



List of New Courses

Department : Political Science

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

Academic Year : 2021-22

List of New Courses

| Sr. No. | Course Code | Name of the Course |
|---------|--------------------|--|
| 01. | POL: Pre PhD E-103 | Local Self Government and Grassroots Politics in India |
| 02. | PSUATT1 | Understanding Politics |
| 03. | PSUATT2 | Indian Constitution |
| 04 | PSUATG3 | Nationalism in India |
| 05 | PSUATA4 | Human Rights |
| 06 | PSUATA5 | Feminism: Theory and Practice |
| 07 | PSUATL5 | Legislative Procedure in India |
| 08 | PSUBTT1 | Political Theory |
| 09 | PSUBTT2 | Politics in India |
| 10 | PSUBTG3 | Understanding Gandhi |
| 11 | PSUBTA4 | Human Rights |
| 12 | PSUBTL5 | Managing Elections and Election Campaign |
| 13 | PSPATT1 | Political Theory: Concepts and Debates |
| 14 | PSPATT2 | Comparative Politics: Concepts and Models |
| 15 | PSPATT3 | International Relations: Theory and Major Concepts |
| 16 | PSPATT4 | Theory of Public Administration: Concepts and Issues |
| 17 | PSPATT5 | Indian Constitution: Theory and Practice |
| 18 | PSPBTT6 | Contemporary Political Theory |
| 19 | PSPBTT7 | Comparative Political Processes |
| 20 | PSPBTT8 | Government and Politics of States in India |

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



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Koni, Bilaspur - 495009 (C.G.)

| | | |
|----|---------|---|
| 21 | PSPBTD1 | Ancient and Medieval Western Political Thought |
| 22 | PSPBTD2 | Social and Political Thought of Ancient and Medieval India |
| 23 | PSPBTD3 | Public Policy |
| 24 | PSPBTD4 | International Relations: Contemporary Challenges and Issues |
| 25 | PSPBTD5 | Environment and Development: Policy and Politics |
| 26 | PSPBTD6 | Feminist Political Theory |

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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.)

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 of Political Science was held in the department at 3 00 PM on 4.10.2021 to take decision on the following agenda:

- I. 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:

- I. Prof. Anupama Saxcna, Professor & Head of the Department and Chairperson, BOS.
2. Dr. Samtwana Pandey, Asst. Professor in Political Science, Guru Ghasidas Vishwavidyalaya
3. Prof. Sunil Mahawar, Professor of Gandhian and Peace Studies, Mahatma Gandhi Central University, Bihar, external member

The minutes of the BOS have been recorded are as follows:

- I. The meeting was held under the Chairmanship of Dr. Anupama Savena. At the beginning of the meeting Dr. Anupama Saxena welcomed all the members present.
2. The following decisions were taken in taken 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 LOCF notified by UGC. A committee will be nominated by Head of the department and recommendation of the committee will be presented in Board of the Study.

One new course has been introduced in Pre-PhD programmes for the session of 2021-22 :

1. Pre PhD E-103 Local Self Government and Grassroots Politics in India



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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 BA I and II Semesters of Political Science.
2. To consider and discuss the changes made in CBCS based Syllabus of M A. 1" and 2 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: Political Science, Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh.
2. 2 Dr. Santwana Pandey, Assistant Professor in Deptt. of Political Science, Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh.
3. 3. Prof Sunil Mahawar. Professor and Head, Department of Gandhian and Peace studies, Mahatma Gandhi Central University Bihar-External Member.

The minutes of the DRC has been recorded as follows:

I. 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.

II. 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 MA 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 ordinance regulation etc in the approved syllabus.

The following courses are being newly introduced from the session of 2021-22.

01. PSUATT1 Understanding Politics
02. PSUATT2 Indian Constitution
03. PSUATG3 Nationalism in India
04. PSUATA4 Human Rights
05. PSUATA5 Feminism: Theory and Practice

06. PSUATL5 Legislative Procedure in India
07. PSUBTT1 Political Theory
08. PSUBTT2 Politics in India
09. PSUBTG3 Understanding Gandhi
10. PSUBTA4 Human Rights
11. PSUBTL5 Managing Elections and Election Campaign
12. PSPATT1 Political Theory: Concepts and Debates
13. PSPATT2 Comparative Politics: Concepts and Models
14. PSPATT3 International Relations: Theory and Major Concepts
15. PSPATT4 Theory of Public Administration: Concepts and Issues
16. PSPATT5 Indian Constitution: Theory and Practice
17. PSPBTT6 Contemporary Political Theory
18. PSPBTT7 Comparative Political Processes
19. PSPBTT8 Government and Politics of States in India
20. PSPBTD1 Ancient and Medieval Western Political Thought
21. PSPBTD2 Social and Political Thought of Ancient and Medieval India
22. PSPBTD3 Public Policy
23. PSPBTD4 International Relations: Contemporary Challenges and Issues
24. PSPBTD5 Environment and Development: Policy and Politics
25. PSPBTD6 Feminist Political Theory

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



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


5/10/21


5-10-2021

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DEPARTMENT OF POLITICAL SCIENCE
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

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

2021-22

For
B.A. (Honors)
POLITICAL SCIENCE

(Three Years/Six Semesters)
(First semester & Second Semester)

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



SEMESTER I

| Paper No. | Course Code | TITLE | Teaching Structure | Total Credit | Marks | | | TOTAL MARKS |
|--|-------------|---|----------------------------|--------------|------------|-------------|------------|-------------|
| | | | Credit (Theory + Tutorial) | | INTERNAL | ENDSEMESTER | | |
| Core | | | | | | | | |
| C1 | PSUATT1 | Understanding Politics | 4+1 | 5 | 30 | 70 | 100 | |
| C2 | PSUATT2 | Indian Constitution | 4+1 | 5 | 30 | 70 | 100 | |
| Generic Elective | | | | | | | | |
| GE1 | PSUATG3 | Nationalism in India | 4+1 | 5 | 30 | 70 | 100 | |
| Ability Enhancement Course | | | | | | | | |
| AEC1 | PSUATA4 | Environmental Science / Selected by Students from the pool of AEC Courses as notify by the University | 2+0 | 2 | 30 | 70 | 100 | |
| Skill Enhancement Course | | | | | | | | |
| SEC1 | PSUATL5 | This course is chosen from the pool of SEC Courses as notify by the University | 2+0 | 2 | 30 | 70 | 100 | |
| Additional Credit Course((Not Compulsory | | | | | | | | |
| ACC | | From the pool of University Courses | | | | | | |
| SEMESTER TOTAL | | | | 19 | 150 | 350 | 500 | |

SEMESTER II

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

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| Core | | | | | | | | |
|---|---------|--|-----|-----------|------------|------------|------------|--|
| C3 | PSUBTT1 | Political Theory | 4+1 | 5 | 30 | 70 | 100 | |
| C4 | PSUBTT2 | Politics in India | 4+1 | 5 | 30 | 70 | 100 | |
| Generic Elective | | | | | | | | |
| GE2 | PSUBTG3 | Understanding Gandhi | 4+1 | 5 | 30 | 70 | 100 | |
| Ability Enhancement Course | | | | | | | | |
| AEC2 | PSUBTA4 | English Language/ Hindi Communication/ Selected by Students from the pool of AEC Courses as notify by the University | 2+0 | 2 | 30 | 70 | 100 | |
| Skill Enhancement Course | | | | | | | | |
| SEC2 | PSUBTL5 | This course is chosen from the pool of SEC Courses as notify by the University | 2+0 | 2 | 30 | 70 | 100 | |
| Additional Credit Course(Not Compulsory) | | | | | | | | |
| ACC | | From the pool of University Courses | | | | | | |
| SEMESTER TOTAL | | | | 19 | 150 | 350 | 500 | |

SEMESTER III

| Paper No. | Course Code | TITLE | Teaching Structure Credit (Theory + Tutorial) | Total Credit | Marks | | TOTAL MARKS | |
|------------------|-------------|---|---|--------------|----------|--------------|-------------|--|
| | | | | | INTERNAL | ENDSE MESTER | | |
| Core | | | | | | | | |
| C5 | PSUCTT1 | Comparative Government and Politics Part -I | 4+1 | 5 | 30 | 70 | 100 | |
| C6 | PSUCTT2 | Public Administration | 4+1 | 5 | 30 | 70 | 100 | |
| C7 | PSUCTT3 | Theories of International Relations | 4+1 | 5 | 30 | 70 | 100 | |
| Generic Elective | | | | | | | | |

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DEPARTMENT OF POLITICAL SCIENCE
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

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

2021-22

For

B.A. (Honors)

POLITICAL SCIENCE

(Three Years/Six Semesters)

(First semester & Second Semester)

Department of Political Science

School of Social Science

Guru Ghasidas Vishwavidyalaya

Bilaspur (C.G.)-495009



SEMESTER- I

| | CORE PAPERS | GENERIC ELECTIVE | ABILITY ENHANCEMENT COURSE | SKILL ENHANCEMENT COURSE |
|--------|------------------------|----------------------|-------------------------------|---------------------------------|
| SEM- I | Understanding Politics | Nationalism In India | Human Rights | Legislative Procedures in India |
| | Indian Constitution | - | Feminism: Theory And Practice | - |

CORE PAPERS

CORE - 1

COURSE CODE- PSUATT1

UNDERSTANDING POLITICS

Course Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics. Since the state occupies a central position in the discourses on politics, the understanding of different theories on the state will allow the students to understand of the state in the society and how it governs and regulate the power structure. Media and civil society are the drivers of the politics as they perform a communication role, important for information and ideology transmission.

Learning Outcomes:

- The students would be able to explain different approaches to politics and build their own understanding of politics.
- They will be able to answer what is the state, and why does it play such a crucial role in politics?
- They will be able to make a distinction between nation and state.
- They will come to know about different theories on Contemporary Perspective in Political Theory.

UNIT- 1: Introducing Political Theory

- What is Politics
- Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
- Approaches to Political Theory: Normative, Historical and Empirical
- Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern.

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UNIT- 2 Political Theory and Practice

- State: Origin and Elements; Sovereignty; Power and Authority, Legitimacy
- State and Nation
- Democracy: Meaning, kinds; participation and representation

Readings List:

- Heywood, A. (2004). Political Theory - An Introduction, (3rd ed.). Basingstoke: Palgrave.
- Bhargava, R., & Acharya, A. (Eds.). (2008) Political Theory: An Introduction. New Delhi: Pearson Longman.
- Bellamy, R. (1993). Introduction: The Demise and Rise of Political Theory. In Bellamy, R. (Ed.), Theories and Concepts of Politics. New York: Manchester University Press, pp. 1-14.
- Neumann, F. (1950). Approaches to the Study of Political Power. Political Science Quarterly, 65(2), pp. 161-180.
- Barry, N. (1981). An Introduction to Modern Political Theory. London: Macmillan.
- Ball, T. (1995). Ideals and Ideologies: A Reader. Boston: Addison Wesley.
- Harding, A. (1994). The Origins of the Concept of the State. History of Political Thought, 15(1), pp. 57-72.
- Held, D. (1989). Political Theory and the Modern State. Cambridge: Polity Press.
- Heywood, A. (2002). The State. In Politics. New York: Palgrave, pp. 85-102.
- Leftwich, A. (Ed.). (1984). What is Politics: The Activity and its Study. Oxford: Basil Blackwell.
- Laski, H. J. (1935). The State in Theory and Practice. London: George Allen & Unwin.
- O'Connor, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), Nationalism. Oxford: Oxford University Press.
- Newton, K., & Deth, J. (2010). The Development of the Modern State. In Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, pp. 13-33.
- Dahl, R. A. (1991). Democracy and its Critics. New Delhi: Orient Longman.
- Macpherson, C. B. (1973). Democratic Theory: Essays in Retrieval. Oxford: Clarendon Press.
- Arblaster, A. (1994). Democracy. (2nd edition). Buckingham: Open University Press

Teaching Learning Process:

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

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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

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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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10/3/20
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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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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: Oxford University 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: Oxford University 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.

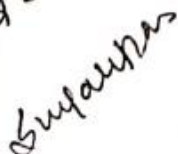
Teaching Learning Process:


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

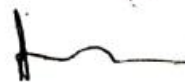
- Domestic Violence
- Sexual Harassment
- Women Trafficking

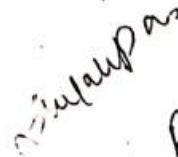
Readings:

- Shinde, T. (1993). Stree Purusha Tulna. In Lalitha, K., & Tharu, S. (Eds.), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234.
- Mcdermott, 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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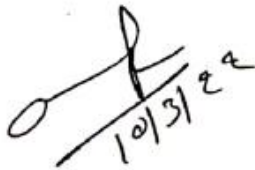


Teaching Learning Process:

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.


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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/writereaddata/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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Semester II

| | CORE PAPERS | GENERIC ELECTIVE | ABILITY ENHANCEMENT COURSE | SKILL ENHANCEMENT COURSE |
|---------|-------------------|----------------------|--|---|
| SEM- II | Political Theory | Understanding Gandhi | English Language/Hindi Communication/ Selected by students from university Pool | Managing Election and Election Campaign |
| | Politics in India | - | - | - |

CORE PAPERS

CORE -3

COURSE CODE- PSUBTT1

POLITICAL THEORY

Course Objective: The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts like equality, freedom, democracy, power, and justice allow the students to understand the expanding horizons of discourses in the discipline.

Learning Outcomes:

- Students will be able to learn key concepts needed to understand the political phenomenon.
- They will come to know about the role and functions of Political theory.
- They will come to know how liberal and Marxist traditions look at and understand politics.
- They will learn what is power and how does it operate in society and politics.
- They will be able to explain the debates on the distributive theory of justice.
- They will come to understand and explain different theories of rights, liberty, equality, and justice.

UNIT-1 Rights

Meaning and Definition and Kinds;

Theories (Theory of Natural, Legal Theory, Historical Theory, Social-Welfare Theory, Idealist Theory, Marxist Theory of Rights, Feminist Theory)

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UNIT-2 Liberty, Equality and Justice

a. Liberty

- i) Meaning, and Kinds (Negative and Positive; Civil, Political and Economic)
- ii) Various Perspectives on Liberty (Liberal- Individualist and Marxist)
- iii) Important Issue: Freedom of belief, expression, and dissent.

b. Equality

Meaning and Kinds of Equality (Legal, Political, Social, and Economic)

c. Relation between Liberty and Equality

d. Justice

- i. Notion of Justice
- ii. Kinds of Justice – Natural and Formal; Legal, Social, Economic and Political; Procedural and Substantive
- iii. Distributive Justice: John Rawls and Robert Nozick

Unit-3 Power

Meaning, definitions, nature & various kinds.

Readings List:

- Dahl, R. A. (1957). The concept of power. New York: Bobbs-Merrill.
- Parsons, T. (1963). On the Concept of Political Power. Proceedings of the American Philosophical Society, 107(3), pp. 232-262.
- Miller, S. (1990). Foucault on Discourse and Power. Theoria: A Journal of Social and Political Theory, (76), pp. 115-125.
- Deacon, R. (1998). Strategies of Governance Michel Foucault on Power. Theoria: A Journal of Social and Political Theory, (92), pp. 113-148.
- Nozick, R. (1974). Anarchy, State and Utopia. New York: Basic Books.
- Rawls, J. (1971). A Theory of Justice. Cambridge: Harvard University Press.
- Young, I. M. (1990). Justice and the Politics of Difference. Princeton: Princeton University press.
- MacRae, D. (1973). Justice, Normative Discourse, and Sociology. Contemporary Sociology, 2(2), pp. 129-132.
- Putterman, T. (2006). Berlin's Two Concepts of Liberty: A Reassessment and Revision. Polity, 38(3), pp. 416-446.
- Byrne, S. (1986). Defenders of Inequality: Milton Friedman and Robert Nozick. Studies: An Irish Quarterly Review, 75(298), pp. 186-195.
- Tilman, R. (1976). Ideology & Utopia in the Political Economy of Milton Friedman. Polity, 8(3), pp. 422-442.
- Swift, A. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 91-132.
- Casal, P. & William, A. (2008) Equality. In McKinnon, C. (Ed.), Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

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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.

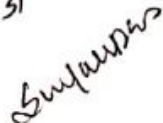
UNIT-5 Caste in Politics and the Politicization of Caste.

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 Garibi 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). *Demonetisation and its Impact*. New Delhi: Indian Institute of Public Administration.
- Khan S., Khan, S., & Aftab, 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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Sunil Kumar Singh

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GENERIC ELECTIVE

GE -2

COURSE CODE- PSUBTG3

UNDERSTANDING GANDHI

Course Objective:

This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India which were also matter of contestations before independence. This covers a wide range of issues and subjects from politics to economy, social reconstruction to religion which provides insight into the idea of India which Gandhi dreamt of. Gandhi responded the questions which were posed to him in his times but they continue to agitate the minds even today; whether it is Hindu-Muslim relations or critique of modern society; be it the idea of Swadeshi or the religious conversion which make Gandhi relevant in political discourses. This module will examine and assess Gandhi as a modern political philosopher whether his language was positioned against science and modernity or he resembled the characteristic of a post-modern thinker.

Learning Outcomes:

- The students would be able to explain about the idea of truth and non-violence which become the bedrock of the Gandhian Philosophy.
- They will come to know what was the position of Gandhi on issues like HinduMuslim relations, gender question, religious conversion, cow protection, caste and untouchability questions.
- They will be able to answer why Gandhi favoured Swadeshi and why he became the critique of modern Industrial Civilization.
- They will be able to answer how serious Gandhi was about cow protection in India and how his ideas are different from present - day campaign against the cow slaughter.

UNIT-1 Gandhi on Modern Civilization and Ethics of Development

- Critique of Development: Narmada Bachao Andolan

UNIT-2 Gandhian Thought: Theory and Action

- Theory of Satyagraha
- Satyagraha in Action
 - Peasant Satyagraha: Kheda and the Idea of Trusteeship
 - Temple Entry and Critique of Caste
 - Social Harmony: 1947 and Communal Unity.

UNIT-3 Gandhi's Legacy

- Tolerance: Anti-Racism Movements (Anti - Apartheid and Martin Luther King)
- Gandhigiri: Perceptions in Popular Culture

UNIT-4 Gandhi and the Political Idea

- Swaraj
- Swadeshi

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Reading List

- Gandhi: A Brief Insight, Delhi; Sterling Publishing Company, 1997.
- D. Hardiman, (2003) "Narmada Bachao Andolan, in Gandhi in his Time and Ours. Delhi: Oxford University Press.
- A Baviskar, (1995) "The Politics of the Andolan, in In the Belly of the River. Tribal Conflict Over Development in the Narmada Valley, Delhi: Oxford University Press.
- R. Iyer, (ed) (1993) Chapter 4' in The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press.
- Self and Society: A Study in Gandhian Thought, New Delhi: Sage Publication,
- Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, 1997
- D. Hardiman, (1981) "The Kheda Satyagraha', in Peasant Nationalists of Gujarat. Kheda District, 1917-1934, Delhi: Oxford University Press.
- R. [yer, (2000) Chapter 10 and 11, in The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press.
- Parekh, (1999) Discourse on Unsociability', in Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse, New Delhi: Sage Publication.
- Gandhi in His Time and Ours Delhi: Oxford University Press, 2003
- Ghosh and T. Habu, (2006) Lage Raho Munna Bhai: Unravelling Brand "Gandhigiti", Economic and Political Weekly, 41 (51).
- P. Chatterjee, (1986) The Moment of Maneuver", in Nationalist Thought and the Colonial World A derivative discourse?, Delhi: Zed Books.
- C Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in Mahatma Gandhi Selected Political Writings, USA: Hackett Publishing

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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गुरु घासीदास विश्वविद्यालय
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत 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.)

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

For

M.A. in Political Science

(Two Years/Fourth Semesters)

Implemented from the Academic Session 2021-2022

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



SEMESTER I

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

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

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SEMESTER II

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

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

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

② Additional Credit Courses (ACCs) are not mandatory in nature. The credit of the ACCs is decided by the University from time to time.

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

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

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

For

M.A. in Political Science

(Two Years/Fourth Semesters)

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



SEMESTER I

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

Course Credit=5

Course Code: PSPATT1

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Understanding Political Theory, Different Traditions of Political Theory.

UNIT - 2

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

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UNIT - 3

Various Debates on the Decline of Political Theory.

UNIT - 4

End of Ideology and its Impact on Political theory

UNIT - 5

Liberal Political Theory and its Critique: C B Macpherson

UNIT - 6

John Rawls: A Theory of Justice

Reading List: -

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


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SEMESTER I

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

Course Code: PSPATT2

Course Credit=5

Course Objective:

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

Learning Outcomes:

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

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

UNIT - 2

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

UNIT - 3

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

UNIT - 4

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

UNIT - 5

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

Reading List: -

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

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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 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

International Relations as a discipline

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

Unit-2

Theories of International Relations

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

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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*,
ColumbiaUniversity 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 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

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 I

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

Course Code: PSPATT5

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Constitutional Development

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

Unit-2

Philosophy of the Constitution

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

Unit-3

Central Government

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

Unit-4

State Government

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

Unit-5

Democratic Decentralization

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

Books Recommended:

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

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SEMESTER II

CORE-6: CONTEMPORARY POLITICAL THEORY (PAPER-VI)

Course Code: PSPBTT6

Course Credit=5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain inter disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertake through lectures, delivered through the medium of blackboard and chalk, charts, power poir presentations, and the use of audio-visual resources (films, documentaries, and material from th internet) when deemed appropriate. An interactive mode of teaching will be used. The student will b encouraged to participate in discussions and make presentations on various topics. The emphasis wi 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 covey and impar knowledge both within the formal structure of the classroom and beyond it. These include: Lecture Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debate Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals ar seminars, Films about specific political events or issues

UNIT- 1

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

UNIT- II

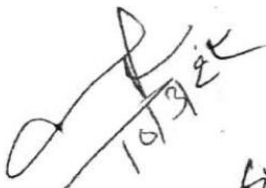
Communitarianism: Meaning and Various Debates

UNIT- III

Libertarianism: Meaning and Debates

UNIT- IV

Multiculturalism: Meaning, Various Models


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UNIT- V

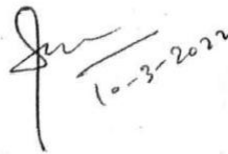
Contemporary Marxism

Reading list:-

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


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SEMESTER II

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

Course Code: PSPBTT7

Course Credit=5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

The curriculum aims to make the student proficient in Political Science as well as in certain 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 imparts knowledge both within the formal structure of the classroom and beyond it. These include: Lectures, Tutorials, Power-point presentations, Dissertation, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Academic festivals and seminars, Films about specific political events or issues

UNIT - 1

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

UNIT -2

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

UNIT - 3

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

UNIT - 4

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

UNIT - 5

Electoral System, Voting Behavior, Public Opinion

Reading list:-

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

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SEMESTER II

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

Course Code: PSPBTT8

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

- Framework for the Study of State Politics

Unit-2

- Relevance of the Study of State Politics in India

Unit-3

- Relation between National & State Politics in India

Unit-4

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

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Unit-5

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

Unit-6

- Madhya Pradesh & Chhattisgarh, Changing Dynamics and Politics

Reading Lists:-

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

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SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE (DSE)

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

ANCIENT AND MEDIEVAL WESTERN POLITICAL THOUGHT

Course Code: PSPBTD1

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Unit1

Socrates: Socratic epistemology and the Socratic Method

Unit-2

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

Unit-3

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

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Unit-4

Cicero: Natural Law, State

Unit-5

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

Unit-6

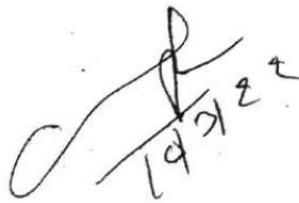
Thomas Aquinas: Theory of Knowledge, The rediscovery of Aristotle


Unit-7


Marsiglio of Padua: Conciliar Movement, State

Books Recommended

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


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

Course Code: PSPBTD2

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

- I. Dharmashastra, Arthshastra and Nitishastra traditions in India

Unit-2

- I. Majorideas of Manu, Kautilya and Shukra

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I. Political ideas in Shantiparva (Mahabharat) and Ramayan **Unit-3**

I. Budhhism and Jainism **Unit-4**

I. Major tenets of Islam and Sikhism **Unit-5**

Reading Lists:-

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

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

PUBLIC POLICY

Course Code: PSPBTD3

Course Credit-5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Unit-1

I. Meaning, Approaches and Models

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

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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

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

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

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.
- Sapru, R. K., *Public Policy: Art and Craft of Policy Analysis*, New Delhi: PHI Learning Pvt. Ltd., 2010, Chapter 2.

Additional Readings:

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

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

INTERNATIONAL RELATIONS: CONTEMPORARY CHALLENGES AND ISSUES

Course Code: PSPBTD4

Course Credit=5

Course Objective:

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

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I. The Post-Bipolar world

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

Unit-1

I. Challenges before UN

Contemporary Challenges

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

Unit-2

I. Regional Organizations and their Functioning

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

Unit-3

I. Disarmament and Arms Control

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

Unit-4

I. Emerging issues

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

Unit-5

Reading Lists:-

- Calvocoressi, Peter. 2001. *World Politics: 1945-2000*. Pearson, Essex.
- Ghai, U.R. *International Relations*. New Academic Publishing, Jalandhar.
- Perkins & Palmer. 2001. *International Relations*. C.B.S. Publishers and Distributors, New Delhi.
- Perkovich, G. 2000. *India's Nuclear Bomb – The Impact on Global Proliferation*. Oxford University Press.
- Waltz, Kenneth N. 2008. *Realism and International Politics*. Routledge.
- Vasquez, J.A. 1998. *The Power of Power Politics*. Cambridge University Press, Cambridge.
- Gujral, I.K. 1998. *A Foreign Policy of India*, Government of India.
- Buzan, Barry & Richard, Little. 2000. *International Systems in World History – Remaking the Study of International Relations*, Oxford University Press, New York.
- Bayliss John & Steve Smith. 2002. *Globalization of World Politics*, Oxford University Press, London.
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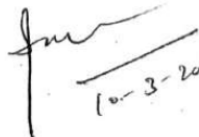
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- Hans J. Morganthou. *Politics Among Nations*. Kalyani Publisher, New Delhi.
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SEMESTER II
DISCIPLINE SPECIFIC ELECTIVE (DSE)
(DSE-1&2) (PAPER- IX & X)

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, NewDelhi, 1987
- Pal, B.P., Environmental Concept and Strategies, NewDelhi, 1986
- Saxena, K.D., Environmental Planning, Policies and Programme in India, Shipra New Delhi, 1993.
- Diwan, Paras (ed), Environment Protection: Problems, Policy Administration, Deep and Deep, NewDelhi, 1987

Reference Books

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

Online Sources

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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.

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

Course Code: PSPBTD6

Course Credit=5

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

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

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

Pedagogy Methods and Techniques

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

Teaching-Learning Process

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

Feminism: Meaning and approach to study feminism

Unit- 2

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

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

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

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

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

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

Reading List:-

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

Additional Reading

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

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

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गुरु घासीदास विश्वविद्यालय
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)
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Signature & Seal of HoD