

**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**



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

SEMESTER I

Paper No.	Course Code	TITLE	Teaching Structure	TOTAL CREDITS	Marks		TOTAL MARKS
			Credit (Theory+ Tutorial)		INTERNAL	ENDSEMESTER	
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.



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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) @						
	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.

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

.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.	PSPBTD7	Development Process and Politics in India



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SEMESTER III

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

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

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

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

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

The Department of Political Science will offer following Open Elective

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

Gender and Public Policy



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SEMESTER IV

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

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

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

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

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

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

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



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MA POLITICAL SCIENCE
SEMESTER IV



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

Course Code: PSPDTD1

Course Credit=5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

Nationalist Tradition

- i) Bal Gangadhar Tilak
- ii) Aurobindo Ghosh
- iii) Vir Savarkar



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iv) Sardar Ballabh Bhai Patel

Unit-2

Social Reforms

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

Unit-3

Left and Socialist Orientation

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

Unit-4

Philosophical Anarchist

M.K. Gandhi: Hind Swaraj

Reading Lists:-

- V.P.Verma,*Modern Indian Political Thought*,LakshmiNaryanAggarwal,Agra,1974.
- Gandhi's*HindSwaraj*
- Appadorai,*Indian Political Thinking through the Ages*,KhannaPublishers,Delhi,1992.
- J.Bandopandhyay,*Social and Political Thought of Gandhi*,AlliedPublishers,Bombay,1969.
- Parekh&T.Pantham(eds.),*Political Discourse: Exploration in Indian and Western Political Thought*, Sage, NewDelhi,1987.
- M.N.Jha,*Political Thought in Modern India*,MeenakshiPrakashan,Meerut.
- T.Pantham,andK.Deustch(eds.),*Political Thought in Modern India*,SagePublishers,NewDelhi,1986.
- RamchandraGuha,*India After Nehru*,PenguinBooksIndiaLtd.,2007.
- AakashSingh&SilikaMohapatra(eds.),*Indian Political Thought: A Reader*,Routledge, NewYork,2010.
- Varma, S P. 2013.Modern Political Theory New Delhi, Vikas Publishers.(Hindi edition alsoavailable)
- Deshpande, Meena,&M.J.2013.Vinod,ContemporaryPoliticalTheory,NewDelhi,PHI
- B. Parekh, 2000. *Rethinking Multiculturalism: Cultural Diversity and Political theory*. MacmillanPress,London,
- E.Said,1978. *Orientalism*,ChattoandWindus, London,
- C.Taylor.1968.*Multiculturalism: Examining the Politics of Recognition*,editedbyJ.P.MayerandM. Lerner, NewYork, Harper, London,Fontana.



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- S.K.White,1991.*PoliticalTheoryandPostmodernism*,CambridgeUniversityPress,Cambridge,
- I.M.Young,1990.*JusticeandthePoliticsofDeference*,PrincetonUniversityPress,Oxford,
- A.Ahmed,1992.*InTheory: Classes,Nations,Literatures*,Verso,London,
- J.B.Elshtain,1981.*PublicMan,PrivateMan: WomeninSocialandPoliticalThought*,PrincetonUniversityPress, PrincetonNJ,
- R.GuhaandG.C.Spivak1988.*SelectedSubalternStudies*.OxfordUniversityPress,Oxford,
- R.Young, 1990.*WhiteMythologies: WritingHistoryandtheWest*,Routledge,London,
- Pachori,S.2000.aalochnaseage,NewDelhi, Radhakrishana,



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

Course Code: PSPDTD2

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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Unit-1

Decentralization and Local Government

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

II. **Local Government:**

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

Unit-2

Rural and Urban Development:

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

Unit-3

Institutional Framework for Rural and Urban Development:

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

Unit-4

Rural Development: Approaches, Policies and Programmes

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

Unit-5

Urban Development: Approaches, Policies and Programmes

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

Reading Lists:-

- Singh, Katar, *Rural Development: Principle, Policies and Management*, Sage Publication, 3rd Edition, New Delhi, 2009



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

Additional Reading List:

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



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

Course Code: PSPDTD3

Course Credit=5

Course Objective

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

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

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

Pedagogy Methods and Techniques

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Teaching-Learning Process

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Unit- 1

Introduction to Foreign Policy

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



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(c) Foreign Aid, Nuclear Proliferation and Geo-Politics.

Unit- 2

Foreign Policy of United States of America

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

Unit- 3

Foreign Policy of Britain

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

Unit-4

Foreign Policy of Russia

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

Unit-5

India's Foreign Policy

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

Reading Lists:-

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



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

Course Code: PSPDTD4

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

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

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



- (c) Conflict Resolution
- (d) Reconciliation

Unit -2

Pedagogy & Approaches

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

Unit-3

Shifting Paradigm of Security

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

Unit-4

Various Dimensions of Peace and Security

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

Reading Lists:-

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



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

Course Code: PSPDTD5

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit 1

Forces Shaping Indian Political System

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

Unit 2

I. Ideals of Indian Political System

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



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II. Preamble to Indian Constitution

Unit 3

Core Values of Indian Political System

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

Unit 4

I. Parliamentary Democracy in India

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

Unit 5

I. Federalism in India

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

Reading List:-

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



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

Course Code: PSPDTD6

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain 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

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

Unit- 2

Administrative Process: Leadership, Decision-making and Information technology

Public Policy Analysis: Meaning, Models and Process



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Unit– 3

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

Unit– 4

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

Unit– 5

Political neutrality and commitment of civil servants; Civil servants' relation with political executive and people; and Generalist-specialist controversy in bureaucracy.

Reading List:-

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

Additional Readings

- Maheshwari, S.R., *Administrative Thinkers*, Macmillan India Ltd. New Delhi, 2000.
- Shafritz, J.M., and A.C. Hyde (ed), *Classics of Public Administration*, The Dorsey Press, Chicago, USA, 1992.
- Muttalib, M.A., *Democracy, Bureaucracy and Technology*, Concept Publishing Company, New Delhi.
- Bhattacharya, Mohit, *Public Administration, Structure, Process and Behaviour*, World Press Pvt. Ltd. Calcutta, 1991.
- Dubhashi, P.R., *The Profession of Public Administration*, Subhda-Saraswat, Pune, 1980.
- Arora, Ramesh K. (ed.), *Themes and Issues in Administrative Theory*, Bookman Associates, Jaipur, 1980.
- Rowat, D.C. (ed.), *Basic Issues in Public Administration*, Macmillan Company, New York.
- Riggs, F.W., *Ecology of Public Administration*, IPA, New Delhi, 1997.
- Diwedi, O.P. and R.B. Jain, *India's Administration State*, Gitanjali Publishing House, New Delhi, 1998.
- Mathur, B.C., K. Diesh, C. Chandrasekharan (ed), *Management in Government*, Publication Division, Government of India, New Delhi, 1980.
- Puri, K.K. (ed), *Public Administration: Indian Spectrum*, Kitab Mahal, Allahabad, 1982.
- Arora, Ramesh K. and Rajni Goyal, *Indian Public Administration*, Wishwa Prakashan, New Delhi, 2003.
- Sahni, Pardeep and Etakula Vayunandan, *Administrative Theory*, New Delhi: PHI Learning Pvt. Ltd. 2010.
- Rao, N. Bhaskar, *Good Governance: Delivering Corruption-free Public Services*, New Delhi: Sage Publication, 2013.
- Sapru, R.K., *Public Policy: Art and Craft of Policy Analysis*, New Delhi: PHI Learning Pvt. Ltd., 2010
- Kumar, De, Prabir, *Public Policy and Systems*, Delhi: Pearson, 2012.

- Chakrabarty, Bidut, and Prakash Chand, *Public Administration in a Globalising World: Theories and Practices*,



NewDelhi:Sage Publications, 2012.

- AwasthiandS.R.Maheshwari,*PublicAdministration*,Lakshmi NarainAgrawal,Agra,2003.
- Sharma,M.P.andB.L,Sadana,*PublicAdministrationinTheoryandPractice*,KitabMahal,Allahabad,2003.
- Singh,HoshiarandMohinderSingh,*PublicAdministrationinIndia:TheoryandPractice*,NewDelhi: SterlingPublishers,1989.
- Maheshwari,S.R.,*IndianAdministration(SixthEdition)*,NewDelhi:OrientalBlackSwan,2009.
- Mishra,S.N.,*PublicGovernanceandDecentralization*,NewDelhi:MittalPublications,2003.
- Barthwal,C.P.,*GoodGovernanceinIndia*,Delhi:Deep&DeepPublicationsPvt.Ltd.,2003.



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

Course Code: PSPDTD7

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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Teaching-Learning Process

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Unit- 1

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

Unit- 2

Indian Renaissance and emergence of feminist thought



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Unit– 3

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

Unit– 4

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

Unit– 5

Indian Women in post-Independence period

Reading List:-

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



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

Course Code: PSPDTD8

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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Teaching-Learning Process

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Unit-1

- I. Basic Concepts of Democracy and Human Rights**
- (i) Various Meanings and Models of Democracy
 - (ii) Meaning, Nature, and Evolution of Human Rights

Unit-2

- I. Human Rights in India**
- (i) Constitutional vision of Freedom (Fundamental Rights)
 - (ii) Constitutional Vision of Justice (Directive Principles of State Policy)
 - (iii) Minorities' Rights

Unit-3

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



India

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Unit-4

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

Unit-5

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

Unit-6

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

Readings

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



PAPER XVII: DISSERTATION& VIVO-VOCE

Course Code: PSPDDT1

Course Code: 10

Description:

- All students have to submit a dissertation. It is mandatory for all.
- Dissertation will be of 8 credit and 200 marks.
- All students have to submit a dissertation as per topic given by faculty members.
- The topic area will be decided as per guidelines given by the departmental level committee.
- All students have to give a Vivo-Voce based on their dissertation topic.
- Vivo-Voce will be of 2 credit and 50 marks.

Course Objective:

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

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

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



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