

pRESEARCH METHODOLOGY-I
(MA/PS/3/CC8)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

Research in common parlance refers to the search for knowledge. We can define research as scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. This course on Research Methods in Political Science intends to explain different research methods used for conducting research in particular with reference to Political Science, governance and public policy. This course, hence is intended as a sound introduction to study the research methods with an objective of understanding the difference between qualitative and quantitative research and able to use appropriate tools and techniques for problem solving.

Learning Outcomes

After completing the semester, it is expected that the learners shall be able to:

- Understand the building blocks of research methods in the discipline of Political Science.
- Discourse on the basic research skills and protocols followed in Political Science research.
- Write synopsis for M.A./Ph.D. course in Political Science and to submit research proposal before funding bodies.
- Actively participate and deliberate on epistemology with reference to Political Science Research.

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Unit-I: Building Blocks of Social Sciences Research

Research: Meaning, Features and Significance of Research, Social Research: Significance and Types of Research: Normative-Philosophical, Historical-Experiential and Empirical Scientific .

Unit-II: Research Design and Review of Literature

Meaning and Types of Research Design, Research Design: Various aspects, Review of Literature.

Unit-III: Research Problem and Hypothesis

Research Problem and Hypothesis: Identification and Statement of Research Problem, Meaning, Sources, Criteria and Validation of Hypothesis. Null Hypothesis.

Unit-IV: Scientific Method & Theory Building

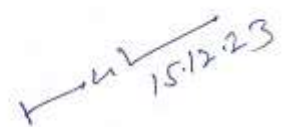
Scientific Method: Meaning, Features and Stages, Objectivity in Social Research, Facts and Values Dichotomy and Role of Research in Theory-Building.

RECOMMENDED READINGS:

- Ranjit Kumar (2021), Research Methodology: A step by step guide for beginners, Pearson India.
- B.M., Jain (1995), Research Methodology, Research Publications (Hindi), Jaipur.
- C.R. Kothari (2019), Research Methodology: Methods & Techniques, New Age International Publisher.
- Giri, Arunangshu (2018), Research Methodology for Social Sciences, Sage, New Delhi.
- Kumar, Ranjit (2014), Research Methodology, Sage, New Delhi.
- Flick, Uwe (2017), Introducing Research Methodology, Sage, New Delhi.
- Gerald, J. Miller and Kaifeng Yang (2008), Handbook of Research Methods in Public Administration, CRC Press, Taylor & Francins, Group, London, New York.
- C.J., Pearsons (1973): Thesis & Project Work, A Guide to Research & Thesis Writing, Allen & Unwin, London.
- Devendra Thakur (2003), Research Methodology in Social Sciences, Deep & Deep Publication, New Delhi,.
- Goode & Hatte (1987), Methods of Social Research, McGraw Hill Book Company, New Delhi,.
- Jonathan Anderson; Berry, H. Durston, Millicent Poole (1977), Thesis & Assignment Writing, Wiley Eastern Limited, New Delhi.
- John Best (1978), Research in Education, Prentice Hall of India, New Delhi.
- Malhotra, Naresh K. and Das Satyabhushan (2015), Marketing Research: An applied orientation, 6th edition, Pearson education inc, Noida.
- P.V., Young (1979), Scientific Social Survey & Research, Prentice Hall of India, New Delhi,.







- R.N., Trivedi and O.P. Shukla (2002); Research Methodology, Research Publication (Hindi), Jaipur.
- S.R., Bajpai (1995): Methods of Social Survey & Research (Hindi & English), Kitab Mahal, Kanpur.
- McNabb, David E (2017) Research Methods in Public Administration and Non profit Management (4th Edition). Routledge: UK
- Miller, G J and Yang, K (Eds.) (2007) Handbook of Research Methods in Public Administration. CRC Press: New York
- Nachmias, C V and Nachmias, D (2005) Research Methods in Social Sciences. Hodder Headline Group: London
- Young, de Tim and Perlman, Bruce J (1984) Teaching Research Methodology in Public Administration. Teaching Political Science, Vol.11, Issue 2, pp. 63-69
- Research Methodology: Approaches & Techniques - Video & Lesson...
<https://study.com/academy/.../research-methodology-approaches-techniques-quiz.html>
- Research Methodology - SlideShare
https://www.slideshare.net/sh_neha252/research-methodology-

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INTERNATIONAL RELATIONS
(MA/PS/3/CC9)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

The paper aims to acquaint the students with major concepts and theories that are central to the understanding of contemporary International Relations. It explores the Nature, Scope and Development of International Relations along with theories that are at the core of explanation to relations between states.

Learning outcomes:

After the completion of this course, the students will be able to:

- Familiarization with the concept of International Relations as an academic discipline and its scope.
- Have a broad understanding of various key concepts such as Power and National Power.
- Acquire a comprehensive knowledge of mainstream theories: Realist, Neo-Realist, Marxism, Neo-Marxism, and Neo-Liberalism that have shaped and influenced international politics and assess the relevance of these theories in the present context.
- Students will be able to know the evolution and genesis of the institutional framework of UN.

Unit- I

International Relations as an Academic Discipline and Scope; Approaches of International Relation: Idealist, Realist, Marxism, Neo-Marxism, Liberalism and Neo-Liberalism.

Unit-II

National Interest and National Power; Modes of International Relation: Competition and Cooperation, Conflict Resolution and Deterrence.

Unit –III

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Foreign Policy Formulation and its determinants, Role and types of Diplomacy.

Unit- IV


United Nations: Aims, Objective, Structure, and evaluation of the working of UN.


United Nations: Organs.

RECOMMENDED READINGS:

- Carvalho, B. D., Lopez, J. C., & Leira, H. (2021). Routledge Handbook of Historical International Relations. Routledge.
- Dunne, T., Kurki, M., & Smith, S. (2021). International Relations Theories: Discipline and diversity. Oxford University Press, USA.
- Garner, R., Ferdinand, P., & Lawson, S. (2020). Introduction to politics. Oxford University Press, USA.
- Hanhimäki, J. M. (2015). The United Nations: A very short introduction. Oxford University Press, USA.
- Jindal, N., & Kumar, K. (2020). International relations: Theory and practice. Sage Publications Pvt.
- Kille, K. J., & Lyon, A. J. (2020). The United Nations: 75 years of promoting peace, human rights, and development. ABC-CLIO.
- Kuusisto, R. (2019). International Relations Narratives: Plotting World Politics (1st ed.). Routledge
- Lamy, S. L., Masker, J. S., Baylis, J., Smith, S., & Owens, P. (2020). Introduction to Global Politics (6th ed.). Oxford University Press.
- Lawson, S. (2015). Theories of International Relations: Contending Approaches to World Politics (1st Ed.). Polity.
- Mingst, K., McKibben, H., & Arreguin-Toft, I. (2018). Essentials of international relations (8th ed.). W.W. Norton & Company.

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ACADEMIC INTEGRITY AND PUBLICATION ETHICS
(MA/PS/3/CC10)

Credits: 2 (Lectures: 30)
Duration of exam: 2 Hrs.

Marks: 50
Theory: 30; IA: 20

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (10 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 30 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of five questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, four more questions will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt two more questions selecting at least one question from each unit.

Course objectives:

This course familiarize the students of Political Science with the academic integrity and publication ethics. Therefore, the course will enable the students to learn the academic integrity protocols in the context of plagiarism prevention and detection and UGC Regulation and CDLU Academic Integrity and Prevention of Plagiarism Policy, 2021.

Learning Outcomes

After completing the course contents the learners are expected to understand

- Academic Integrity, Plagiarism (prevention and detection) and UGC regulations and CDLU Academic Integrity and Prevention of Plagiarism Policy, 2021.
- Research and Publications ethics and best practices.
- Ways and means to promote academic probity.

Unit-I: Academic Integrity

Academic Integrity: Introduction and Major Aspects, Values and Social Responsibility.
Plagiarism: Concept and Methods of Detection and Prevention of Plagiarism

Unit-II: Publication Ethics

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Research and Publication ethics: Misconducts and Falsifications, Fabrication and Plagiarism (FPP), Publication Ethics-definition, introduction and importance, Fair Practices and standard setting: Initiatives and Guidelines-COPE, WAME etc., Violation of publication ethics, authorship and contributor-ship, Identification of publications misconduct, complains and appeals, Conflict of Interest.

RECOMMENDED READINGS:

- MacIntyre A (1967) A short History of Ethics, London
- Chaddah P (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized. ISBN: 978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine (2009) On being a Scientist: A guide to Responsible Conduct in research: Third Edition. National Academics press.
- Resnik D. B. (2011) What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10.
- Beall J (2012). Predatory publishers are corrupting open access, Nature, 489 (7415), 179.
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019). ISBN: 978-81-939482-1-7.
- UGC regulations (2018) for Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutes.
- Ulrike kestler, Academic Integrity, Kwantlen Polytechnic University.

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PROJECT REPORT
(MA/PS/3/CC11)

Total Marks : 150
Seminar :15
Project Report :105
Viva Voce: 30

Course Objectives

The main objective of this field based course is to expose the students to know and understand the nuances of Political science. During the field work study, they will learn actual Political Processes. For this, they are supposed to get an acquaintance with dynamics of Political Processes. This course gives them an opportunity to learn about the dynamics and complexities of Political systems.

Learning outcomes

After the exposure to the practice of the governance process, performance and outcomes, the students are expected to learn the following learning outcomes.

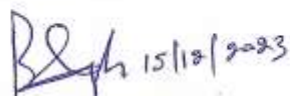
- To bridge the knowledge gap between theory and practice of Political system.
- To assess the baseline skills of the learners acquired during their semester long attachment to Political Structures and processes and civil society.
- To adjudge the capacity of the learners demonstrated during actual work experience in the field, discussion with mentor/ supervisor and other faculty member (s), Seminar and final report on chosen topic/ theme/ area in the domain of Political Science.
- Viva will be conducted on the Project Report findings of which will also be presented in Seminar/workshops and published.

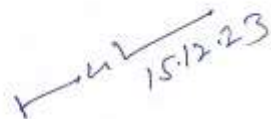
Field based Project Report

The Project Report shall be governed by the following scheme, procedure and rules:

- I. For learning the, practical science of administration, the students have to undergo for semester–long field based training under the supervision/ mentorship of a faculty member or members.
- II. The Staff Council, will allot supervisor to each student.
- III. The students will be divided into groups. Each group shall comprise around 8 students. The students of each group shall be supervised by a teacher. The workload of each group would be of 6 hours per week. However, the workload of each teacher will be counted 2 hours per week as per ordinance.


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- IV. They have to conduct field visits to selected office/branch of the governmental organization or NGOs to gain practical understanding of administrative process and problems.
- V. The students shall present a Seminar before the faculty members and students/scholars. During the Seminar, the student shall present highlights and major insights of her/his field based study and all faculty members, scholars, and students can raise question. The outcomes of the seminar shall be incorporated into the report. This seminar, preferably, may be conducted before the submission of the final report and its date may be decided by the Chairperson.
- VI. By the end of 3rd semester, the students shall have to submit a Research Report to the Department of Public Administration but not later than the commencement of theory examinations of fourth semester as notified in the Academic Calendar.
- VII. If any students fails to submit the report within stipulated period, the extension of three months may be granted by the Chairperson upon the recommendations of his supervisor. However, the students will deposit the fine of Rs. 500/-. The extension beyond three months may be granted by the chairperson (upon recommendation of the supervisor) under special circumstances with a fine of Rs. 1000/- to be deposited by the concerned students.
- VIII. The total marks of the Project Report shall be 150 comprising 105 marks for Project Report, 15 marks for Seminar and 30 marks for viva voce conducted by an external examiner decided by the Vice Chancellor upon the recommendations of the Chairperson.
- IX. Three hard copies and one soft copy of the Project Report shall be submitted by the students in the department. The soft copy will be sent to the central library of the university and hard copies, one each, will be retained by the student, supervisor and the department respectively.
- X. The format of the project report shall contain the following:
- Acknowledgments
 - Declaration by the student
 - Certificate of the supervisor/ Mentor
 - Introduction
 - Statement and significance of Problem
 - Review of Literature and research gap
 - Hypotheses and Objectives
 - Tools of Data collection


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- Data collection/ capturing, editing/cleaning, analysis, interpretation and discussion on the results/ finding
- Bibliography

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INDIAN ADMINISTRATION
(MA/PS/3/DSC13)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

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Course Objectives

This course attempts to familiarize the students of Political Science with the basic features of Indian constitution, particularly those having relevance for the administrative set up in India. It also covers the administrative and structure at central level in addition to critical areas like centre-state relations. National Commission for SC, ST, OBC etc. and NITI Ayog.

Learning Outcomes

- After completing the course content, learners are supposed to know basic concepts relating Public Administration in India.
- Reflects on achievements and gaps in the study of Administration in India and suggest directions of expanding the knowledge frontiers.
- Understand the various structural and functional aspects of Indian Administration in its administrative and political context.
- Grasp various issues and challenges of Indian Administration.

Unit-I: Historical Background and Constitutional Context

Evolution of Indian Administration: Ancient, colonial legacies, Parliamentary and Federal Features of Indian Administration, Constitutional Framework: Parliament, Executive and Judiciary- Structures, Functions and Working Processes.

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Unit-II: Union Government

President, Prime Minister and Council of Ministers, Cabinet Secretariat & Prime Minister Office, Central Secretariat: Composition, functions and powers.

Unit-III: System of Government

Legislative, Executive and Judiciary: Separation of Powers, Union-State Relations: Division of Powers, Union Government and Law and Order maintenance: Role of Union and State Government with special reference to National Police Commission, Central Police and Paramilitary Forces, National Investigation Agency (NIA), Public Service Commissions: UPSC and SPSC and Civil Services.

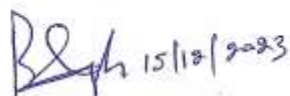
Unit-IV: Constitutional and Statutory Bodies

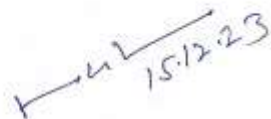
Judiciary and Independence of Judiciary: Supreme Court and High Courts. Judicial Activism and Public Interest Litigation (PIL). Need for Judicial Reforms, Election Commission of India (ECI) and Electoral Reforms, National Commissions for- Scheduled Castes, Scheduled Tribes, Backward Classes and Minorities.

RECOMMENDED READINGS:

- Fadia, B L and Fadia, Kuldeep (2017) Indian Administration, (New Edition). Sahitya Bhawan: Agra
- Kangle R P (1972) The Kautilya Arthshastra. Motilal Banarsidass: New Delhi
- Mishra Rajesh (2019), Bhartiya Rajvayvstha, Orient Blackswan Pvt. Ltd. India
- Lakshmikant M (2020) Bharat ki Rajvayvstha, Mc Graw Hill, Chennai.
- Arora, R.K. and Rajni Goyal (2002) Indian Public Administration, Vishwa Prakashan, New Delhi
- Avasthi and Avasthi (2002) Indian Administration, Laxmi Narain Aggarwal: Agra
- Basu, D.D. (2000) Introduction to the Constitution of India, Wadhwa & Company: New Delhi
- Bhambri, C. P. (1973) Public Administration in India, Delhi, Vikas
- Bhaskar Rao, V.Venkateshwarulu,B.(eds.) (1987) Parliamentary Democracy in India: Trends and Issues, Delhi: Mittal Publications
- Chahar S S, District Administration in India in the era of globalization, concept publishing company, New Delhi, 2009
- Chatterjee, Sibranjan (1997) Restructuring Centre-State Relations: The Sarkaria Commission and Beyond, Minerva Associates: Calcutta








- Government of India (2005) Second Administrative Reform Commission Reports (1-15), Ministry of Personnel, Public Grievances & Pensions, Department of Administrative Reforms and Public Grievances: New Delhi
- Granville, Austin (1999) The Indian Constitution-Cornerstone of Nation, OUP: New Delhi
- Jain R.B.(1976) Contemporary Issues in Indian Administration, Delhi: Vishal
- Kashyap, Subash C. (2010) Indian Constitution: Conflicts and Controversies, Vitasta
- Maheshwari, S.R.(2004) Indian Administration, Orient Blackswan : Delhi
- Sarkar, Jadunath (2009) The Mughal Administration, Six Lectures BiblioLife
- Singh, Hoshier & Singh, Mohinder (1990) Public Administration in India: Theory & Practice, New Delhi: Sterling
- Chahar, S.S. (2005), Governance at Grassroots level in India, Kanishka, New Delhi.
- Chahar, S.S. (2015), Parliamentary Election in India, Concept, Delhi.
- Chahar, S.S. (2007), Consumer Protection Movements in India, Kanishka, New Delhi
- Maheshwari, S.R. (2017), Indian Administration, Orient Blackswan, Hyderabad.
- Arora, Ramesh K and Goyal, Rajni (2016), Indian Public Administration, New Age International, New Delhi
- Dubhashi, P.R.(2017), Recent Trends in Public Administration, Kaveri Books, New Delhi.
- Umikrishanan, S. (2018), Indian Public Administration, Astha, Delhi.
- Laxmikanth, M (2019), Public Administration, McGraw Hill, Chennai.
- Kattmani, Prakash, S. (2019), Indian Political System, Current, Agra.
- Pandey, Ramesh (2020), Indian Administration, Rajat, New Delhi.
- Chakarabarty, Bidyut & Chand, Prakash (2016), Indian Administration, Sage, New Delhi
- Chakarabarty, Bidyut & Pandey, Rajendra Kumar (2016), Indian Administration, Sage, New Delhi.
- Chakarabarty, Bidyut & Pandey, Rajendra Kumar (2016), Indian Government and Politics, Sage, New Delhi.
- Sapur, Radhakrishna (2019), Indian Administration, Sage, New Delhi.
- Chakarabarty, Bidyut (2017), Indian Administration, Sage, New Delhi.

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LOCAL SELF-GOVERNMENT IN INDIA
(MA/PS/3/DSC14)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

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Course Objectives

The main objectives of this course is to sensitize students about major issues and challenges of the urban sector and to provide opportunity to systematically study the issues in the field. Urban governance is the emerging area which needs attention in the era of good governance.

Learning Outcomes

- Knowledge of the evolution and growth of Rural-urban local bodies in India
- Understanding about the composition, role, functions, and resources of urban local bodies
- Examining the structure and working of urban development programmes
- Analyze the Administrative machinery at various levels.
- Acquainting with the urban Industrialization and Co-operatives viz-a-viz Urban Governance.

Unit-I: Introduction

Meaning, Scope and Significance of Local Government, Evolution and growth of Local Self Government in India. Features of Urban Local Self Government and Rural Local Self Government in India.

Unit-II: Structure and Functions

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Structure and Organization of Urban Local Self Government in India: Gram Panchayat and Gram Sabha, Panchayat Samiti and Zila Parishad, Functions of Rural Local Governance in India, Urban Governance-Structure, Composition, Function of Municipal Corporation, Municipal Council, Nagar Panchayat and Metropolitan Governance. Power, Function and Finance of Local Government in India.

Unit-III: State-Local and Central Local Relations

State-Local relations in India: Problems and Suggestions, Globalization and Urban Governance; Reforms in Local Governance, Features of 73rd (Constitutional) Amendment Act, 1992, Features of 74th (Constitutional) Amendment Act, 1992, District Planning Committee (DPC)

Unit-IV: Policies and Programme for Development

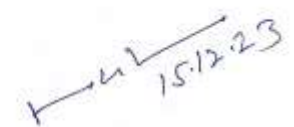
Policies and Programme of Rural Development: MGNREGA, Pradhan Mantri Adarsh Gram Yojna, Rural Infrastructure: PGRY, Urban Development Programmes, National Health Mission (NHM) and SMART Cities.

RECOMMENDED READINGS:

- C.P. Berthwal (1997), Understanding Local Self Government, Bharat Book Centre, Lucknow.
- David Wilson & Chris Game (1994), *et al*, Local Government in the United Kingdom, Macmillan, London.
- Hoshiar Singh (1997), Local Government in India, Britain, France and USA, Kitab Mahal, Allahabad.
- J.A. Chandler (1996), Local Government Today, (2nd ed), Manchester University Press, Manchester.
- John Greenwood and David Wilson (1984), Public Administration in Britain, George Allen and Unwin, Boston, Sydney.
- Mary and Anna Stevens (2001), Local Government in France, La Documentation franchise, Paris.
- Chahar S S (2009), District Administration in India in the era of globalization, concept publishing company, New Delhi.
- Pardeep Sachdeva (2000), Urban Local Government and Administration in India, Kitab Mahal, New Delhi.
- Pradeep Sachdeva (1989), Reform of French Local Government: the Decentralized Process, I. J.P.A., April-June, IIPA, New Delhi.
- R.L. Khanna (1976), Local Government in Foreign Countries, Mohindra Capital Publishers, Chandigarh.
- Sahib Singh and Swinder Singh (1991), Local Government in India, New Academic Publishing Co., Jalandhar.







- Tony Bryne, Local Government in Britain, Penguin Press (5th ed.), London, 1990.
- Agarwal, Amba (2005) Fiscal Decentralization: Financing of Panchayati Raj Institutions in India. Serial Publications: New Delhi
- Baluchamy, S (2004) Panchayati Raj Institutions. Mittal Publications: New Delhi
- Bhadouria, BD S and Dubey, V P (1989) Panchayati Raj and Rural Development. Commonwealth Publishers: New Delhi
- Biju, M R (2008) Panchayati Raj System in India: A Symbol of Participatory Democracy and Decentralized Development. Kaniska Publication: New Delhi
- Dharmaraj, Sengmalam (2008) Panchayati Raj System in India. Abhijeet Publications: New Delhi
- Maheswari, Shriram (2008) Local Government in India, Lakshmi Narain Agarwal: Agra
- Ram, D Sundar (2007) Panchayati Raj Reforms in India: Power to the People at the Grassroots. Kanishka Publishers: New Delhi
- Ram, D Sundar (2008) Role of Panchayati Raj Institutions in 60 Years of Independent India: Vision of the Future. Academy of Grassroot Studies and Research: Tirupati
- Sharma, Ashok (2016), Bharat main Sathaniya Prashasan, RBSA, Jaipur.
- Meena Janak Singh (2012), Bharat Mein Gramin Vikas Prashasan, RBSA, Jaipur
- Goel, S.L. (2011), Urban Local Self Government, Deep and Deep, New Delhi.
- Maheshwari, S.R. (2017), Indian Administration, Orient Blackswan, Hyderabad.
- Goel, S.L. (2009), Panchayat Raj in India, Deep and Deep, New Delhi.
- Gupta, Jawahar Lal (2018), Local Administration in India, RBSA, Jaipur
- Chakrabarty, Bidyut (2018), Local Governance in India, Sage, New Delhi.
- Pal, Mahi (2020), Rural Local Governance and Development, Sage, New Delhi.

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CONTEMPORARY SOCIO-ECONOMIC ISSUES IN INDIA
(MA/PS/3/DSC15)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

The need and rationale of rapid industrialization; the constraints on rapid industrialization; different phases of industrialization in an emerging economy; The relationship between social behavior and economics; their impacts on each other; The agricultural development strategies like the green revolution and land reforms etc. The basic concept of economic development and reforms; liberalization and privatization; The process and trends that influenced the social issues (like caste discrimination and gender inequality); The origin and elements of social movements (like peasants and tribal movements etc.); their historical perspective and transformation with time.

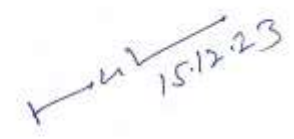
Learning outcomes:

Some of the learning outcomes that the students of this course are expected to exhibit:

- Understanding the strategies and policies like Protectionist policies for domestic industries, Green Revolution and LPG reforms of 1990s etc ;
- Discuss and debate on major features and deficiencies of industrial economy and need for future reforms;
- Discuss and debate the causes and after effects of land reforms and green revolution;
- Understanding of Five-Year Plan strategies for economic development; and Debate on the FDI or TNCs affecting Indian economy;







- Understand the factors affecting the social movements their emergence and aftereffects; the State intervention to deal with social issues in India;
- Analyse and discuss the social issues and movements like Tribal and Peasants movements, Caste, and Gender-related issues.

Unit-I

Development Models: Model of Mixed and Dual Economy: Implications for Agriculture and Industrial Development.

Unit-II

Socio-Economic Issues Agrarian Reforms and Green Revolution

Unit –III

Economic Reforms: Liberalization, Privatization and Globalization (LPG)

Unit-IV

Social Issues and Social Movements and people's Movements, Tribal, Caste, Gender, Peasant.

RECOMMENDED READINGS:

- Chatterjee,P., (2000) Development Planning and the Indian State. in Zoya Hasan (ed.). Politics and the State in India, New Delhi: Sage, pp.116-140. P. Page 59 of 95
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- Dalal Rajbir Singh (2015) Satat Vikas: Bharat key Sandharbh mein ek Samiksha. Prashasnika, HCMRIPA, Jaipur, XXXIV, (1-2,)
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- Suri, K., (2006). Political economy of Agrarian Distress. In Economic and Political Weekly, XLI (16).
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- Omvedt, G., (2012). The Anti-Caste Movement and the Discourse of Power. in N. Jayal (ed.) Democracy in India, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
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- Patnaik and C. Chandrasekhar, (2007) India: Dirigisme, Structural Adjustment, and the Radical Alternative. in B. Nayar (ed.), Globalization and Politics in India. Delhi: Oxford University Press, pp. 218-240.
- P. Joshi, (1979) Land Reforms in India: Trends and Perspectives. New Delhi: Allied publishers.
- S. Chowdhury, (2007). Globalization and Labor. In B. Nayar (ed.) Globalization and Politics in India, Delhi: Oxford University Press, pp.516- 526.
- Singh, Rajbir, (2004) Rural Development Administration, New Delhi: Anmol Publication.
- V. Chibber, (2005). From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy. in R. Ray, and M.F. Katzenstein (eds.) Social Movements in India, Delhi: Oxford University Press, pp 32-60.
- Singh, R. (2010). Citizenship, Exclusion & Indian Muslims. The Indian Journal of Political Science, 71(2), 497-510. <http://www.jstor.org/stable/42753712>
- Sharma, Chanchal Kumar. (2011). "A Discursive Dominance Theory of Economic Reform Sustainability: The Case of India." India Review (Taylor & Francis, U.K.) 10(2): 126–184.

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- Varshney, (2010) Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms in R. Mukherji (ed.). India's Economic Transition: The Politics of Reforms, Delhi: Oxford University Press, pp 146-169

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COMPUTER APPLICATION IN POLITICAL SCIENCE
(MA/PS/3/SEC4)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

This course will familiarize the students with meaning, nature, need, role and evolution of Management Information System. This course focuses on use of computer as well as operating system of computer. This course throws light on application of computer in Public Administration in its various aspects.

Learning Outcomes

- Students will be able in knowing the Management Information System.
- Students will get the knowledge about use of computer along with brief description of various components.
- Students will adept with the operating system as well as functions and types of operating system.
- Students will understand the application of computer in Political Science.

Unit-I: Use of Computer

Introduction to Computers: A General Model of Computer System, Brief description of Various Components; Input/Output Devices, Types of Auxiliary Storage, Data Storage on different types of Media, Classification of Software, Problems Solving on Computers; Steps in Problem Solving on Computers.

Unit-II: Operating System

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Introduction to Operating System, Functions of an Operating System; Types of Operating System, Introduction to MS-windows, Introduction to Word Processing, Word Processing Concepts; General Characteristics of Word Processing Packages; VISTA.

Unit-III: Computer Applications


Introduction to Spread Sheet: Data Organization Concepts; Using MS-Excel, Data Organization Concepts, Graphs & Charts, Various Types of Functions like Statistical, Mathematical & Financial Function etc., Creating Spread-Sheets on the basis of Simple Formulas, Computer Application in Political Science.


Unit-IV: Management Information System


Meaning, Nature, Need, Role, Evolution of Management Information System, Components of MIS with special emphasis in Reporting System, Data Organization, Concept of Data Base. Data and Data Processing Operation, Data Base vs. Information System, Role of Computer Technology in Development and Maintenance of MIS.

RECOMMENDED READINGS:

- Gear, C. Williams, Computer Organization and Programming with an Emphasis on Personal Computer (IV Ed.), New York, McGraw Hill, 1986.
- Narasimha Karumanchi (2016), Data Structures And Algorithms Made Easy: Data Structures And Algorithmic Puzzles, Careermonk Publications.
- Herbert Schildt (2020), Java The Complete Reference - Eleventh Edition, McGraw Hill
- Arihant Express (2016), Computer Awareness, Arihant Publication
- Lokesh Lalwani (2019), Excel 2019 All-In-One, BPB Publications
- Andrea Chiarelli (2020), Exploring Web Components: Build Reusable Ui Web Components With Standard Technologies, BPB Publications
- Murdic, Ross (2018), Management Information System, Prentice Hall of India.
- P.K. Sinha (2017), Computer Fundamentals, BPB, 3rd Ed.
- Narayana, D (2020), Basic Computational Techniques for Data Analysis, Sage, New Delhi.

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CITIZEN CENTRIC GOVERNANCE
(MA/PS/3/SEC5)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

Today is era of Good Governance. Transparency, Accountability and Openness the need of the hour for every public organization and should be transparent and accountable in its working and functioning. Right To Information and Right to Service are courses which focus on transparency and accountability in administration and ensures various mechanism through which this transparency and accountability can be ensured. In this course, Right to Information Act 2005 and Right to Service Act, 2014 are vital in ascertaining Citizen Centric Governance.

Learning Outcomes:

- Understand the meaning and concept of Right To Information and Right to Service which leads to transparency and Accountability in administration.
- Analyze the functioning of various agencies which brings transparency and accountability in administration.
- Visualize the various pros and cons of Right to Information Act 2005 and Haryana Right to Service Act, 2014.
- Will be able to understand the concept of Good Governance and Citizen Centric Governance
- Adapt with the role of NGOs and civil society in ensuring transparency and accountability in administration.

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Unit I

Citizen Centric Governance: Intent, Purpose and Salient features, Issues and Challenges, Good governance and Right to Service, Historical development: Right to Service.

Unit II

Historical background of RTI, Right to Information, Concept and Significance of RTI in a Democracy , Good Governance and RTI, Campaign for freedom of information, Citizens Right to Know.

Unit III

RTI Act 2005 Intent, Purpose, Salient Features, Issues and Challenges, Constitutional and Statutory Basis and Provisions regarding RTI, Central Information Commission and State Information Commission: Composition, Powers and Functions.

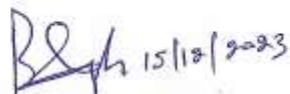
Unit IV

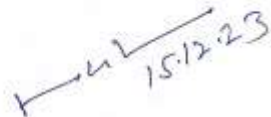
Haryana Right to Service Act, 2014 (RTS): Intent, Purpose and Salient features, Issues and Challenges, Haryana Right to Service Commission, 2nd and 1st Grievance Redressal Authorities and designated officers, Process of filling and disposal of RTS applications .

RECOMMENDED READINGS:

- C. K. Takwani, Administrative Law, Eastern Book Company, 2016
- C. K. Takwani, Prashasanik Vidhi (Hindi) , Eastern Book Company, 2019
- I. P. Massey, Administrative Law, Eastern Book Company, 2017
- JJ Ram Upadhyaya Administrative Law 12th, Edition Central Law Publication, 2020
- JJ Ram Upadhyaya Administrative Law (Hindi) 12th, Edition Central Law Publication, 2020
- M. P. Jain, Administrative Law, Lexis Nexis 2017
- P.K. Das, The Right to Information Act, Universal Law Publishing
- Prof. Anand Paliwal, Dr. Krishna Kishor Trivedi, Right to Information Act and Good governance, Himanshu Publication Ed. 2017
- S.P. Sathe, Administrative Law, Lexis Nexis 2010
- V. D. Sebastian, An Introduction to Administrative Law, Asia Law House, 2016
- U. P. D. Kesari, Administrative Law (Hindi) 25th Ed. Central Law Publication, 2018
- Harmanpreet Singh , Right to Service as a Step Towards Good Governance , Scholars' Press – 8 February 2021.
- Indian Journal of Public Administration, IIPA, New Delhi, Sept. 2023, Vol.III.







- R.B. Jain, Globalisation and Good Governance, Deep & Deep, 2005.
- S.L. Goel, Good Governance : An Integral Approach, Regal, 2007.

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SOCIAL AUDIT AND ACCOUNTABILITY
(MA/PS/3/SEC6)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

This course will familiarize the students with the basic concepts of Social Audit and application of Social Audit. This course throws light on fostering community engagement and social responsibility and the process of the Social Audit to execute MGNREGA at the village level.

Learning Outcomes

- Students will be able in knowing the conceptual constructs relating to Social Audit,
- Students will get the knowledge about application of Social Audit in various fields.
- Students will adept with Fostering Community Engagement and Social Responsibility.
- Students will understand the Transparency and Accountability through Social Audit in MGNREGA.

Unit: I

Audit-Basic information, Social Audit vs other Audit , Evolution and Concept of Social Audit .

Unit II

Principles and objectives of Social Audit, Benefits and Limitations of social Auditing in Policy Planning.

Unit III

Social Accountability: Concept, Principles and Approaches, Financial Accountability: Comptroller and Auditor General (CAG), Public Accounts Committee, Estimates Committee and Committee on Public Undertakings.

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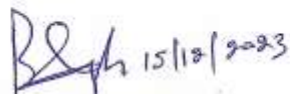
Unit IV

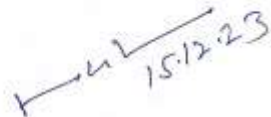
Accountability and Transparency: Recent Legislative and Institutional Measures: RTI, Lokpal, Lokayuktha.

RECOMMENDED READINGS:

- Chaturvedi T. N. "Social Audit and audit of public utilities". Auditing public utilities, Ashish Publishing House, New Delhi.
- Centre for Good Governance. Social Audit: A Toolkit A Guide for Performance Improvement and Outcome Measurement. Hyderabad. 2005
- Bringing citizen voice and client focus into service delivery - Social Audit; Institute of Development Studies, Sussex.
- Bruce G. Charlton and Peter Andras (2002). "Auditing as a tool of public policy"; the misuse of quality assurance techniques in the UK university expansion". University of Newcastle upon Tyne, UK.
- Eva Cox (2002). "The Social Audit Cookbook- Recipes for auditing the way we connect".
- Social Auditing for Small Organisations: A Workbook for Trainers and Practitioners, John Pearce, Peter Raynard, and Simon Zadek New Economics Foundation, London
- William C. Frederick and Mildred S. Myers. "The Hidden Politics of Social Auditing" Business and Society Review. 2001.
- Accountability 1000 (AA 1000) framework - Standards, guidelines and professional qualification exposure draft - November 1999; The Institute of Social and Ethical Accountability.
- Adrian Henriques (2001). "Civil society and Social Auditing". Business Ethics: A European Review, Volume 10, Number 1, January 2001.
- Citizens' report cards on public services: Bangalore, India, Prof. Deepti Bhatnagar and Ankita Dewan.
- David Owen and Tracex Swif (2001). Introduction to Social Accounting, reporting and auditing: Beyond the rhetoric? Business Ethics: A European Review, Vol 10, No. 1, January 2001.
- Various reports produced by the state and central government.
- Social Audit policy on the anvil; The Hindu, dated, Dec 15, 2002.


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- Social Auditing for Small Organisations: A Workbook for Trainers and Practitioners, John Pearce, Peter Raynard, and Simon Zadek New Economics Foundation, London(1996).
- Social Auditing in the Voluntary Sector, Ed Mayo, City University, London (1996).
- Social Auditing, Tim Taylor Skills & Projects, September 2001.
- Technical Guide on Social Audit by The Institute of Chartered Accountants of India.2010.

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RESEARCH METHODOLOGY II
(MA/PS/4/CC12)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

Research in common parlance refers to the search for knowledge. We can define research as scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. This course on Research Methods in Political Science intends to explain different research methods used for conducting research in particular with reference to Political Science, governance and public policy. This course, hence is intended as a sound introduction to study the research methods with an objective of understanding the difference between qualitative and quantitative research and able to use appropriate tools and techniques for problem solving.

Learning Outcomes

After completing the semester, it is expected that the learners shall be able to:

- Understand the building blocks of research methods in the discipline of Political Science.
- Discourse on the basic research skills and protocols followed in Political Science research.
- Write synopsis for M.A./ Ph.D. course in Political Science and to submit research proposal before funding bodies.
- Actively participate and deliberate on epistemology with reference to Political Science Research.

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Unit-I: Techniques of Data Collection

Data Collection: Primary and Secondary sources of Data. Scanning of Reports and Documents, Observation, Questionnaire, Schedule and interview

Unit-II: Survey Research, Sampling and Data Analysis,

Survey Research: Meaning, nature and scope and significance, Sampling: Meaning, Types and Techniques of Sampling, Analysis of Data: Coding, Tabulation and Graphics, Use of Computers in Social Sciences Research, especially SPSS.

Unit-III: Citation Report and Style / Thesis/Article Writing

Research Paper/Article writing , protocols of Report / Thesis Writing. Citation of the Sources in main text, References, Endnotes and Bibliography. Different Citation Styles, like APA,

Unit IV: Research Ethics and Plagiarism

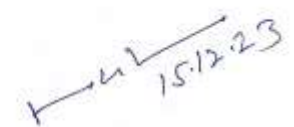
Political Science Research Ethics and Academic Integrity, Similarity Check and Prevention of Plagiarism Policy, CDLU, Sirsa 2021. Problems of Predatory Research and Publications.

RECOMMENDED READINGS:

- Ranjit Kumar (2021), Research Methodology: A step by step guide for beginners, Pearson India.
- B.M., Jain (1995), Research Methodology, Research Publications (Hindi), Jaipur.
- C.R. Kothari (2019), Research Methodology: Methods & Techniques, New Age International Publisher.
- Giri, Arunangshu (2018), Research Methodology for Social Sciences, Sage, New Delhi.
- Kumar, Ranjit (2014), Research Methodology, Sage, New Delhi.
- Flick, Uwe (2017), Introducing Research Methodology, Sage, New Delhi.
- Gerald, J. Miller and Kaifeng Yang (2008), Handbook of Research Methods in Public Administration, CRC Press, Taylor & Francins, Group, London, New York.
- C.J., Pearsons (1973): Thesis & Project Work, A Guide to Research & Thesis Writing, Allen & Unwin, London.
- Devendra Thakur (2003), Research Methodology in Social Sciences, Deep & Deep Publication, New Delhi,.
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- Jonathan Anderson; Berry, H. Durston, Millicent Poole (1977), Thesis & Assignment Writing, Wiley Eastern Limited, New Delhi.
- John Best (1978), Research in Education, Prentice Hall of India, New Delhi.







- Malhotra, Naresh K. and Das Satyabhushan (2015), Marketing Research: An applied orientation, 6th edition, Pearson education inc, Noida.
- P.V., Young (1979), Scientific Social Survey & Research, Prentice Hall of India, New Delhi,.
- R.N., Trivedi and O.P. Shukla (2002); Research Methodology, Research Publication (Hindi), Jaipur.
- S.R., Bajpai (1995): Methods of Social Survey & Research (Hindi & English), Kitab Mahal, Kanpur.
- McNabb, David E (2017) Research Methods in Public Administration and Non profit Management (4th Edition). Routledge: UK
- Miller, G J and Yang, K (Eds.) (2007) Handbook of Research Methods in Public Administration. CRC Press: New York
- Nachmias, C V and Nachmias, D (2005) Research Methods in Social Sciences. Hodder Headline Group: London
- Young, de Tim and Perlman, Bruce J (1984)Teaching Research Methodology in Public Administration. Teaching Political Science, Vol.11, Issue 2, pp. 63-69
- Research Methodology: Approaches & Techniques - Video & Lesson...
<https://study.com/academy/.../research-methodology-approaches-techniques-quiz.html>
- Research Methodology - SlideShare
https://www.slideshare.net/sh_neha252/research-methodology-

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INDIAN POLITICAL THINKERS
(MA/PS/4/CC13)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective: -

To inculcate the values, dedication and devotion towards our nation and it is helpful in understanding the vision of Indian political thinkers in broader way

Course learning outcomes:

Some of the learning outcomes are as follow: -

- To Understand the origin of Dharma, Varna system, administrative skills, Diplomacy and Raj dharma.
- To understand various social and religious reform movements and efforts by social reformers to revive the golden era of ancient India
- To learn about the different visions in freedom struggle (Moderates, Extremists - revolutionaries)
- To learn about role and relevance of Gandhian ideas and vision of B.R. Ambedkar
- To understand the idea of Hindutva and cultural nationalism

Unit-I

Manu: Manu Samriti- Origin, Nature and Functions of the State.
Kautilya: Arhtasastra - Origin, Nature and Functions of the State.
Ved Vyasa: Shanti Parva- Origin, Nature and Functions of the State.

Unit-II

Gopal Krishna Gokhale: Spiritualization of Politics, Nature and functions of the State.
Bal Gangadhar Tilak: Swaraaj and Nationalism.

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Aurobindo Ghosh: Spiritual Nationalism, Sawdeshi and Swaraaj.

Unit –III

M K Gandhi: Revivalist-Approach and Reconstructionist- Strategy Truth and Non violence, Satyagraha and village Republic,

B.R. Ambedkar: Theories of Representation, Democracy and Social Justice.

Unit-IV

J.P. Narayan: Total Revolution and Party less Democracy.

V D Savarkar: Views about Hindutva and Nationalism.

Deen Dayal Upadhyay: Views Integral Humanism and Role of Media in democracy.

RECOMMENDED READINGS:

- Ambedkar, R. B. (2014). Annihilation of Caste. Delhi: Blumoon Books.
- Ambedkar, R. B. (2003). Castes in India: Their Mechanism, Genesis and Development. New Delhi: Dalit Book Trust.
- Gandhi, M. (1927). An Autobiography or the story of my experiments with Truth. Ahmedabad: Navajivan Publishing House.
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- Golwalkar, M. (1966). Bunch of Thoughts. Sahitya Sindhu Prakashan.
- Rangarajan, K. (1992). Kautilya: The Arthashastra [est. 300 BCE - 150 AD]. Penguin Books India
- Ray, B.N. Mishra, R.K. (2015), Indian Political Thought: Readings and Reflections. New Delhi: Kaveri Book Services.
- Roy, Himanshu, Singh, M.P. (2017), Indian Political Thought: Themes and Thinkers. Pearson India.
- Sengupta, Dr. Lopamudra. (ed.). (2021), Indian Political Thought and Its Contemporary Relevance. New Delhi: Atlantic Publishers and Distributors.
- Sharma, Urmila, Sharma S.K. (2014), Indian Political Thought. New Delhi: Atlantic Publishers and Distributors.
- Singh, Akash, and Mohapatra, Silika. (ed.). (2010), Indian Political Thought. New Delhi: Routledge.

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FOREIGN POLICY OF INDIA
MA/PS/4/CC14

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives:

The paper aims at acquainting the students with the core elements of India's foreign policy and its relations vis-à-vis other states. Introduce the students to the main tenets of Indian foreign policy. Challenge the students to acquaint and familiarize with the nature and scope of Indian Foreign Policy.

Under the subject following topics will be dealt –

- To introduce the factors that led to the genesis and foundation of Indian foreign policy
- India's relation with major powers from historical to critical perspective, India's ability, and strategy to engage with powerful nations in order to secure its national interest
- India's role in the process of disarmament and arms control, India's nuclear policy, India dealing with discriminatory NPT and CTBT
- India and the process of globalization and world environmental governance
- Historical relations with neighboring countries, Major issues affecting the neighboring countries, Areas of cooperation and agreements between the countries, Bilateral relations with the countries
- India's engagement with different regional organizations such as SAARC, ASEAN, EU, The Commonwealth and the Central Asian Republic.

Course learning outcomes:

After the completion of the course, the student will be able to:

- Understand the factors that led to the genesis and foundation of Indian Foreign Policy
- Understand the basic principles of Indian Foreign Policy such as Non-Alignment Movement, Panchsheel to Panchamrit, peaceful settlement of international disputes etc.

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- Have an understanding of India's involvement with major powers in past and present world order, analyse the major deals that took between these major powers such as- Indo-US Nuclear Deal, Visa issues with USA, etc.
- Analyse the role of India in the global disarmament process and arms control, understand India's nuclear doctrine such as 'No First Use'
- Develop a deeper understanding of globalisation and its effect on Indian social-political culture and economy.
- Understand the historical backgrounds of neighbouring countries, analyse the major agreements and issues that took between neighbouring countries such as the Shimla agreement with Pakistan, land boundary agreement with Bangladesh, Indus water treaty with Pakistan, India Nepal peace treaty, etc.

UNIT:I

Genesis, Determinants and Features of India's Foreign Policy, India's Foreign Policy: Principles and Objectives

UNIT:II

Emerging Patterns of Global Politics in post-war-II, India's Perspectives, India and the Major Powers: USA, China, and Russian Republic (erstwhile USSR), India's Perspectives; Disarmament and Arms Control

Unit:III

Emerging Trends in India's Foreign Policy in the Post Cold War Period, India's Perspective on Climate Change & International Trade, India's Perspectives on Soft Power and Non-conventional Security Issues.

Unit:IV

India's Neighborhood Policy: Trends and Challenge. India's Partnership with Regional and Trans Regional Organisations: European Union, SAARC, ASEAN, BIMSTEC, SCO, BRICS and QUAD.

RECOMMENDED READINGS:

- Alam, Mohammed, Badrul, (2014), Contours of India's Foreign Policy: Changes and Challenges. Ess Ess Pubns.
- Appadorai,A. (1981). Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press.
- Arora, Prem, (2019), Foreign Policy of India, (2021 ed.). Heed Editorial-Cosmos Bookhive's.

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- Bandopadhyaya, Jayantanuja(1984). The Making of India's Foreign Policy: Determinants, Institutions, Process and Personalities. New Delhi: Allied Publishers Pvt. Ltd.
- Khilnani, Sunil, Kumar, Rajiv, Mehta, Pratap Bhanu, Lt. Gen (Retd.) Prakash Menon, Nandan Nilekani, Srinath Raghavan, Shyam Saran, Siddharth Varadarajan, (2012): Nonalignment 2.0: A Foreign and Strategic Policy for India in the Twenty-First Century.
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- Singh, Anup, K., (2019), India's Foreign Policy 2020. New Delhi: Orange Books International.
- Singh, Subash. (ed.). (2019), India's Foreign Policy: Reshaping in the contemporary World. Delhi: Meena Book Publications.
- Tanham, George K. (1992). Indian Strategic Thought: An Interpretative Essay. Santa Monica, CA: RAND.
- Singh, Shantesh Kumar (2017), India's Foreign Policy: Continuity with Difference under Modi Government (ed.), Manak Publications, New Delhi, ISBN: 9378314392.
- Singh, Shantesh Kumar (2021), Emerging trends in India's Foreign Policy, HP Hamilton Limited, UK.
- Singh, Shantesh Kumar, Shri Prakash Singh (2022), Non-traditional Security Concerns in India: Issues and Challenges, Palgrave MacMillan, London, UK, ISBN 978-981- 16-3734-6.
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**INDIAN POLITICAL SYSTEM
(MA/PS/4/DSC17)**

**Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.**

**Marks: 100
Theory: 70;
IA: 30**

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

This course is intended to prepare the student to gain an in-depth understanding of the government and politics of the Indian Government. The course is specially designed to supplement and enhance the understanding of students about the philosophical, theoretical, Institutional, and functional aspects of Indian Polity.

Course learning outcomes:

After the completion of this course, the students will be able to:

- Students will be able to understand the composition of the constituent assembly and the introduction of constitutional debate will be able to develop a better understanding of the Indian constitution.
- Students will know about the component of the preamble, fundamental rights, and how these rights are different from the directive principles of the state policy.
- Students will be able to understand the electoral process of India and what role ECI plays in the conduct of the election.
- They will be able to explain statutory institutions and develop a deeper understanding of constitutional and statutory institutions.

Unit: I

Constitutional Development: Historical Perspective, Constitution Assembly: Composition and debates. Features of Indian Constitution and Constitutional Amendments.

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Unit: II

Indian Constitution: Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Challenges to Constitutional Democracies.

Unit: III

Functioning of Parliamentary form of Government and Federal system. Organs of the Government at Union and State Levels: Legislative, Executive and Judiciary, Checks and balances, separation of Powers and Judicial Review.

Unit: IV

Indian Electoral system and Electoral reforms, Principles of Representation: Territorial, Proportional and Functional, Electoral Politics, Political Culture and Party system in India.

RECOMMENDED READINGS:

- Basu D. D, (2019). Introduction to the Indian Constitution. (24th ed.). Lexis-Nexis Butterworth, Wadhwa Publishing House.
- Blair, H. (1986). Caste, Faction, and Party in Indian Politics. Vol. 1: Faction and Party. Vol. 2: Election Studies. By Paul R. Brass. Delhi: Chanakya Publications, 1984 and 1985. ix, 339 pp.: Xi, 325 pp. Maps. Rs. 150 and 180. The Journal of Asian Studies, 45(4), 874-876. doi:10.2307/2056129
- Chakrabarty, B. (2008). Indian Politics and Society since Independence: Events, Processes, and Ideology. London; New York: Routledge
- Dalal, Rajbir Singh (2012). Recent trends in Indian Politics: An introspection. The Indian Journal of Political Science, 73(2), 375-384. Source: <http://www.jstor.org/stable/41856599>
- Dalal, Rajbir Singh (2016). Electoral Reforms attempts Towards Good Governance in India: An appraisal, International Journal of Research in Social Sciences, 6(1).
- Fadia, B. L. & Fadia, K. (2020). Indian Government and politics. (17th ed.). Delhi: Sahitya Bhawan.
- Granville, A. (1999). The Indian Constitution: Cornerstone of A Nation. Oxford University Press.
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- Jones, W. H. M. (1987). The Government and Politics in India. The Eothen Press


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- Kothari, R. (2012). Politics In India. (2nd ed.). Orient Black Swan.
- Laxmikanth, M. (2019). Indian Polity. (6th ed.). McGraw-Hill
- Laxmikanth, M. (2021). Governance in India. (3rd ed.). McGraw-Hill.
- Palmer, N. D. (1975). Elections and Political Development: South Asian Experience. C Hurst & Co Publishers Ltd.
- Roy, H. & Singh, M.P. (2018). Indian Political System. (4th ed.). Pearson Education.
- Sharma, Chanchal Kumar. (2015). Reimagining Federalism in India: Exploring the Frontiers of Collaborative Federal Architecture. Asia-Pacific Social Science Review 15(1): 1–25.
- Sharma, Chanchal Kumar. (2015). Intergovernmental coordination mechanisms in India. South Asian Journal of Socio-Political Studies 15(2): 40–48.
- Sharma, Chanchal Kumar. (2014). Rise and Demise of Nehruvian Consensus: A Historical Review. South Asian Journal of Socio-Political Studies (SAJOSPS) 15(1): 16–23
- Dalal, Rajbir Singh. (2015). Indian Democracy: An Evaluation from Electoral Aspect, Indian Journal of Political Science, 76 (4).
- Kumar, Ramesh. (2017). Electoral Reforms in India: Challenges and Suggestions. Think India, vol 20(2).
- Mitra, Subrata K. (2017). Politics in India: Structure, Process and Policy by, Routledge, London and New Delhi
- Chatterjee. Partha. (1998). State & Politics in India (Themes in Politics). New Delhi, Oxford University Press.
- Jayal Niraja Gopal and Mehta Pratap Bhanu. (ed), (2011). The Oxford Companion to Politics in India. New Delhi, Oxford University Press.
- Jayal Niraja Gopal. (ed), (2007). Democracy in India. New Delhi, Oxford University Press.

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CONTEMPORARY ISSUES IN INTERNATONAL POLITICS
(MA/PS/4/DSC18)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives:

To understand the issue of Identity crisis and the emergence of ethnic conflicts and the status in contemporary time. To develop an empathetic outlook towards the issue of cross border terrorism To debate and develop insightful gains around the role of INGOs/IGOs. To acquire holistic and sensitive approach to comprehend environmental issues. To understand the crisis related to energy and the world politics to secure the energy. To discuss, debate and develop thought provoking ideas around the issues of armed conflicts, civil war, terrorism

Course learning outcomes:

- Students shall be able to identify the challenges to democracy in the world and provide their own suggestions to tackle the same
- The terms like Banana Republics being understood through debates and discussion shall be identified in real life
- Students shall be able to identify the factors causing energy crisis and debate towards the probable solution of the issue
- The broader debates concerning Nuclear Proliferations shall be well understood and further contributed to by the students
- Issues of armed conflicts, civil war and terrorism shall be critically reviewed, debated and understood

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Unit: I

International Politics: Meaning , Nature and , Main Actors in International Politics- States, Non States, Regional and Trans Regional Organization, Role of United Nations in Global Governance, Peace and Security.

Unit: II

International Terrorism: Causes and Consequences, Inter-Governmental Organizations: IMF, IBRD, WTO, G-20 & G-7.

Unit: III

Environmental Issues and Debate on Climate Change / Global Warming, Food and Energy Security. Sustainable Development goals 2030 Targets and Achievements.

Unit:IV

Nuclear Proliferation and Disarmament: Role of International Atomic Energy Agency, New World Order, North South Divide and East- West Polarization. Non Conventional Security Issues: Migration, Drug Trafficking and Cyber Security.

RECOMMENDED READINGS:

- Art Robert and Robert Jervis, 2009, International Politics – Enduring Concepts and Antonescu, M. V. (2019). Food Security in the Context of a Global Food Crisis and the Rise of " Food Powers"-Several Considerations. In Romanian Military Thinking International Scientific Conference Proceedings (pp. 102-119). Central ethniceditorial armatei.
- Bahrapour, H., Marnani, A. K. B., Askari, M. B., & Bahrapour, M. R. (2020).
- Evaluation of renewable energies production potential in the Middle East: confronting the world's energy crisis. *Frontiers in Energy*, 14(1), 42-56.
- Black-Branch, J. (2017). Nuclear Terrorism by States and Non-state Actors: Global Responses to Threats to Military and Human Security in International Law. *Journal of Conflict and Security Law*, 22(2), 201-248.
- Bonvecchi, A., & Simison, E. (2017). Legislative institutions and performance in authoritarian regimes. *Comparative Politics*, 49(4), 521-544.
- Chen, J., & Xu, Y. (2017). Information manipulation and reform in authoritarian regimes. *Political Science Research and Methods*, 5(1), 163-178.
- Doyle, J. (2016). *Mediating climate change*. Routledge.
- Ezrow, N. (2017). *Global politics and violent non-state actors*. Sage.

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- Harkabi, Y., Shenkman, Y., Dowty, A., & Orlans, D. (2017). Nuclear war and nuclear peace. Routledge.
- Hughes, H. (2018). Environmental security. In Global Environmental Politics (pp. 66-82). Routledge.
- Mechkova, V., Lührmann, A., & Lindberg, S. I. (2017). How much democratic backsliding? Journal of Democracy, 28(4), 162-169.
- Nordås, R., & Gleditsch, N. P. (2015). Climate change and conflict. In Competition and Conflicts on Resource Use (pp. 21-38). Springer, Cham.
- Pogoson, A. I. (2018). Non-state actors, terrorism and the new global reality. The Nigerian Journal of Sociology and Anthropology (NJSA), 16(1), 152.
- Rosow, S. J. (2000). Globalisation as democratic theory. Millennium, 29(1), 27-45.
- Sinaulan, R. L. (2017). Transformation of Legal System across the Globalized World. JL Pol'y & Globalization, 62, 63.
- Stavenhagen, R. (2016). Ethnic conflicts and the nation-state. Springer.
- Tu, Y. (2018). Urban debates for climate change after the Kyoto Protocol.
- Von Soest, C., & Grauvogel, J. (2017). Identity, procedures and performance: how authoritarian regimes legitimize their rule. Contemporary Politics, 23(3), 287-305.
- Von Soest, C. (2015). Democracy prevention: The international collaboration of authoritarian regimes. European Journal of Political Research, 54(4), 623-638.

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**COMPARATIVE FEDERALISM
(MA/PS/4/DSC19)**

**Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.**

**Marks: 100
Theory: 70;
IA: 30**

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

This course will help the students to understand the concept of Federalism, its origin and purposes, principles of designing and forms of Federalism. It will help the reader to understand the mechanism of taxation and spending authority in a Federal System. The reader will be able to understand the political conflict between the Centre and State.

Course learning out comes:

After the completion of this course, the students will be able to:

- Learn about the origin and purpose of Federalism.
- To understand and compare the principles of formation of Federation.
- Compare and assess the Centre State Relation and related institution in different Federation.
- Develop a thorough understanding of Federalism and Politics conflicts.
- Understand the relation between Federal Governance and Economic Growth.

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Unit: I

Meaning, Origin and Nature of Federalism. Theories of Federalism: Constitutional and Political Dimensions.

Unit: II

Principles and Models of Federalism: USA, Canada, Nigeria and India. Tendencies in Federalism; Centripetal and Centrifugal.

Unit: III

Centre-State Relations in India, Fiscal Federalism in India, CAG and Finance Commission.

Unit: IV

Centre-State Disputes: Issues, Challenges & Remedies. Mechanism of Cooperative Federalism: Inter State Councils, Zonal Councils, National Development Council and GST Council.

RECOMMENDED READINGS:

- Beramendi, Pablo. 2007. *Federalism*. In C. Boix and S. Stokes (Eds). Oxford Handbook of Comparative Politics.
- Singh, Mahendra Prasad. "Federalism." *Max Planck Encyclopedia of Comparative Constitutional Law*. <https://oxcon.ouplaw.com/view/10.1093/law-mpeccol/law-mpeccol-e279?prd=MPECCOL>
- William Riker. 1964. *Federalism: Origin, Operation, Significance*. (Boston: Little, Brown and Company). Chapter 2.
- Alfred Stepan, "Federalism and Democracy: Beyond the U.S. Model," *Journal of Democracy* 10: 4 (October 1999), p. 19-33.
- Jacob Levy. 2007. "Federalism, Liberalism and the Separation of Loyalties", *APSR* 101(3): 459-477.
- Filippov, M., Peter Ordeshook, and Olga Shvetsova. 2004. *Designing Federalism: A Theory of Self-Sustainable Federal Institutions*. (Cambridge, UK: Cambridge University Press).
- Bednar, Jenna. 2009. *The Robust Federation: Principles of Design*. New York: Cambridge University Press.
- Sharma, Chanchal Kumar, and Wilfried Swenden. 2018. "Modi-Fying Indian Federalism? Center-State Relations Under Modi's Tenure as Prime Minister." *Indian Politics and Policy* 1(1): 51-81.

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- Sharma, Chanchal, and Alice Valdesalici. "Fiscal Federalism." *Max Planck Encyclopedia of Comparative Constitutional Law*. <https://oxcon.ouplaw.com/view/10.1093/law-mpeccol/law-mpeccol-e287?prd=MPECCOL>
- Bakke, K. 2015. *Decentralization and Intrastate Struggles: Chechnya, Punjab, and Quebec*, Cambridge, CUP.
- Arend Lijphart, "The Puzzle of Indian Democracy: A Consociational Interpretation," *American Political Science Review* 90: 2 (June 1996), p. 258-268.
- Beramendi, P; Garmendia, A; Leon, S. 2019. *Fiscal Decentralization and Competitive Politics: Explaining the Survival of Subnational Governments*. WP-Duke UC3M.
- Weingast, Barry. 1995. "The Economic Role of Political Institutions: MarketPreserving Federalism and Economic Growth," *Journal of Law, Economics, and Organization* 11: 1-31.
- Rodden, Jonathan and Susan Rose-Ackerman. 1997. "Does Federalism Preserve Markets?" *Virginia Law Review* 83, 7: 1521-72.

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POLITICAL IDEOLOGIES
(MA/PS/4/DSC20)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

The course is aimed to provide students with the historical, social and cultural context of different Political Ideologies. The students will be able to understand and analyze different Political Ideologies like Liberalism, Marxism, Socialism, Nationalism, Anarchism, Fascism, Feminism and Environmentalism

Course learning outcomes:

After the completion of the course, students will be able to:

- Understand different concepts and perspective of major Political Ideologies like of Liberalism, Marxism, Socialism and Nationalism,.
- It helps students to engage and critically examine the significant issues of the Modern Political Ideologies like Feminism and Environmentalism
- Students by the end of term will have a comparative perspective of Major Political Ideologies.

Unit-I

Liberalism: Classical, Positive and Neo-Liberal
Marxism: Marxism and Neo-Marxism

Unit-II

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Nationalism : Sub-Nationalism and Fundamentalism.
Anarchism: Meaning, Nature and Forms.

Unit -III

Socialism: Evolutionary and Revolutionary.
Fascism and Nazism.

Unit-IV

Feminism: Origin, Nature and Forms.
Environmentalism: Origin, Nature and Forms.

RECOMMENDED READINGS:

- Michael Freedon, Lyman Tower Sargent, and Marc Stears (eds.) (2000). *The Oxford Handbook of Political Ideologies*. Oxford University Press Delhi.
- Haleh Arshar (ed.) (1996). *Women and Politics in the Third World*. London: Routledge.
- United Nations (2000). *The World's Women 2000: Trends and Statistics*. New York: United Nations
- Baradat Leon P, (2006). *Political ideologies*. prentice Hall, New Delhi
- Heywood Andrew, (2016). *Political Ideologies*. Palgrave Macmillan
- Ebenstein, (1996). *Today's Ism*. Prentice Hall,
- Adams Ian, (1993). *Political Ideologies Today*. Manchester, Manchester University Press
- Bhole Bhaskar, (2002). *Rajakiya Siddhanta ani Vishleshan*. Nagpur, Pimplapure
- Goodin Robert and Philip Petit (eds.), (1993). *A Companion to Contemporary Political Philosophy*. London, Blackwell
- Graham Gordon, (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford, Clarendon Press
- Macridis Roy C, (1985). *Contemporary Political Ideologies*. Boston, Little Brown and Co.
- Vincent Andrew, (1992). *Modern Political Ideologies*. London, Blackwell
- Bhole Bhaskar, (2002). *Rajakiya Siddhanta ani Vishleshan*. Nagpur, Pimplapure
- Blakely Georgina & Valerie Bryson (eds.), (2002). *Contemporary Political Concepts*. London, Pluto Press
- Goodwin Barbara, (2004). *Using Political Ideas*. Chichester, John Wiley & Sons
- Hampton Jean, (1998). *Political Philosophy*. New Delhi, OUP
- Hawkesworth Mary and Maurice Kogan (eds.), (1992), *Encyclopaedia of Government and Politics (Vol. I)*, London, Routledge
- Knowles Dudley, (2001). *Political Philosophy, London*. Routledge

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- Pierson Christopher, (2004). *The Modern State, London*. Routledge
- Vandana Shiva, (1998). *Staying Alive: Women Ecology and Development in India*. New Delhi: Kali for Women,
- Nivedita Menon, (1999). *Gender and Politics in India*. New York, OUP,
- Vandana Shiva (ed) (1994). *Close to Home: Women Reconnect, Ecology, Health and Development Worldwide*. Philadelphia New Society Publishers
- Haleh Arshar (ed.) (1996). *Women and Politics in the Third World, London: Routledge*.

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ADMINISTRATIVE LAW
(MA/PS/4/DSC21)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course objectives:

Administrative Law is a special branch of knowledge which needs focus on its various structural and behavioral aspects. So, this paper familiarize the students of Public Administration about the concept and growth of Administrative Law in India by covering major areas in this field like delegated legislation, tribunals, rule of law etc..

Learning Outcomes

After completing the course contents the learners are expected to understand

- Analyse the basis of Rule of Law, Doctrine of Ultra Vires and Natural Justice
- Reflect on and suggest trends of various developments of Administrative Law.
- Understand the various aspects of administrative control, administrative tribunals and adjudicating machinery.
- Stimulating discourse to learn and incubate on ideas in the knowledge domain with special reference to independent regulatory bodies.

UNIT: I

Administrative Law: Evolution, Meaning, Nature and Scope, Distinction between Constitutional Law and Administrative Law.

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UNIT: II

Delegated Legislation: Need, Classification and Safeguards, Concept of Rule of Law and Principles of Natural Justice, Judicial Review of Administrative Action: Principles and Modes.

UNIT: III

Administrative Tribunals: Concept, Rationale and Types, Central Administrative Tribunal: Structure, Function and Role, Central Vigilance Commission: Structure, Functions, Role and Significance


UNIT: IV


Institution of Ombudsman: Concept and Genesis, Lok Pal and Lokayukta in India: Functions and Role, Fundamentals of Departmental Proceedings: Suspension, Charge sheet, Enquiry and Penalties

RECOMMENDED READINGS:

- Chhabra, S. (1990). Administrative Tribunals. New Delhi: Deep and Deep.
- Diwan, P. (2007). Indian Constitution (2nd ed.). Allahabad: Law Agency. Employees. Madras: Swami Publishers.
- Kagzi, M. C. J. (2008). Indian Administrative Law (2nd ed.). Delhi: Metropolitan.
- Massey, I.P. (2008). Administrative Law. New Delhi: Eastern Book Company.
- Mehta, S.M. (1990). Indian Constitutional Law. New Delhi: Deep and Deep.
- Sathe, S.P. (1998). Administrative Law (6th ed.). Bombay: Tripathi.
- Sharma, S.K. (2007). Directive Principles and Fundamental Rights. New Delhi: Deep
- Swami, P.M. (1989). Swami's Manual of Disciplinary Proceedings for Central Government
- Upadhyaya, J.J.R. (2016). Administrative Law. Prayagraj: Central Law Agency
- Upadhyaya, J.J.R. (2020). Prashasnik Vidhi. Prayagraj: Central Law Agency

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CONTEMPORARY IDEOLOGIES IN INDIAN POLITICS
(MA/PS/4/DSC22)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70;
IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

The course is aimed to provide students with the historical, social and cultural context of Philosophy particularly i.e. Indian. The students will be able to understand different perspective and approaches to concepts like nationalism, Ethnicity and Secularism. The students will be able to understand the philosophical aspects of Socialism, Humanism, Feminism and environmentalism.

Course learning outcomes:

After the completion of the course, students will be able to:

- Understand different concept, perspective and approaches of nationalism, Ethnicity and Secularism.
- It helps students to engage and critically examine the significant issues of the Modern Indian Political philosophy.
- Students by the end of term will have a comparative perspective of political philosophies of Socialism, Humanism, Feminism and environmentalism.

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Unit:I

Hinduism

Fundamentals of Hinduism, Ethics in Hinduism.

Vedanta: main principles, issues and applicability in present context.

Unit:II

Nationalism and Secularism

Concept and Theory of Nationalism , Nation and Nationalism – Contemporary Debates and Issues, Sub Nationalism, Ethno Linguistic and Religious.

Secularism: Meaning, features essentials, significance and challenges.

Unit:III

Socialism and Humanism

Socialism: Meaning, features essentials, forms, significance and challenges.

Humanism: Meaning, features essentials, forms, significance and challenges

Unit:IV

Feminism and Environmentalism

Main Components of Feminism—Patriarchy, Sex-Gender distinction, Construction and Deconstruction of Gender Identity.

Environmentalism: Meaning, features essentials, forms, issues and challenges

RECOMMENDED READINGS:

- Appadorai(1992). Indian Political Thinking through the Ages. Khanna Publishers,Delhi.
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- Ghosal, A History of Indian Political Ideas, OUP, Mumbai.
- Godbole Madhav. (2018). Dharmnirpekshata: Dorahe par Bharat. Sage Bhasha, NewDelhi
- Guava O.P(2019). Bhartiya Rajneeti Vicharak. National Paperback
- Habib S. Irfan (2017). Indian Nationalism: The Essential Writings. Aleph BookCompany
- Jha. M.N. (2016) Political Thought in Modern India. Meenakshi Prakashan, Meerut.
- Malik S.K, Tomar Ankit. (2021). Revisiting Modern Indian Thought: Themes andPerspectives. Routledge India
- Mehta, V.R. (1996). Indian Political Thought, Manohar. New Delhi.
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- Verma, V.P. (1974). Modern Indian Political Thought. Lakshmi Naryan Aggarwal,Agra.
- Verma.V.P. (2015), Ancient and Medieval Indian Political Thought. Agra: Laxhmi Narayan Agrawal.

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