

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

2021-22

For

B.A. (Honors)

POLITICAL SCIENCE

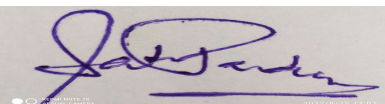
(Three Years/Six Semesters)

Department of Political Science

School of Social Science

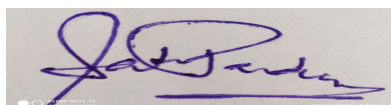
Guru Ghasidas Vishwavidyalaya

Bilaspur (C.G.)-495009



SEMESTER III

Paper No.	Course Code	TITLE	Teaching Structure	Total Credit	Marks		TOTAL MARKS
			Credit (Theory + Tutorial)		INTERNAL	ENDSEMESTER	
Core							
C5	PSUCTT1	Comparative Government and Politics Part -I	4+1	5	30	70	100
C6	PSUCTT2	Public Administration	4+1	5	30	70	100
C7	PSUCTT3	Theories of International Relations	4+1	5	30	70	100
Generic Elective							
GE3	PSUCTG4	Understanding Ambedkar/ OR CEC- Fundamentals of citizen centric Governance OR UGC-Conflicts and Peace-Global Perspective (This course will be offered by Department of Political Science to the students of other departments and students of Political Science will opt for one Generic Elective offered by some other department as prescribed by department of Political Science)	4+1	5	30	70	100
Ability Enhancement Course							
AEC3	PSUCTA5	Selected by Students from the pool of AEC Courses as notify by the University (Department of Political Science will offer -Human Rights)	2+0	2	30	70	100
Additional Credit Course (Not Compulsory)							
		From the pool of University Courses					
SEMESTER TOTAL				22	150	350	500



COMPARATIVE GOVERNMENT AND POLITICS PART -I

Course objective: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

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

- Understanding different political aspects prevailing in different countries.
- Have the capacity to compare and analyse political systems operating in different countries.
- Understanding political dynamics operating in different political systems.

UNIT I: Understanding Comparative Politics

- a. Nature and scope, Approaches
- b. Going beyond Eurocentrism

UNIT II: Constitutional Structures: Executive, Legislature and Judiciary

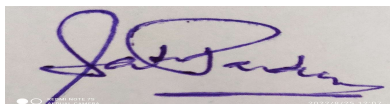
- a) Legislature: Eurocentrism Types, Functions, Debate on the Decline of Legislature
- b) Executive: Types, Functions
- c) Judiciary: Functions, Independence
- d) Colonialism and decolonization: meaning, context, forms of colonialism; anti-Colonialism struggles and process of decolonization

UNIT III: Themes for Comparative Analysis

A comparative study of political systems in the following countries: Britain, the USA, Nigeria, and China. (With special importance to the legislature, executive, and judiciary)

Readings List:

- Almond, G. (2000). Comparative Politics Today: A World View. New York. London.
- Blondel, J. An Introduction to Comparative Government. London.



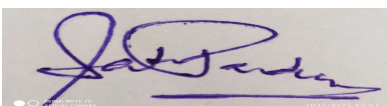
- Burnell, P. et. al, (2008). Politics in the Developing World. New Delhi: Oxford University Press.
- Barrington et. A.I, (2010). Comparative Politics - Structures & Choices, Boston, Wadsworth
- Dicey, Introduction to the Study of the Law of the Constitution. London.
- Duara,P. (ed), Decolonization: Perspective from Now and Then. London: Routledge, 2004
- Finer, H. (1969). Theory and Practice of Modern Government, London.
- Finer, S. E. (1974). Comparative Government. Harmondsworth, Penguin.
- Griffith, E. S. (1983). The American System of Government. London,
- Gauba, O.P. (2008). TulnatmakRajneeti ki Rooprekha,Mayour paperbacks, Noida.
- Gena, C.B. TulnatmakRajnitievamRajnitikSansthayein. Vikas New Delhi.
- Harding, H. (1987). China's Second Revolution: Reform after Mao. Washington DC, Brookings Institution.
- Jauhari, J.C. (2011). Comparative Politics. Sterling. Publishers pvt.Ltd, New Delhi.
- Jauhari, J.C. (2011).TulnatmakRajneeti. Sterling publishers pvt Ltd, New Delhi.
- Kopstein,J. and Lichbach,M. (eds), (2005). Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press

Teaching Learning Process:

The teaching-learning process for this course would involve class lectures, class discussion , debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods:

Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate , group discussion , quiz, review of film and book , field work and report writing etc on any one important event or issue relevant for that unit.



CORE –6
COURSE CODE-PSUCTT2
PUBLIC ADMINISTRATION

Course Objective:

This course seeks to familiarize the students with meaning, key concepts, and schools of thought in public administration. The module deals with the structure and functioning of the organization and seeks to develop an understanding in students why of we study public administration and how to make the functioning of their working far more economic and efficient which are common goals of all the organizations. Further, the dynamics of the functioning organizations lead us to think about communication, motivation, leadership and conflict management in the organization. The course will allow the students to understand and examine how different schools have responded to these questions and what are their limitations.

Learning Outcomes:

- a. The students will be able to make a difference between the public administration and private administration.
- b. They will be able to explain the journey of discourse in public administration in the sense that how the old public administration view was contested by the idea of new public administration and subsequently the discourse moved beyond that and started talking about New Public Management and New Public Service.
- c. What is the scientific management school by Taylor and Fayol and how it was contested by the Human Relation School?
- d. They will be able to explain what is the decision-making approach of Herbert Simon?
- e. They will be able to explain the concepts and theories on motivation, leadership and conflict management in the organization.

UNIT-1 PUBLIC ADMINISTRATION AS A DISCIPLINE

- a) Meaning, Dimensions and Significance of the Discipline
- b) Public and Private Administration
- c) Evolution of Public Administration

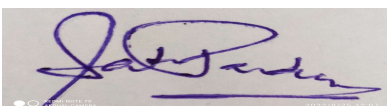
UNIT-2 THEORETICAL PERSPECTIVES

CLASSICAL THEORIES

- a. Scientific management (F.W. Taylor)
- b. Administrative Management (Gullick, Urwick and Fayol)
- c. Ideal-type bureaucracy (Max Weber)

NEO-CLASSICAL THEORIES

- a. Human relations theory (Elton Mayo)
- b. Rational decision-making (Herbert Simon)



UNIT-3 LEADERSHIP AND ORGANISATIONAL MANAGEMENT

- a. What is leadership? How different schools have understood the issue of leadership?
- b. Conflict Management-Marry Parker Follett
- c. Management by Objective- Peter Drucker

UNIT-4 MAJOR APPROACHES IN PUBLIC ADMINISTRATION

- a. New Public Administration
- b. New Public Management
- c. Good Governance
- d. Feminist Perspectives

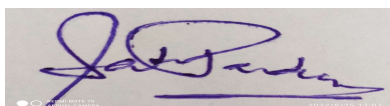
Reading List:

- D. Rosenbloom, R. Kravchuk, and R. Clerkin, (2009) Public Administration: Understanding Management, Politics and Law in Public Sector, 7th edition, New Delhi: McGraw Hill
- M. Bhattacharya, (2008) New Horizons of Public Administration, Sth Revised Edition. New Delhi: Jawahar Publishers Shafritz, J. and Hyde, A. (eds.) Classics of Public Administration, 4th Edition. Forth Worth: Hartcourt Brace, 1997
- N. Henry, Public Administration and Public Affairs, 12th edition. New Jersey: Pearson,2013
- M.Bhattacharya, Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012 RumkiBasu, Public Administration: Concepts and Theories Sterling Publishers, New Delhi 2014
- D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972
- Chakrabarty, And M. Bhattacharya, (eds). Public Administration: A Reader, New Delhi: Oxford University Press, 2003
- Manoj Sinha, (2010), PrasashanEvmLokniti, New Deli: Orient Blackswan.
- Sahni, P. &Vayunandan, E. (2010) Administrative Theory. New Delhi: Prentice Hall of India.
- Sapru, C.(2013) Administrative Theories and Management Thought(Third Edition), Delhi: Prentice Hall ofIndiaSrivastava Smita(2012) Theory and Practice of Public Administration.Delhi: Pearson.
- Mills, and H. Gerth, From Max Weber: Essays in Sociology. Oxford: Oxford University Press, 1946
- Warren. G.Bennis, Beyond Bureaucracy, Mc Graw Hill, 1973 S. Maheshwari, Administrative Thinkers, New Delhi: Macmillan, 200
- Prabir Kumar De, Public Policy and Systems, Pearson Education, 2012 R.V. VaidyanathaAyyar, Public Policy Making In India, Pearson,200
- Surendra Munshi and Biju Paul Abraham [Eds.] Good Governance, Democratic Societies And Globalisation, Sage Publishers, 2004

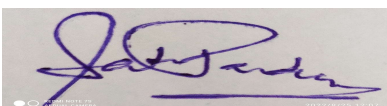
Teaching Learning Process:

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Assessment Methods:



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THEORIES OF INTERNATIONAL RELATIONS

Course Objective:

The field of international relations is made up of diverse actors, processes, and outcomes. The key objective of this course is to introduce the students to both the mainstream International Relations (IR) approaches such as realism (and its nexus with Classical Geopolitics), liberalism and constructivism and to critical approaches such as post colonialism and feminism. The term 'Geopolitics' was coined at the very end of the 19th century at the service of new forms of nationalism, colonial projects and inter- imperialist rivalry in Europe and beyond.

Learning Outcomes:

- a. Familiarization with the key concepts of the discipline of IR.
- b. Understanding of linkages between Classical Realism and Classical Geopolitics.
- c. Comprehensive understanding of the key assumptions and arguments of the mainstream IR.
- d. Appreciation of what is Global IR and why non-western perspectives are needed.
- e. Greater appreciation of the important role played by non-Western countries in building post-War norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism.
- f. Understanding the agency of the Global South in these areas is key to countering IR's ethnocentrism and developing new concepts, theories, and methods.

UNIT-1 Studying International Relations

- a. How do you understand International Relations: Levels of Analysis
- b. History and IR: Emergence of the International State System
- c. Pre-Westphalia and Westphalia
- d. Post-Westphalia

UNIT-2 Theoretical Perspectives

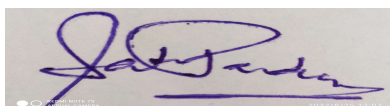
- a. Classical Realism
- b. Neo-Realism
- c. Liberalism
- d. Neo liberalism
- e. Eurocentrism and Perspectives from the Global South

UNIT III: Radical IR theories

- a. Marxism
- b. Postmodernism
- c. Postcolonialism
- d. Feminism

Reading List

- M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave, Jackson and G.



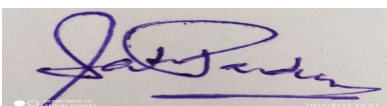
- Sorensen, (2007) Introduction to International Relations: Theories and Approches, 3rd Edition, Oxford: Oxford University Press,
- Joshua. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, 2007.
- Brown and K. Ainley, (2009) Understanding International Relations, Basingstoke: Palgrave.
- K. Mingst and J. Snyder, (2011) Essential Readings in International Relations, New York: W.W. Norton and Company.
- M. Smith and R. Little, (eds) Perspectives on World Politics, New York: Routledge, 2000, 1991.21
- J. Baylis and S. Smith (eds), (2008) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press.
- R. Mansbach and K. Taylor, (2008) Introduction to Global Politics, New York: Routledge.
- Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.
- R. Mansbach and K. Taylor, (2012) Introduction to Global Politics, New York: Routledge.
- K. Mingst, (2011) Essentials of International Relations, New York: W.W. Norton and Company.
- P. Viotti and M. Kauppi, (2007) International Relations and World Politics: Security, Economy, Identity, Pearson Education.
- J. Singer, (1961) 'The International System: Theoretical Essays', World Politics, Vol. 14(1).
- K. Booth and S. Smith, (eds), International Relations Theory Today, Pennsylvania: The Pennsylvania State University Press.
- E. Carr, (1981) The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations, London: Macmillan.
- R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman.
- T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press.
- J. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman.
- F. Halliday, (1994) Rethinking International Relations, London: Macmillan.
- Hobsbawm, Eric, Age of Extreme: The Short Twentieth Century, 1914-1991, London: Abacus, 1995.
- Carr, E.H. International Relations Between the Two World Wars: 1919-1939, New York: Palgrave, 2004.

Teaching Learning Process:

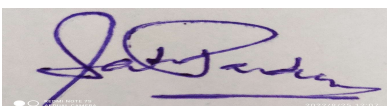
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Assessment Methods:

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GENERIC ELECTIVE GE-3

COURSE CODE-PSUCTG4

UNDERSTANDING AMBEDKAR

Course objective:

This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic phenomena of the society.

Learning Outcomes:

- Students will know Ambedkar's perspective on untouchability and caste system.
- Students will know about the provisions, importance and views of Ambedkar on the Hindu Code Bill.
- Students will learn about the contribution and role of Ambedkar in the making of the Indian Constitution.
- Students will know about the plight of women and the contribution of Ambedkar in women's welfare.

UNIT-1 Introducing Ambedkar

- Approach to Study Polity, History, Economy, Religion and Society

UNIT-2 Caste and Religion

- Caste, Untouchability and Critique of Hindu Social Order
- Religion and Conversion

UNIT-3 Women's Question

- Rise and Fall of Hindu Women

UNIT-4 Ambedkar's stands and Vision

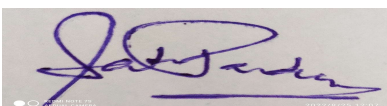
- Hindu Code Bill
- Uniform civil code
- Article 370
- Political Vision

UNIT-5 Constitutionalism

Role of Ambedkar in the formation of the Indian Constitution

Reading List:

- M. Gore, (1993) The Social Context of an Ideology Ambedkar's Political and Social Thought Delhi: Sage Publication.

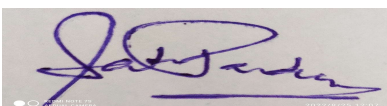


- Ambedkar, (1989) Annihilation of Caste with a Reply to Mahatma Gandhi', in Dr. Babasaheb Ambedkar
- Writings and Speeches. Vol 1, Education Deptt., Government of Maharashtra, Mumbai.
- E Zelliott,(1996) From Untouchable to Dalit Essays on the Ambedkar Movement, in The Leadership of Babasaheb Ambedkar, Delhi: Manohar,
- Ambedkar, (1987) The Hindu Social Order. Its Essential Principles', in Dr. Babasaheb Ambedkar Writings and Speeches Vol 3, Education Deptt, Government of Maharashtra, 1989.
- B Ambedkar, (2003) "What way Emancipation?", in De Babasaheb Ambedkar Writings and Speeches. Vol. 17III, Education Deptt, Government of Maharashtra, Mumbai.
- Ambedkar, (1987) "Philosophy of Hinduism', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3 Education Deptt, Government of Maharashtra, Mumbai.
- E Zelliott, (2013) Ambedkar's World The Making of Babasaheb and the Dalit Movement, in
- The Religious Conversion Movement 1935-1936, Delhi
- S. Rege, (2013) Against the Madness of Man in B R Ambedkar's Writings on Brahmanical Patriarchy, Navyana Publication
- Ambedkar, (2003) The Rise and Fall of Hindu Woman: Who was Responsible for it?, in De Babasaheb
- Ambedkar Writings and Speeches Vol 17-11 Education Deptt, Government of Maharashtra, Mumbai
- Ambedkar, (1987) The Women and the Counter Revolution', in Dr. Babasaheb Ambedkar Writings and
- Speeches, Vol 3 Education Deptt., Government of Maharashtra, Mumbai
- P. Ramabai , (2013), The High Coste Hindu Woman Critical Quest, Dell.
- Ambedkar, (1991) "What Gandhi and Congress have done to the Untouchables', in Dr. Babasaheb Ambedkar Writings and Speeches, Education Deptt, Government of Maharashtra, Vol.9.
- Ambedkar, (2003) Conditions Precedent for the successful working of Democracy", in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-1II, Education Deptt, Government of Maharashtra, Mumbai, pp.472-486.
- 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
- Ambedkar, (2003), 'Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the Political Horizon Medinand Lying Foundation of Indian Democracy", in Dr. Babasaheb Ambedkar Writings and Speeches Vol 17-1, Education Deptt., Government of Maharashtra, Mumbai.
- Ambedkar. (2003) Buddhism paved way for Democracy and Socialistic Pattern of Society', in Dr. Babasaheb Ambedkar Writings and Speeches. Vol 17-1II, Education Deptt., Government of Maharashtra, Mumbai.

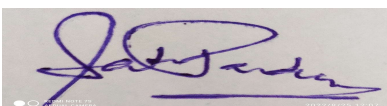
Teaching Learning Process:

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Assessment Methods:



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**ABILITY ENHANCEMENT COURSE (AEC-3)
COURSE CODE-PSUCTA5**

Selected by students from the pool of AEC Courses as notified by the university.

HUMAN RIGHTS

Course Objective:

The purpose of the course is to build conceptual understanding in students about human rights and enable them to critically examine key issues and areas often talked about in human rights discourses. Apart from state actors and institutions, agencies and law associated with them, which occupy the central place is discussion, the module also engages with social, religious, political and economic ideologies which unleash several critical issues pertaining to human rights. Thus, it is not the conflict zones but industrialization and pursuit of political and religious hegemony also throw serious human rights challenges.

Learning Outcomes:

- a. The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts.
- b. The students will be able to relate human rights with other rights of individuals.
- c. They will come to know how ideologies which seek to create hegemony; religious or political, pose threats to the human rights of individuals.
- d. Students will be able to examine and explain issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counter-terrorism operations.
- e. They will come to know about the human rights of the armed forces.

Unit I: Introduction to Human Rights

- a. Meanings of Human rights and its correlation with other rights
- b. Institutionalization of Human Rights: Universal Declaration of Human Rights

Unit II: Conflict Zones, Violence and the Issues in Human Rights

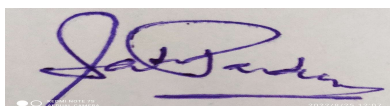
- a. Terrorism, Police Encounter and Human Rights

Unit III: Human Rights Discourses in India

- a. Gender, Caste and Untouchability
- b. Industrialization, Displacement and Land questions

Readings:

- Aggarwal, G. P. et al. (2013). *Human Rights in Changing Times*. UK: Cambridge Scholars Publishing.
- Hoffman, J., & Graham, P. (2006). *'Human Rights', Introduction to Political Theory*. Delhi: Pearson, pp. 436-458.



- SAHRDC (2006). Introduction to Human Rights, Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights. In *Introducing Human Rights*. New Delhi: Oxford University Press.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy & Public Affairs*, 32(4), pp. 315-35
- Haragopal, G., & Jagannatham, B. (2009). Terrorism and Human Rights: Indian Experience with Repressive Laws. *Economic and Political Weekly*, 44(28), pp. 76-85.
- Bhandare, M. (2005). Terrorism and the Rule of Law: An Indian Perspective. *Peace Research*, 37(1), pp. 31-35.
- Arora, N. (1999). Custodial Torture in Police Stations in India: A Radical Assessment. *Journal of the Indian Law Institute*, 41(3/4), pp. 513-529.
- Marwah, V. (1998). Human Rights and the Role of Police. *Journal of the Indian Law Institute*, 40(1/4), pp. 138-142.
- Keshot, A. (2009). Fundamental Rights of Indian Military Personnel. *Journal of the Indian Law Institute*, 51(1), pp. 67-78.
- Mohanty, M., & Mohanty, M. (2009). Development and Tribal displacement: Reflections on Core Issues. *The Indian Journal of Political Science*, 70(2), pp. 345-350.
- Sarkar, A. (2007). Development and Displacement: Land Acquisition in West Bengal. *Economic and Political Weekly*, 42(16), pp. 1435-1442.

Teaching Learning Process:

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Assessment Methods:

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