cicero: Natural Law, State

Unit-5

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

Unit-6

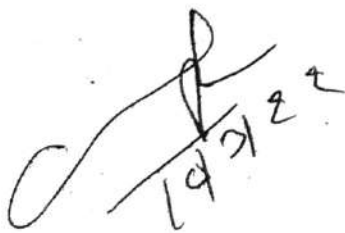
Thomas Aquinas: Theory of Knowledge, The rediscovery of Aristotle

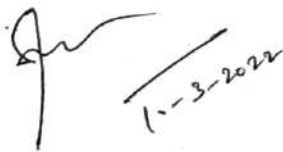
Unit-7

Marsiglio of Padua: Conciliar Movement, State

Books Recommended

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


19/7/22


1-3-2022

Sulavi



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

Course Code: PSPBTD2

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

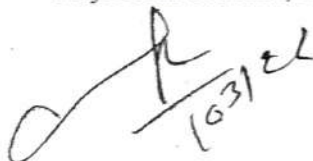
The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions,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

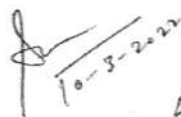
Unit-1

- I. Dharmashstra, Arthshastra and Nitishastra traditions in India

Unit-2

- I. Major ideas of Manu, Kautilya and Shukra


16/3/22


10-3-2022

Sulau



Unit-3

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

Unit-4

- I. Buddhism and Jainism


Unit-5

- I. Major tenets of Islam and Sikhism

Reading Lists:-

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


19/3/22


10-3-2022

Suyani



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

PUBLIC POLICY

Course Code: PSPBTD3

Course Credit-5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

I. Meaning, Approaches and Models

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


T/13/22


10-3-2022
Sujana



Unit-2

Public Policy Making: Structure and Processes

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

Unit-3

I. Public Policy Implementation

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

Unit-4

I. Public Policy Monitoring and Evaluation

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

Unit-5

I. Sectoral Policies

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

Reading Lists:-

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

Additional Readings:

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

[Handwritten signature]
14/3/22

[Handwritten signature]
10-3-2022
Shefali

[Handwritten signature]

- Gerston, I. N. *Public policymaking process and principles*, London: M. E. Sharpe Inc., 2010
- IGNOU, *Public policy analysis*, MPA-15, New Delhi: IGNOU
- Lasswell, Harold, *A Pre-view of Policy Sciences*, New York: American Elsevier Publishing Co. Inc., 1977
- Mathur, Kuldeep, *Public Policy and Politics in India*, New Delhi: Oxford University Press, 2013
- Michael F. Kraft and Scott R. Furlong, *Public Policy: Politics, analysis and alternatives*, New Delhi: Sage publication, 2013
- Sahni, Pradeep, *Public policy: Conceptual dimension*, Allahabad: Kitab Mahal, 1987
- Sinha, Manoj, *Prashasan Eban Lokniti* (Hindi), New Delhi: Oriental Blackswan, 2010
- Sapru, R. K., *Public Policy: Art and Craft of Policy Analysis*, New Delhi: PHI Learning Pvt. Ltd., 2010
- Saxena, P. K. (ed.), *Comparative public policy*, Jaipur: Rawat publication, 2000
- Parsons, Weyne, *Public Policy: An Introduction to the Theory of Policy Analysis*, Aldershot, U.K.: Edward Elgar, 1995
- Rathod P. B., *Framework of Public Policy: The Discipline and its Dimensions*, New Delhi: Commonwealth, 2005.

[Signature]
10/31/22

[Signature]
1-3-2022
Gujali

[Signature]

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

Course Code: PSPBTD4

Course Credit=5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

[Handwritten signature]
19/3/22

[Handwritten signature]
10-3-2022
Sulali

[Handwritten signature]

Unit-1

I. The Post-Bipolar world

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

Unit-2

I. Challenges before UN

Contemporary Challenges

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

Unit-3

I. Regional Organizations and their Functioning

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

Unit-4

I. Disarmament and Arms Control

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

Unit-5

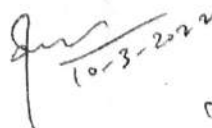
I. Emerging issues

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

Reading Lists:-

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


10/3/22


10-3-2022

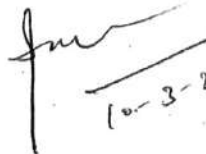

Gujar


Am

London.

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


10/3/22


10-3-2022

Guliani

AmH

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

ENVIRONMENT AND DEVELOPMENT: POLICY AND POLITICS

Course Code: PSPBTD5

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

Environment and Development:

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

Unit-2

Role of State:

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


10/3/22


10-3-2022


Sulpan


Anil

- iii) Community and Local Government Management: A Developing Country Perspective
Unit-3

- I. Sustainable Livelihood Practices
Green revolution and Sustainable Agriculture

Unit-4

- I. Sectoral Environmental Policies and Their Implementation.
i) The Problems of Large Multipurpose Projects and Hazardous Substances.
ii) Urban Environmental Problems.

Unit-5

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

Reading List:-

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

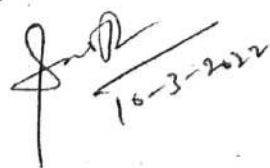
Reference Books

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

Online Sources

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


10/3/22


16-3-2022

Sulani

Anu

iii) Community and Local Government Management: A Developing Country Perspective
Unit-3

I. Sustainable Livelihood Practices

Green revolution and Sustainable Agriculture

Unit-4

I. Sectoral Environmental Policies and Their Implementation.

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

Unit-5

I. Environmental Activism: Impact on Policy and Administration

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

Reading List:-

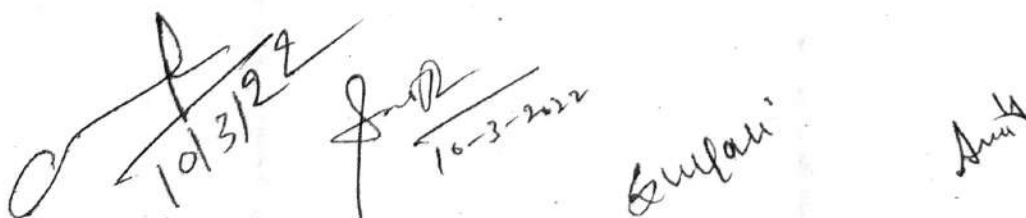
- Singh, Kartar and Anil Shishodia, (2007). Environmental Applications: Theory and Applications, Sage Publications, NewDelhi.
- Sapru, R.K., *Environment Management in India*, Ashish, NewDelhi, 1987
- Pal, B.P., *Environmental Concept and Strategies*, NewDelhi, 1986
- Saxena, K.D., *Environmental Planning,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

Reference Books

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

Online Sources

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


10/3/22
16-3-2022
Sulani
Anu

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

Course Code: PSPBTD6

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

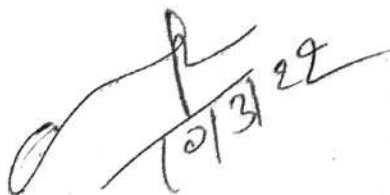
The curriculum allows the use of varied pedagogic methods and techniques to convey and imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions,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

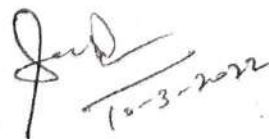
Unit- 1

Feminism: Meaning and approach to study feminism

Unit- 2

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


10/3/22


10-3-2022


Suryani



Unit – III
Socialist Feminism: Charles Fourier, Saint Simonians, Becky Thompson

Unit– IV
Marxist Feminism: Karl Marx, Frederick Engels and Alexandra Kollantai

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

Unit – VI
Radical Feminism: Rejection of Patriarchy (Kate Millett)

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

Reading List:-

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

Additional Reading

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

[Handwritten signature]
16/3/22

[Handwritten signature]
10-3-2022

[Handwritten signature]
Shefali

[Handwritten signature]
Amrith

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

Jan
10-3-2022

o R
10/3/22

Gulshani

Arif