



**List of Courses Focus on Employability/ Entrepreneurship/
Skill Development**

Department : Political Science

Programme Name : B.A., MA and Pre PhD

Academic Year : 2021-22

List of Courses Focus on Employability/ Entrepreneurship/Skill Development

Sr. No.	Course Code	Name of the Course
01.	PSUATT2	Indian Constitution
02.	PSUATG3	Nationalism in India
03.	PSUATA4	Human Rights
04.	PSUATA5	Feminism: Theory and Practice
05.	PSUATL5	Legislative Procedure in India
06.	PSUBTT2	Politics in India
07.	PSUBTA4	Human Rights
08.	PSUBTL5	Managing Elections and Election Campaign
09.	PSPATT3	International Relations: Theory and Major Concepts
10.	PSPATT4	Theory of Public Administration: Concepts and Issues
11.	PSPBTD3	Public Policy
12.	POL: Pre PhD E-103	Local Self Government and Grassroots Politics in India
13.	PSPBTD5	Environment and Development: Policy and Politics

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

गुरु घासीदास विश्वविद्यालय
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 अ. 25 के अन्तर्गत स्थापित केन्द्रीय विश्वविद्यालय)
कोनी, बिलासपुर - 495009 (छ.ग.)



Guru Ghasidas Vishwavidyalaya
(A Central University Established by the Central Universities Act 2009 No. 25 of 2009)
Koni, Bilaspur - 495009 (C.G.)

Scheme and Syllabus



Department of Political Science
Guru Ghasidas University, Bilaspur, Chhattisgarh

Minutes of the BOS Meeting held on 4.10.2021

An online meeting of the Board of Studies, Political Science was held in the department at 3.00 PM on 4.10.2021 to take decision on the following agenda:

1. Consideration of the Syllabus of 'Research and Publication Ethics (RPE)' to be included in Pre-PhD syllabi as per the decisions made in Academic Council Meeting dated 9.3.2021.
2. Consideration of the Syllabus of 'Local Self Government and Grassroots Politics in India' to be included in Pre-PhD syllabi as proposed by Dr. Ram Babu i.e. Research supervisor and faculty in the department of Political Science.

The following members were present in the meeting:

1. Prof. Anupama Saxena, Professor & Head of the Department and Chairman, BOS;
2. Dr. Smitwani Pandey, Asst. Professor in Political Science, Guru Ghasidas Vishwavidyalaya;
3. Prof. Sanil Mahawar, Professor of International and Peace Studies, Mahatma Gandhi Central University, Bihar (Virtual Member).

The minutes of the BOS have been recorded as follows:

1. The meeting was held under the Chairmanship of Dr. Anupama Saxena. At the beginning of the meeting Dr. Anupama Saxena welcomed all the members present.
2. The following decisions were taken in the BOS after due consideration:
 - (a) The proposed syllabus for Pre PhD-Coursework in Political Science was approved after incorporating suggestions from external expert.
 - (b) With the kind permission of all respected members, for revisions and modifications of LOCT notified by UGC, a committee will be nominated by Head of the department and recommendation of the committee will be presented in Board of Study.

The meeting ended with a vote of thanks by Dr. Anupama Saxena.


Member
(Prof. Sanil Mahawar)


(Dr. Smitwani Pandey)


HOD & Chairman, BOS
(Prof. Anupama Saxena)
Department of Political Science



Department of Political Science
Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh

Minutes of the BOS Meeting held on 10.03.2022

An online meeting of the BOS, Political Science was held in the department at 3.00 PM on 10.03.2022 to consider the following agenda:

1. To consider and discuss the changes made in the LOCF based syllabus of the B.A. 1st and 2nd Semesters of Political Science.
2. To consider and discuss the changes made in CBCS based Syllabus of M. A. 1st and 2nd Semesters.
3. To discuss the value-added course of 2 credits.

The following members were present in the meeting:

1. Prof. Anupama Saxena, Professor & Head of the Department and Chairman, BOS;
2. Dr. Santwana Pandey, Assistant Professor in Political Science, Guru Ghasidas Vishwavidyalaya;
3. Prof. Sunil Mahawat, Professor and Head, Department of Gandhian and Peace Studies, Mahatma Gandhi Central University, Bihar- External Member.

The minutes of the DRC have been recorded as follows:

1. The meeting was held under the Chairmanship of Dr. Anupama Saxena. At the beginning of the meeting, Dr. Anupama Saxena welcomed all the members present.
2. The following decisions were taken in the BOS after due consideration:
 - (a) BOS Recommended the proposed Syllabus for B.A. 1st and 2nd Semester.
 - (b) BOS Recommended the proposed Syllabus for M.A. 1st and 2nd Semester.
 - (c) BOS has authorized Chairperson Prof. Anupama Saxena to incorporate any further changes if there is any need according to university ordinances/regulations etc. in the approved syllabus.

The meeting ended with a vote of thanks by Dr. Santwana Pandey.


(Prof. Sunil Mahawat)
Member


(Dr. Santwana Pandey)
Member


(Prof. Anupama Saxena)
Chairman, BOS &
HoD

गुरु घासीदास विश्वविद्यालय
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 अ. 25 के अन्तर्गत स्थापित केन्द्रीय विश्वविद्यालय)
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Guru Ghasidas Vishwavidyalaya
BILASPUR (C.G.)

Signature & Seal of HoD

Scheme and Syllabus



ELECTIVE - III

LOCAL SELF GOVERNMENT AND GRASSROOTS POLITICS IN INDIA

Course Objective: This paper is to introduce comprehensive ideas about local self-government and grassroots politics in India. Local government involves the participation of the local people. It is a direct and grassroots decision-making body related to daily life and problems of common citizens.

Learning Outcomes:

Along with reading compulsory courses in Research Methodology and Political Theory as part of Pre-PhD coursework, after reading this special course of Local Self Government and Grassroots Politics in India students will be able,

- To develop an understanding of the various component of local self regulating bodies and implementation of government policies at the grass root level
- To develop an understanding of the factors that affect policy making and implementation process in rural and urban areas

Unit-I: Historical Perspectives of Local Self-government: Definition and Meaning of Local Self-Government, Historical Background of Local Self-Government in India (Pre-British Period, British Period, and Post Independence Period), Gandhian Idea of Panchayati Raj.

Unit-II: Local Self Government in Rural Areas: Panchayati Raj, Constitutional Provision, Structure, and Functions, Financial Resources of Local Self Government and the Panchayats Extension to the Scheduled Areas Act, 1996 (PESA) in Rural India.

Unit-III: Local Self Government in Urban Areas: Corporations, Municipalities, and Notified Area Council (NAC), Constitutional Provision, Structure, and Functions, Financial Resources of Local Self Government in Urban India.

Unit-IV: Problem and Prospects in Local Self-Government in India.

Unit-V: Emerging Trends in Grassroots Politics: Role of Local Self-Government in Shaping and Implementing of Public Policy at Grassroots Level: with Special Reference to, Housing, Health, Drinking Water, Food Security Act, Mahatma Gandhi National Rural Employment Guarantee Act, 2005 (MGNREGA), National Rural Health Mission (NRHM), Gram Swaraj and E-Gram Swaraj.

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Recommended Book

- i. Chakraborty, B., Pandey, R. K. (2019). *Local Governance in India*. India: SAGE Publications.
- ii. *Local Government in India*. (2011). India: Dorling Kindersley.

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- ix. Jayakumar, E. (2009). *Grassroots Politics in India*, Serials Publications.
 - x. *Politics of Grassroots Democracy in India*. (2019). India: Concept Publishing Company Pvt Limited.
 - xi. Kafe, S. (2015). *Grassroots Development Initiatives in India*. India: Sukar Books.
 - xii. *Governance At Grassroots Level in India*. (2005). India: Kanishka Publishers.
 - xiii. Pandey, R. K., Chakrabarty, B. (2008). *Indian Government and Politics*, India: SAGE Publications.
 - xiv. Talukdar, A. C. (1987). *Political Transition in the Grassroots in Tribal India*, India: Concept Publications.
 - xv. Prasad, R. N. (2006). *Urban Local Self-Government in India*, India: Mittal Publications.
 - xvi. Bartlwal, C. P. (2003). *Understanding Local Self-government (Great Britain, United States, France and India)*, India: Bharat Book Centre.
 - xvii. Sanyal, K., Chakrabarti, R. (2017). *Public Policy in India*, India: Oxford University Press.
 - xviii. Kumar, P., Chakrabarty, D. (2016). *MGNREGA: Employment, Wages and Migration in Rural India*, India: Taylor & Francis.
 - xix. Verma, K., Singh, P. (2016). *Community Governance in India: Good Practices in MGNREGA*, India: L.K. International Publishing House Pvt. Limited.
 - xx. Karthikeyan, M. (2019). *Governance in India: Basics and Beyond*, India: Pearson.
 - xxi. Mathur, K. (2013). *Panchayati Raj*: Oxford India Short Introductions, India: OUP India.
 - xxii. Maheshwari, S. (2004). *Local Government in India*, India: Lakshmi Narain Agarwal.
 - xxiii. *Local Self-government System in North-East India: An Appraisal (1997)*, India: National Institute of Rural Development.


5/10/21


5-10-2021



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-2

COURSE CODE- PSUATT2

INDIAN CONSTITUTION

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the Constituent Assembly.

Learning Outcome:

- Students will be able to understand the terms of partition and how princely states were integrated.
- They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
- They will come to know the importance of the Preamble in the constitutional design of India.
- They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
- They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

UNIT-1 The Constituent Assembly and the Constitution

- Philosophy of the Constitution, the Preamble, and Features of the Constitution
- Fundamental Rights and Directive Principles of State Politics

10/3/21
Sushil Kumar
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Rajesh
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UNIT-2 Organs of Union Government

- The Legislature: Parliament
- The Executive: President and Prime Minister
- The Judiciary: Supreme Court

UNIT-3 Organs of State Government

- The Legislature: Vidhan Sabha, Vidhan Parishad
- The Executive: Governor and Chief Minister
- The Judiciary: High Court

UNIT-4 Federalism and Decentralization

- Federalism: Division of Powers,
- Panchayati Raj and Municipalities.

Reading List:

- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
- Baxi, U. (1967). The Little Done, the Vast Undone—Some Reflections on Reading Granville Austin's 'The Indian Constitution'. *Journal of the Indian Law Institute*, 9(3), pp. 323-430.
- Cerulo, K. (1989). Sociopolitical Control and the Structure of National Symbols: An Empirical Analysis of National Anthems. *Social Forces*, 68(1), pp. 76-99.
- Furber, H. (1949). Constitution-Making in India. *Far Eastern Survey*, 18(8), pp. 86-89.
- Noorani, A. (1973). Vande Mataram: A Historical Lesson. *Economic and Political Weekly*, 8(23), pp. 1039-1043.
- Parekh, B. (2006). Defining India's Identity. *India International Centre Quarterly*, 33(1), pp. 1-15.
- Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
- Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.

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- Sripati, V., & Thiruvengadam, A. K. (2004). India: Constitutional amendment making the Right to Education a Fundamental Right. *International Journal of Constitutional Law*, 2(1), pp. 148-158.
- Varsha, A. (2011). Nehru and the 'Communists: Towards the Constitution Making'. *Proceedings of the Indian History Congress*, 72, pp. 740-752.

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.

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GENERIC ELECTIVE
GE - 1
COURSE CODE- PSUATG3

NATIONALISM IN INDIA

Course Objective:

This course will expose the students to different schools of understanding colonialism and nationalism in India. They will understand the key religious, cultural organizations and political ideologies and political formations which contributed to and impacted the national movement of India. This includes why India was partitioned and what were the ideological premises of partition of the country and demarcation of boundaries of two separate nation states.

Learning Outcomes:

- The student will be able to examine and explain the impacts of British colonialism in India.
- They will know how Indian nationalism is interpreted differently by different schools of thought.
- They will be able to understand the role of different cultural and political organizations and ideologies which contributed to the freedom movement of India significantly. They will also be able to understand the role of various religious and social reformist movements in India with special focus on state .
- They will be able to understand why and on what basis the country was partitioned.

UNIT-1 Nationalism

Meaning, Determining Factors of Nationalism

UNIT-2 Reformism Movements in India

Major Social and Religious Movements.

UNIT-3 Impacts of Colonial Rule in India

Economic Impact,

Cultural Impact,

Religious Reforms and Identity Consolidation

UNIT-4 Role of Gandhi in developing Indian Nationalism

UNIT-5 Swadeshi Movement in India

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Gurukul
Amit
Rishu
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Readings List:-

- P. DeSouza, (ed.) Contemporary India: Transitions, New Delhi: Sage Publications, 2000.
- S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman.
- AS. Bhattacharya, (ed.) Development of Modern Indian Thought and the Social Sciences, Vol. X. New Delhi: Oxford University Press, 2007.
- S. Sarkar, (1983) Modern India (1885-1947), New Delhi: Macmillan
- P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press, 1993.
- G. Shah, (2002) Social Movements and the State, New Delhi: Sage
- JalaI, and S. Bose, (1997) Modern South Asia: History, Culture, and Political Economy. New Delhi: OxfordUniversity Press.
- A.Chakrabarty and R. Pandey, (2010) Modern Indian Political Thought, New Delhi: Sage Publications.
- P. Chatterjee, (1993) The Nation and its Fragments: Colonial and Postcolonial Histories, New Delhi: OxfordUniversity Press.
- R.Pradhan, (2008) Raj to Swaraj, New Delhi: Macmillan (Available in Hindi).
- R.Islam, (2006) Bharat Mein Algaovaud aur Dharm, New Delhi: Vani Prakashan.

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.

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ABILITY ENHANCEMENT COURSE (AEC-1)

COURSE CODE- PSUATA4

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:

- The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts.
- The students will be able to relate human rights with other rights of individuals.
- They will come to know how ideologies which seek to create hegemony; religious or political, pose threats to the human rights of individuals.
- 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.
- They will come to know about the human rights of the armed forces.

Unit I: Introduction to Human Rights

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

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

- Terrorism, Police Encounter and Human Rights

Unit III: Human Rights Discourses in India

- Gender, Caste and Untouchability
- 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.

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- 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:

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.


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ABILITY ENHANCEMENT COURSE (AEC-2)
COURSE CODE- PSUATA5

FEMINISM: THEORY AND PRACTICE

Course Objective:

This course seeks to understand the nature, phases and core issues of the feminist movement, both in Anglo-American and India. Besides, attempts have been made to 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.

Learning Outcomes:

After reading this course the students will be able to explain

- How different schools have understood patriarchy and feminist questions differently.
- The origin, evolution and key issues which are at the core of the feminist movement both in Anglo-American world and India.
- The representation of the women in the political space of India.
- How the immense contribution that women make to the family are neglected in computation?

Unit I: Understanding Patriarchy

- Meaning of Patriarchy
- Sex/Gender Distinction
- Theories of Feminism: Liberal, Marxist and Feminist (Liberal, Socialist, Radical Schools)

Unit II: Women and Politics

Women and their Representation in Politics and Administration

Unit III: Violence and Discrimination against Women

- Domestic Violence
- Sexual Harassment
- Women Trafficking

Readings:

- Shinde, T. (1993). Stree Purusha Tulna. In Lalitha, K., & Tharu, S. (Eds.), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234.
- Medermott, R., & Hatemi, P. (2011). Distinguishing Sex and Gender. *Ps: Political Science and Politics*, 44(1), pp. 89-92.
- Kachuck, B. (1995). Feminist Social Theories: Theme and Variations. *Sociological Bulletin*, 44(2), pp. 169-193.
- Sinopoli, R., & Hirschmann, N. (1991). Feminism and Liberal Theory. *The American Political Science Review*, 85(1), pp. 221-233.
- Graham, G. (1994). Liberal Vs Radical Feminism Revisited. *Journal of Applied Philosophy*, 11(2), 155-170.

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- Ferguson, S. (1999). The Radical Ideas of Mary Wollstonecraft. *Canadian Journal of Political Science / Revue Canadienne De Science Politique*, 32(3), 427-450.
- Devi, D., & Lakshmi, G. (2005). Political Empowerment of Women in Indian Legislature: A Study. *The Indian Journal of Political Science*, 66(1), pp. 75-92.
- Khanna, M. (2009). Political Participation of Women in India. *The Indian Journal of Political Science*, 70(1), pp. 55-64.
- Sharma, G., & Das, R. (2008). Women in Grassroots Democracy in India: Non-Governmental Organisations and Its Possibilities. *The Indian Journal of Political Science*, 69(4), pp. 815-823.
- Ahmad, S., Nilofer, & Parveen, G. (2008). Women's Political Participation and Changing Pattern of Leadership in Rural Areas of U.P. *The Indian Journal of Political Science*, 69(3), pp. 661-672.
- Kishwar, M. (1996). Women and Politics: Beyond Quotas. *Economic and Political Weekly*, 31(43), pp. 2867-2874.
- Karlekar, M. (1998). Domestic Violence. *Economic and Political Weekly*, 33(27), pp. 1741-1751.
- Chapman, J. (2014). Violence against Women in Democratic India: Let's Talk Misogyny. *Social Scientist*, 42(9/10), pp. 49-61.
- Subramaniam, M., Krishnan, P., & Bunka, C. (2014). Women's Movement Groups in State Policy Formulation: Addressing Violence against Women in India. *Indian Anthropologist*, 44(1), pp. 37-52.
- Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. *Economic and Political Weekly*, 39(41), pp. 4491-4494.
- Srivastava, S. (2004). Sexual Harassment of Women at Work Place: Law and Policy. *Indian Journal of Industrial Relations*, 39(3), pp. 364-390.
- Hua, J. (2011). *Trafficking Women's Human Rights*. Minneapolis; London: University of Minnesota Press.
- Cwikel, J., & Hoban, E. (2005). *Contentious Issues in Research*.


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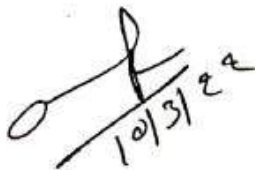


Teaching Learning Process:

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.


10/3/22


Surya Das






Rajesh Anand



**SKILL ENHANCEMENT COURSE (SEC-1)
COURSE CODE- PSUATL6**

Course Objective:

LEGISLATIVE PROCEDURES IN INDIA

The purpose of this course is to familiarize the students with the legislative activities in India both in the states and the center and to train them in skills of back-end support to the legislatures and parliamentarians through research inputs in order to strengthen the legislative business. It requires, therefore, a proper understanding of the process, procedure and working of the parliament and state legislature and the role of the legislators and the parliamentarians. Besides, the purpose of the course is also to equip the students about media monitoring which involves news analysis and their use in the legislative and policy - making activities. Apart from teaching the texts, the students would be exposed to workshops for imparting skills in providing legislative support to the parliamentarians.

Learning Outcomes:

- Students will be able to know how the bills are drafted and presented in the parliament and state legislatures and what are the stages they pass through before becoming a law.
- Students will be able to know about the role of the legislature in the parliament and what are the research inputs they need to make an effective contribution to the parliamentary debates and legislative businesses.
- The students would know how to scan and filter out media reports and use them for legislative inputs.

Unit I: Functions of Legislative Members

- How laws are made?
- What are stages and procedures of legislation?

Unit II: Legislative Communications

- Working of Parliamentary Committees

Unit III: Budget

- Budget Preparation and Passage of Budget

Reading list:-

- Kashyap, S. (2011). Our Parliament, New Delhi: National Book Trust.
- Sharma, B. K. (2018). Introduction to Indian Constitution. New Delhi: PHI Learnings.
- Hiranandani, S. (1964). Legislative Drafting: An Indian View. The Modern Law Review, 27(1), 1-8.
- Motiwal, O. P. (1974). The Principles of Legislative Drafting. Journal of Law Institute, (16), Indian Law Institute, Delhi, pp. 11-47.

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- Strengthening Parliamentary Committees; Background Note for the Conference on Effective Legislatures. PRS Legislative Research.
https://www.prsindia.org/sites/default/files/parliament_or_policy_pdfs/1370586468_Strengthening%20Parliamentary%20Committees.pdf
- Singh, M. (1995). The Indian Parliamentary-Federal Executive. *The Indian Journal of Political Science*, 56(1/4), 31-44.
- Manual on Office Procedure. Lok Sabha Secretariat New Delhi (3rd ed.).
http://164.100.47.194/loksabha/writerenddata/Secretariat/RulesApplicableToEmployees/Office%20procedure%20manual_2009.pdf Vinod, B. (2007). Making the Indian Budget: How Open and Participatory? *Economic and Political Weekly*, 42(13), pp. 1079-1081.
- Sen, K., & Rajendra R. V. (1996). Political Budget Cycles in India. *Economic and Political Weekly*, 31(30), pp. 2023-2027.
- Jain, S. (1969). New Trends in Judicial Control of Administrative Discretion. *Journal of the Indian Law Institute*, 11(4), pp. 544-553.

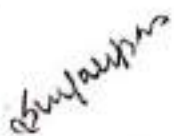
Teaching Learning Process:

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.

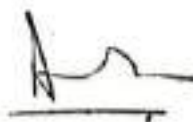
Assessment Methods:

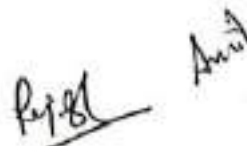
Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from 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.


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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 -4

COURSE CODE- PSUBTT2

POLITICS IN INDIA

Course Objective:

This course provides students a solid grounding in Indian politics where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and decisions in the country. As politics operates in an ecology constituted by the constitutional, socio-economic, linguistic and ethnic sub-systems, the course is designed to understand their roles in politics of the country and in the state of Chhattisgarh. Students will be exposed to the ideology, structure, and social base and functioning of the political parties, which play the pivotal role in the democratic polity.

Learning Outcome:

- Students would be able to learn the key drivers of Indian politics. The students will be able to explain how caste, religion, language have influenced the identity politics in India.
- They will be able to explain the ideology, social base and function of key political parties such as Indian the National Congress and the Bhartiya Janata Party.
- They will be able to critically examine and explain the development issues in India and in state, especially in the farm and industrial sectors.
- They will be able to know what ails our electoral democracy and what are the key issues related to expenditure in elections and their public funding.

UNIT-1 Political Parties and the Party System Trends in the Party System; From the Congress System to Multi-Party Coalitions,

UNIT-2 Determinants of Voting Behavior at National level and State Levels: Caste, Class, Gender and Religion

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UNIT-3 Regional Aspirations, The Politics of Secession and Accommodation.

UNIT-4 Religion and Politics Debates on Secularism; Minority and Majority, Communalism.

UNIT-5 Caste in Politics and the Politicization of Caste.

UNIT-6 Affirmative Action Policies for Women, and socially economically deprived sections
Of the society at Centre and State Levels.

Reading List:

- Hasan, Z. (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, 2002
- Sridharan, E. 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press, 2012.
- P. deSouza and Sridharan E. (eds.) India's Political Parties, New Delhi: Sage Publications, 2006.
- Frankel, F., Hasan, Z. and Bhargava, R. (eds.) Transforming India: Social and Political Dynamics in Democracy, New Delhi: Oxford University Press, 2000.
- Baruah, S. (ed.) Ethnonationalism in India: A Reader, New Delhi: Oxford University Press, 2010.
- The Politics of India Since Independence, New Delhi: Cambridge University Press and Foundation Books, 1999.
- Vora, R. and Palshikar, S. (eds.) Indian Democracy: Meanings and Practices, New Delhi: Sage, 2004.
- Mehta, P. and Jayal, N. (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, 2010.
- Kothari, R. Caste in Indian Politics, Delhi: Orient Longman, 1970. Shah, G. (ed.) Social Movements and the State, New Delhi: Sage Publications, 2002.
- Bhargava, R. (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, 2008.
- Byres, T. (ed.) The State, Development Planning and Liberalization in India, New Delhi: Oxford University Press, 1994.
- Ladejinsky, W. (1973). How Green Is the Indian Green Revolution? *Economic and Political Weekly*, 8(52), pp. A133-A144.
- Oommen, T. (1971). Green Revolution and Agrarian Conflict. *Economic and Political Weekly*, 6(26), pp. A99-A103.
- Kothari, R. (1972). Political Economy of Garib Hatao. *Economic and Political Weekly*, 7(31/33), pp. 1541-1552.
- Kurien, C. (1972). What Is Growth? Some Thoughts on the Economics of 'Garibi Hatao'. *Economic and Political Weekly*, 7(52), pp. 2493-2497.
- Bhattacharya, D., & Susmita, G. (1998). Corruption in India and the Hidden Economy. *Economic and Political Weekly*, 33(44), pp. 2795-2799.

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- Nataraj, G. (2017). *Demonetization and its Impact*. New Delhi: Indian Institute of Public Administration.
- Khan S., Khan, S., & Afrah, M. (2015). Digitalisation and its impact on economy. *International Journal of Digital Library Services*, 5(2).

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.

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ABILITY ENHANCEMENT COURSE (AEC-2)
COURSE CODE-PSUBTA4

Selected by Students from the Pool of AEC Courses as notify by the University

SKILL ENHANCEMENT COURSE (SEC-2)
COURSE CODE-PSUBTL5

MANAGING ELECTIONS AND ELECTION CAMPAIGN

Course Objective:

This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

Learning Outcomes:

- They will learn about how to file election nominations and the technical issues involved in it.
- They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
- They will be made aware of the role of new media and technology involved in election campaign.
- They will get to know about the required skills for media management during the elections.
- They will be able to answer what are debates on state funding of political parties in election.

UNIT I: Electoral Democracy and Management of Elections

- Electoral Democracy: A Theoretical Perspective
- How Crucial is Management of Elections?

UNIT II: Elections and Model Code of Conducts

- Model Code of Conducts: What it is?
- Knowing your Candidates

UNIT III: Management of Election Campaign

- Traditional methods of Electoral Campaign; Poster, Pamphlets
- Use of New Techniques and Methods in Election Campaign

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Reading List:-

- Lambert, P. (2000). A Decade of Electoral Democracy: Continuity, Change and Crisis in Paraguay. *Bulletin of Latin American Research*, 19(3), pp. 379-396.
- Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. *Political Behavior*, 6(1), pp. 23-39.
- Varshney, A. (2007). India's Democratic Challenge. *Foreign Affairs*, 86(2), pp. 93
- Hauser, W., & Singer, W. (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. *Asian Survey*, 26(9), pp. 941-958
- Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. *Economic and Political Weekly*, 34(34/35), pp. 2393-2399.
- Paul, S. (2003). Right to Information on Candidates: How Will the Voters Know? *Economic and Political Weekly*, 38(15), pp. 1447-1449
- Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates: A Critique of Constitutional Strategies. *Journal of the Indian Law Institute*, 47(2), pp. 135-157.
- Herrnsen, P. (1988). The Importance of Party Campaigning. *Polity*, 20(4), pp. 714- 719.
- West, D. (1994). Television Advertising in Election Campaigns. *Political Science Quarterly*, 109(5), pp. 789-809.
- Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *The Journal of Politics*, 64(3), pp. 721-740.
- Kahn, K., & Kenney, P. (1999). Do Negative Campaigns Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation. *The American Political Science Review*, 93(4), pp. 877-889.
- Rogers, L. (1949). Notes on the Language of Politics. *Political Science Quarterly*, 64(4), pp. 481-506.

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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.

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SEMESTER I

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

Course Code: PSPATT3

Course Credit:5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

International Relations as a discipline

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

Unit-2

Theories of International Relations

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



Unit-3

Major Concepts

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

Unit-4

The U.N. System

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

Unit-5

Conflict and Conflict Resolution

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

Reading List: -

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

ADDITIONAL READINGS;

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

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

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SEMESTER- 1

CORE-4 THEORY OF PUBLIC ADMINISTRATION: CONCEPTS AND ISSUES
(PAPER- IV)

Course Code: PSPATT4

Course Credit=5

Course Objectives:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

Public Administration:

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

Unit-2

Development Administration:

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

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Economic, Social and Cultural Influences of Development Administration

Unit-3

I. Classical and Modern Approaches:

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

Unit-4

I. Bureaucratic Theory:

Max Weberian model and Post-Weberian Model.

Books Recommended:

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

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

Course Code: PSPBTD3

Course Credit-3

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

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

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Unit-2

Public Policy Making: Structure and Processes

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

Unit-3

I. Public Policy Implementation

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

Unit-4

I. Public Policy Monitoring and Evaluation

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

Unit-5

I. Sectoral Policies

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

Reading Lists:-

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

Additional Readings:

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

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- Gerston, J. N. *Public policy making process and principles*, London: M. E. Sharpe Inc., 2010
- IGNOU, *Public policy analysis MPA - 15*, New Delhi: IGNOU
- Laswell, Harold, *A Pre-view of Policy Sciences*, New York: American Elsevier Publishing Co. Inc., 1977
- Mathur, Kuldeep, *Public Policy and Public Administration*, New Delhi: Oxford University Press, 2011
- Michael F. Krutz and Scott R. Furlong, *Public Policy: Politics and Administration*, New Delhi: Sage publication, 2013
- Subhi, Pradeep, *Public Policy: Conceptual Dimension*, Allahabad: Kitab Mahal, 1987
- Sinha, Manoj, *Prakashan Dharm Lokmat (Hindi)*, New Delhi: Omega Black Swan, 2010
- Sajru, R. K., *Public Policy: Art and Craft of Policy Analysis*, New Delhi: PHI Learning Pvt. Ltd., 2010
- Saxena, P. K. (ed.), *Comparative public policy*, Jaipur: Rawat publication, 2000
- Parsons Wayne, *Public Policy: An Introduction to the Theory of Policy Analysis*, Aldershot, U.K.: Edward Elgar, 1995
- Rathod P. B., *Framework of Public Policy: The Discipline and its Dimensions*, New Delhi: Commonwealth, 2005

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

ENVIRONMENT AND DEVELOPMENT: POLICY AND POLITICS

Course Code: PSPBTD5

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

Environment and Development:

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

Unit-2

Role of State:

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

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

- I. Sustainable Livelihood Practices
Green revolution and Sustainable Agriculture.

Unit-4

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

Unit-5

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

Reading List:-

- Singh, Kartar and Anil Shishodia, (2007). Environmental Applications: Theory and Applications, Sage Publications, NewDelhi.
- Sapru, R.K., *Environment Management in India*, Ashish, New Delhi, 1987
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Online Sources

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3. www.cseindia.org
4. www.cpreec.org

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- Young, I. M. (1990). *Justice and the Politics of Difference*. Oxford: Princeton University Press.

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