

**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)**

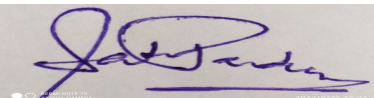
**Implemented from the academic session 2021-2022**

**Department of Political Science**

**School of Social Sciences**


**Guru Ghasidas Vishwavidyalaya**

**Bilaspur (C.G.) 495009**



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**विभागाध्यक्ष  
HEAD  
राजनीति विभाग के लेटर प्रशासन विभाग  
Department of Political Science  
and Public Administration  
गुरु घासीदास विश्वविद्यालय, बिलासपुर (छ.ग.)  
Guru Ghasidas Vishwavidyalaya  
BILASPUR (C.G.)**

### SEMESTER-III

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

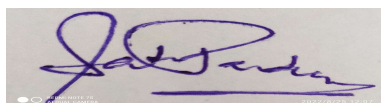
\*The students can choose any two papers from the following papers mentioned below for Discipline Specific Elective (DSE).

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

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

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

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



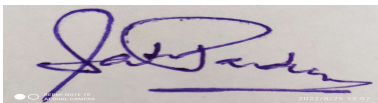
vii.	PSPCTD7	Women's Movement in India
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\*\* The students will have to study one paper as Open Elective (OE) given by other departments of the university.

**The Department of Political Science will offer following Open Elective**

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

Gender and Public Policy



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

**Course Code: PSPCTC1**

**Course Credit=5**

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

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

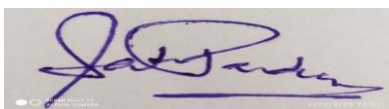
- The student will be able to use different quantitative and qualitative tools and techniques in their research.
- They will learn different tools and techniques of data collection and analysis.
- The student will be able to design their research proposal.
- The students will be equipped with an understanding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

**Pedagogy Methods and Techniques**

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

**Teaching-Learning Process**

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart



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

### Unit1

#### Research methodology

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

### Unit II

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

### Unit III

#### Types of Empirical Research

- i. Quantitative Research
- ii. Qualitative Research

### Unit IV

#### Report Writing

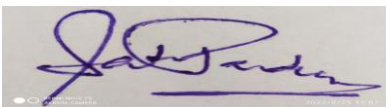
- i. Organizing the Information and Data.
- ii. References and Bibliography
- iii. Dissertation Writing

### Unit V

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

#### Reading Lists:-

- Henry. E.Garrett, Statistics in Psychology and Education, Surjit Publication, Delhi, 2012
- O.R. Krishnaswami, Methodology of Research in Social Science, Himalaya Publishing House, Mumbai. 2003.
- रामआहूजा, सामाजिक अनुसंधान, रावपब्लिकेशन, जयपुर, 2004
- Prem Shankar Choudhary, *Encyclopedia of Research Methodology in Social Science & humanities*, Volume-II, Anmol Publication Pvt.Ltd. 2009.
- Wilkinson and Bhandar kar–*Methodology and Techniques of Social research*, Himalaya Publishing co, New Delhi, 1993.
- David E. McNabb, *Research Methods of Political Science*, Library of Congress Cataloging–in–Publication Data, New York, 2010.
- William Josiah Goode, Paul K. Hatt, *Methods in Social Research*, Mc Graw Hill Kogakusha Limited, 1952.
- C. R. Kothari, *Research Methodology: Methods and Techniques*, New Age International Publishers, New Delhi, 2006.



- T.S.Wilkinson, P.L.Bhandarkar, Methodology and Techniques of Social Research, Himalaya Publishing House, New Delhi, 2003.
- F.A.Kerlinger, The Foundation of Behavioral Research.
- G.A.Moser and G.Karltan, Survey Methods in Social Research.
- P.V.Young, Scientific Social Survey and Research.
- Shukla and Trivedi, Research Methodology.

### SEMESTER III

#### DISCIPLINE SPECIFIC ELECTIVE (DSE)

#### (DSE-3&4)PAPER- XII & XIII

#### MODERN WESTERN POLITICAL THOUGHT

Course Code: PSPCTD1

Course Credit=5

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

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

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

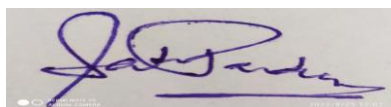
#### Pedagogy Methods and Techniques

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#### Teaching-Learning Process

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seminars, Films about specific political events or issues

### Unit-1

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

### Unit-2

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

### Unit-3

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

### Unit-4

**Jean Jacques Rousseau:** Social Contract, General Will

### Unit-5

**Jeremy Bentham:** Utilitarianism, Liberty

### Unit-6

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

### Unit-7

**George Wilhelm Fredric Hegel:** Dialectics, State.

### Unit-8

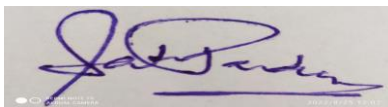
**Thomas Hill Green:** Theory of Rights, State, Political Obligation.

### Unit-9

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

### Reading Lists:-

- F.W.Coker.1971.RecentPoliticalThought, The World Press Pvt. Ltd., Calcutta.
- A.Hacker.1961.PoliticalTheory:Philosophy,Ideology,Science,Macmillan,NewYork,
- J.H.Hallowell.1960.MainCurrentsinModernPoliticalThought, Holt, New York.
- George,H.Sabine.1973.AHistoryofPoliticalTheory,OxfordandI.B.H.Publishing,NewDelhi,(English &Hindi)
- C.L.Wayper.1989.PoliticalThought, New Delhi,(Revised Edition) (English& Hindi).
- D.Germino.1972ModernWesternPoliticalThought: Machiavelli to Marx, Chicago University Press, Chicago.
- N.R.Brian.1966.WesternPoliticalThought,Pearson,NewDelhi,



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

**Course Code: PSPCTD2**

**Course Credit=5**

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

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

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

**Pedagogy Methods and Techniques**

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

**Teaching-Learning Process**

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

**Unit-1**

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

**Unit-2**

3. Mass Movements: Dalit, Women, and Environment

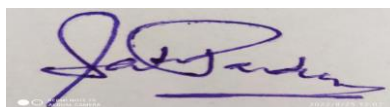
**Unit-3**

4. Electoral Behavior & Electoral Reforms

**Unit-4**

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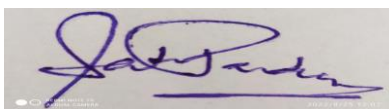
5. Bureaucracy and its Role, Nation building in India: problems and prospects

**Unit-5**

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

**Reading Lists:-**

- Pratap Bhanu Mehra, Niraja Gopal, Jayal, *The Oxford Companion to Politics In India Student*, OUP, New Delhi, 2009.
- Rajni Kothari and James Manor (Eds.) *Caste in Indian Politics* (Second edition), Orient Black Swan; New Delhi, (2010)
- Prakash C. Sarangi, Rajni Kothari *Politics in India* 2nd Edition (Paperback), orient Blackswan 2012
- Rajni Kothari, Prakash C. Sarangi, *Bharat Mein Rajneeti* (Hindi) 2nd Edition (Paperback)
- Rajni Kothari, *Rethinking Democracy*, New title Edition (Paperback) orient Blackswan 2005
- Atul Kohli, *The Success of India's Democracy*, Cambridge University Press 2003
- Atul Kohli, *Democracy and Discontent - India's Growing Crisis of Governability* (Paperback), Cambridge University Press 1991
- Atul Kohli, *Democracy and Development in India: From Socialism to Pro Business* (Paperback) OUP India 2010
- Paul R. Brass. *The Politics of India since Independence*, Orient Longman, New Delhi, 1989.
- Sushila Kaushik (ed.). *Bharatiya Shashan Avam Rajniti*, (Hindi) Hindi Madhyam Karyanwayan Nideshalaya, Delhi University, 1984.
- Neera Chandhoke, *Contemporary India: Economy, Society and Politics*, Dorling Kindersley, 1999.
- Francine R. Frankel, *India's Political Economy: The Gradual Revolution*, Oxford University Press, Delhi, 1978.
- Ramashray Roy, Paul Wallace (ed.), *Indian Politics and the 1998 Election: Regionalism, Hindutva and State Politics*, Sage Publication, New Delhi, 1999.
- M.P. Singh, Hinmanshu Roy, *Indian Political System: Structure, Policies, Development*, Gananda Prakashan, New Delhi, 1998.



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

**Course Code: PSPCTD3**

**Course Credit=5**

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

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

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

**Pedagogy Methods and Techniques**

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

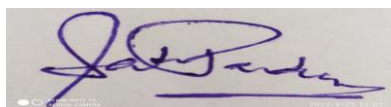
**Teaching-Learning Process**

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**Unit- 1**

**Party System in India**

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



*Anupam Singh*

## Unit- 2

### Coalition Politics in India

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

## Unit- 3

### Pressure Groups in India

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

## Unit- 4

### Electoral System in India

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

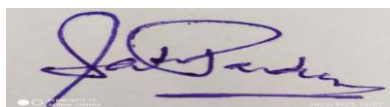
## Unit- 5

### Electoral Reforms in India

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

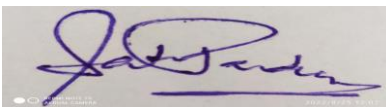
### Reading Lists:-

- Arora & Mukherji, Federalism in India, Origin and Developments, Vikas publishing house, New Delhi, 1992
- Adeney, Katherin, and Saez, Lawrence (Eds.), Coalition Politics and Hindu Nationalism, Routledge, London, 2005.
- Brass, Paul, The Politics of India Since Independence, Cambridge University Press, Cambridge, 2004.
- Chatterjee, Partha, State and Politics in India, Oxford University Press, New Delhi, 2009.
- Hasan, Zoya (Ed.), Parties and Party Politics in India, Oxford University Press, New Delhi, 2002.
- Jayal, Niraj Gopal, and Mehta, Pratap Bhanu, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
- Jenkins, Rob, Regional Reflections: Comparing Politics Across India's States, Oxford University Press, New Delhi, 2004.
- Kohli, Atul, Democracy and Development in India, Oxford University Press, New Delhi, 2010.
- Kothari, Rajni, Politics in India, Orient Longman, Hyderabad, 2003.
- Narain, Iqbal (Ed.), State Politics in India, Meenakshi Prakashan, Meerut, 1965.
- Robinson, John, "Regionalising India: Uttarakhand and the Politics of Creating States", South Asia:



Journal of South Asian Studies, Volume 24, No. 2, December 2001, pp. 189-212.

- Sarangi, Asha (Ed.), Language and Politics in India, Oxford University Press, New Delhi, 2009.
- Weiner, Myron (Ed.), State Politics in India, Princeton University, Princeton, 1968.



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

**Course Code: PSPCTD4**

**Course Credit=5**

**Course Objective:**

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

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

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

**Pedagogy Methods and Techniques**

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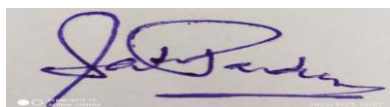
**Teaching-Learning Process**

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**Unit-1**

**Making of India's Foreign Policy**

- (i) Institutions, Structure, Processes



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- (ii) Doctrinal Aspects
- (iii) Determinants

#### Unit-2

#### India's Interface with its Neighbors

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

#### Unit-4

#### India's Relations with World

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

#### Unit-5

#### India's Interaction with Global and Regional Institutions & Group

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

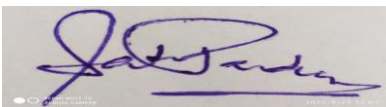
#### Unit-6

#### Continuity and Change Indian Foreign Policy

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

#### Reading Lists:-

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



*Anupam Singh*

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

**Course Code: PSPCTD5**

**Course Credit=5**

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

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

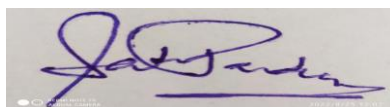
- The students shall have acquired grounding in the academic debates and research literature in the field of international relations (IR) and understood how to apply key theories and concepts of contemporary world to global and regional issues.
- The students would gain knowledge of significant developments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

**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



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## Unit-1

### Introduction to International Politics

- (i) Meaning, Nature and Scope of International Politics
- (ii) Different Approaches to the Study of International Politics
  - (a) Classical-Scientific, Ideal-Realist, Marxist
  - (b) Neoliberal-Neorealist, Feminist, Post-Modernist.

## Unit-2

### Main Actors in International Politics

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

## Unit-3

### The U.N. System

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

## Unit-4

### Information Order:

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

## Unit-6

### Conflict and Conflict Resolution

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

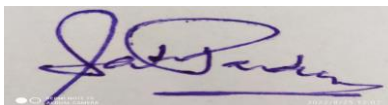
## Unit-7

### Global Concerns

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

### Reading Lists:-

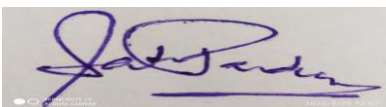
- Scott Burchill et al, Theories of International Relations 3rd ed, Basingstoke: Palgrave Macmillan, 2005
- Steve Smith, Ken Booth and Marysia Zalewski, (eds.), International Theory: Positivism and Beyond, Cambridge: Cambridge University Press, 1996
- Chris Brown with Kirsten Ainley, Understanding International Relations, 3<sup>rd</sup> Ed., Palgrave Macmillan, 2005
- Tim Dunne, M. Kurki Steve Smith, International Relations. Discipline and Diversity, Oxford





University Press,2007

- Arlene B. Tickner and Ole Wever,(eds.),International Relations Scholarship Around the World, London:Routledge,2009
- Tim Dunne, M. Kurki Steve Smith, International Relations.DisciplineandDiversity,OxfordUniversityPress,2007
- David A. Baldwin(ed.),Neo-Realism and Neo-liberalism: The Contemporary Debate (NewYork: Columbia University Press, 1993
- Robert Cox, with T. Sinclair, Approaches to World Order, Cambridge: Cambridge University Press, 1996



*Ambaraj*

## SEMESTER III

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

Course Code: PSPCTD6

Course Credit=5

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

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

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

#### Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain 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 Institution:** Meaning, features and types of public institution, state versus market debate

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

#### UNIT-2

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

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marginalized.

### UNIT-3

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

### UNIT-4

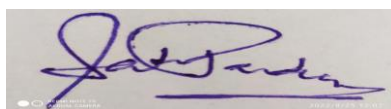
**Administrative and civil Services Reform:** Rule of law, Improving Public Administration- Accountability

### UNIT-5

**Public Enterprises in India:** Meaning, Objective, Significance, Role of PE's in Developing Countries

#### Reading List:-

- Cheema, G. Shabbir, *A Governance Approach to Development: New Role for Development Cooperation in Hasnat Abdul Hye (Ed.), Governance south Asian Perspectives*, Manohar, NewDelhi,2001
- Bhambri, C.P., *Bureaucracy and Politics in India*, VikasPublication,Delhi,1971
- Jain R.B.*Contemporary Issues in Indian Administration* Vikas Publication, Delhi,1976
- Mishra S.N.and others, *Public Governance and Decentralisation*, Mittal Publication, new Delhi,2003
- Awasthi,S.S,*Indian Government and Politics*,HarAnand,NewDelhi,2000.
- C.P.Barthwal(ed.)*Good Governance in India*,Deep&DeepPublication,Delhi2003
- PradeepSahni& Uma Medury, *Governance & Development: Issues &Strategies*, Prentice Hall ofIndiaPvt. Ltd. NewDelhi,2003.
- E.Vayunandan and Dolly Mathew(ed.),*Good Governance: Initiative in India*, Prentice Hall of IndiaPvt. Ltd. NewDelhi,2003.
- M.P.Gupta, Prabhat Kumar and Jaijit Bhattacharya, *Government on line opportunities and challenges*,Tata Mcgraw Hill Publishing Company Ltd. NewDelhi, 2004.
- M.Bhattacharya(1998)'*Contextualizing Governance and Development*' in B.Chakrabarty,M.(ed)The Governance Discourse, NewDelhi: Oxford University Press.Pp 79-102.
- A.Leftwich, (1994), '*Governance in the State and the Politics of Development*', Development andChange. Vol25, pp. 363-386.
- B.Chakrabarty(2007),*Reinventing Public Administration: The India Experience*, NewDelhi:Orient Longman, pp. 68-106.
- Bhattacharya Mohit, *New Horizons of Public Administration*, New Delhi; Jawahar Publishers,5<sup>th</sup>Edition, 2008.
- DhamejaAlka(ed.),*Contemporary Debates in Public Administration*,NewDelhi;Prentice-HallIndia,2003.
- GoelS.L.,*Public Administration: Theory and Practice*,NewDelhi;DeepandDeepPublishers,2003.
- MaheshwariS.R.,*Administrative Theory: An Introduction*, New Delhi;MacMillan,2003.
- MeduryUma,*Public Administration in the Globalization Era*,NewDelhi;OrientBlackswan,2010.
- NicholasHenry,*Public Administration and Public Affairs*, NewDelhi;Prentice-Hall India,2004.
- ShafritzJayM.(ed.),*DefiningPublicAdministration*,Jaipur;RawatPublications,IndianReprint,2007.
- Shafritz JayM. and AlbertC.Hyde(ed.),*Classics of Public Administration*,Chicago,Illinois,TheDorseyPress,1987.



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

**Course Code: PSPCTD7**

**Course Credit=5**

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

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

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

**Pedagogy Methods and Techniques**

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

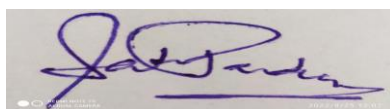
**Teaching-Learning Process**

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**Unit- 1**

**Contextualizing Women's Movements**

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



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### Unit- 2

#### Women's Movements in Pre-Independence period in India

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

### Unit- 3

#### Women's Movements in Post-Independence period in India

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

### Unit- 4

#### Challenges to Women's Movement

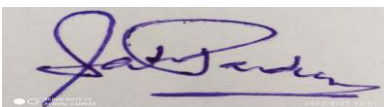
- i) Fundamentalism
- ii) Caste
- iii) Violence
- iv) Situations of Conflict
- v) Moral policing

#### Reading List:-

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

#### Additional Reading List:-

- Khullar Mala, (ed.). (2005). "Writings in Women's Studies: A Reader". Zubaan Publications, New Delhi.
- Kuumba, M. Bahati.(2003). "Gender and Social Movements". Rawat Publications, New Delhi.
- Mazumdar, Vina.(1989). "Peasant Women Organise for Empowerment: The Bankura Experiment". (Occasional Papers), CWDS, New Delhi.
- Mishra, Anupam and Tripathi, Satyendra.(1978). "Chipko Movement: Uttarakhand Women's Bid to Save Forest Wealth". Radhakrishna for People's Action, New Delhi.
- Desai, Neera.(1988). "A Decade of Women's Movement in India". Meena Pandey, Bombay.
- Kumar, Radha.(1993). "The History of Doing". Kali for Women, New Delhi.
- Rajawat, Mamta.(2005). "Dalit Women: Issues and Perspectives". Anmol Pub, New Delhi.
- Rao, MSA.(1979). "Social Movements in India". Vol I, Manohar New Delhi.



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- Sharma,Kumud.(1989).“Shared Aspirations, Fragmented Realities: Contemporary Women’s Movement in India: Its Dialectics and Dilemmas”. (Occasional PaperNo. 12). CWDS, NewDelhi.

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

**Course Code: PSPCTO1**

**Course Credit=5**

**Course Objective:**

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

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

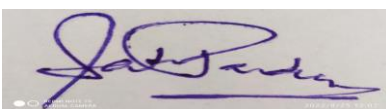
- It will ground the students’ understanding in the Indian and other context, so that there is an acquaintance with the ground realities of gender based public policy making and implementation.
- The students are introduced to theoretical perspectives on public policy and gender studies.
- This paper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

**Pedagogy Methods and Techniques**

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**Teaching-Learning Process**

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Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

### Unit– 1

**Gender and Public Policy:** Indian perspective

### Unit– 2

Gender, Social Security, and the Human Rights debate

### Unit– 3

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

### Unit– 4

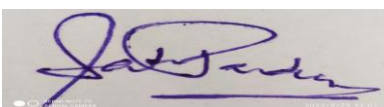
**Gender and Human Development:** Public policy impact analysis

### Unit– 5

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

### Reading Lists:-

- Mendiratta,S.,*Handbookoflaw,women,andemployment*,NewDelhi,OxfordUniversityPress2009.
- Haleh Arshar (ed.) *Women and Politics in the Third World*,London: Routledge,1996.
- *TheWorld’sWomen2000:Trend sand Statistics*,NewYork: UnitedNations,2000.
- Shiva,Vandana, *Staying Alive:Women Ecology and Development in India*, NewDelhi: Kalifor Women, 1998.
- Menon, Nivedita, *Gender and Politics in India*,NewYork,OUP,1999.
- Shiva,Vandana(ed.),*Close to Home: Women Reconnect, Ecology, Health and Development Worl dwide*, Philadelphia NewSocietyPublishers1994.
- Rai,Shirin(ed.)*International Perspectives on Gender and Democratization*, NewYork:St.Martins Press,2000.
- Agosin,Marjorie(ed.),*WomenGenderandHumanRights:AGlobalperspective*.NewBrunswickN.J . Rutgers University Press, 2001.
- Nelson,BarbaraJ.andNajmaChawdhury(eds.)*Women and Politics Worl dwide* *NewHaven*:YaleUniversityPress.1994.
- Prasad, K.V. Easwara and C. Joseph (eds.), *Women, work and inequity: The reality of gender*, NOIDA: National Labour Institute, 1995.



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