Discipline Specific Courses (DSC)

BA/POL/MD/1/DSC/101: INTRODUCTION TO POLITICAL SCIENCE

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is designed to disseminate knowledge about state, sovereignty, and other basic concepts of political science. By the end of this course, students would be able to understand and analyze the theoretical framework of political science and have practical knowledge regarding the different concepts of political science.

Course learning outcomes:

After the completion of the course, students will be able to:
CLO 1: To have an insight regarding political science and its different concepts.
CLO 2: To be able to know about the state and its theories regarding its origin and nature.
CLO 3: To be able to understand sovereignty, its constituents, and forms.
CLO 4: To have an insight regarding the power, authority, different forms and attributes as well as its relations with legitimacy.
CLO 5: To have the knowledge of rights, their attributes, and different forms with special reference to UDHR.
CLO 6: To have the knowledge of liberty, equality, and laws as well as their relations with one another.
CLO 7: To be able to understand political science in a more specific and objectives manner

Unit- I

Political Science: Concept, Nature, Scope and Significance

Unit- II

State, Sovereignty, Government

Unit- III

Power, Authority, Legitimacy

Unit- IV

Rights, Liberty, Equality, Laws

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit

Suggested Readings:

- Chinkin, C.M., &Baetens, F. (2015). *Sovereignty, statehood and state responsibility:*
  Essays in
  honour of James Crawford.
- Dimova-Cookson, M. (2019). *Rethinking positive and negative liberty*.Routledge.
- Dobratz, B., Waldner, L., &Buzzell,T.(2015).*Power, politics, and society: An introduction to political sociology*.Routledge.
- Dyzenhaus, D., & Poole, T. (2015). *Law, liberty and state: Oakeshott, Hayek and Schmitt on the rule of law*. Cambridge UniversityPress.
- Grimm,D.(2015).*Sovereignty: The origin and future of apolitical land legal concept*. Columbia UniversityPress.
- Harrison, L., Little, A., &Lock,E. (2015). *Politics: The key concepts*.Routledge.
- Heywood, Andrew (2003), Political Theory: An Introduction, St.Martin's Press, NewYork.
- Hoffman ,J.,& Graham, P.(2015).*Introduction to political theory*.Routledge.
- Keman,H.,&Woldendorp, J. J.(2016).*Handbook of research methods and applications in political science*. Edward ElgarPublishing.
- Lees-Marshment, J.(2020).*Political management: The dance of government and politics*. Routledge.
- Leibfried, S., Huber,E.,Lange,M.,Levy,J.D.,Nullmeier,F., &Stephens, J.D. (2015).*The*
- *Oxford handbook of transformations of the state*. OUP Oxford.
- Leoni, B. (2017). *Law, liberty, and the competitive market*.Routledge.
- Mandle, J., & Roberts-Cady,S.(2020).*John Rawls: Debating the major questions*. Oxford University Press,USA.
- Riemer, N., Simon, D.W. ,& Romance, J.(2015).*The challenge of politics :An introductionto political science*. CQPress.
- Rothbard, M. N. (2015). *The ethics of liberty*. NYU Press.
- Silier,Y.(2017).*Freedom: Political, metaphysical, negative and positive*.Routledge.
- Stoker, G., Peters, B.G., &Pierre,J.(2015).*The relevance of political science*.Macmillan International HigherEducation.
- Wilson, H.T. (2017). *Political management: Redefining thepublic sphere*. WalterdeGruyter GmbH & Co KG.
- Ziyanak,S.(2020).*Political sociology: Readings on power, politics, state, and society*
- Bhargava,RandAcharya,A.(eds2011.)PoliticalTheory:AnIntroduction. NewDelhi: PearsonLongman,
- Kumar, Sanjeev, (2019), Understanding Political Theory, Hyderabad; Orient Blackswan.
- Kumar, Sanjeev, (2020),RajnitiSiddhant Ki Samajh, Hyderabad: Orient Blackswan.
- Heywood, A. (2015). *Political Theory: An Introduction*. Macmillan Press,London.
- Heywood, A. (2019). *Politics*. Macmillan Press,London,
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BA/POL /MD/1/DSC/102: INDIAN CONSTITUTION

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                               (EXTERNAL: 70,INTERNAL:30)

Course Objective: -

Its aim is to develop a better understanding of the Indian constitution and different organs of the government among the readers. They will be able to appreciate the philosophy of the Indian constitution basic principles of governance and centre state relations as well as the overall functioning of the Indian federation.

Course learning outcomes:

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

CLO 1: To understand the philosophy of the Indian Constitution.
CLO 2: To understand the Fundamental Rights, Duties and Directive principle of state policy. CLO 3: To learn about the structure and functioning of the Union government.
CLO 4: To learn about the structure and function of state government.
CLO 5: To appreciate the centre state relations in India.

Unit-I

Evolution, Formation and Philosophy of Indian Constitution, Salient features of Indian Constitution, Fundamental Rights and Duties Directive Principles of State Policy

Unit-II

Union Government: Legislature, Executive and Judiciary

Unit-III

State Governments: State legislature, Executive and State Level Judicial System

Unit-IV

Centre State Relations: Legislative, Administrative and Financial, Electoral System: Elections and Electoral Process

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ananth, K.V. (2015). *The Indian Constitution and Social Revolution: Right to Property since Independence (SAGE Series in Modern Indian History)* (First ed.). SAGE Publications Pvt.Ltd.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford UniversityPress.
- Bakshi, P. M. (2020). *The Constitution Of India* (17thed.). Lexis Nexis, New Delhi.
- Baruah, P., & Rouleau, N. (2011). Democracy, Representation, and Self-Rule in the Indian Constitution. *Verfassung Und Recht in Übersee / Law and Politics in Africa, Asia and Latin America, 44*(2), 177-195. Retrieved August 24, 2021, from http://www.jstor.org/stable/43239606
- Basu, D., (2021). *Introduction to the Constitution of India*(25thed.).Prentice-Hall.
- Choudhry, S., Khosla, M., &Mehta, P. B. (2016). *The Oxford Handbook of the Indian Constitution*. Oxford University Press.
- De, R. (2018). *A People's Constitution: The Everyday Life of Law in the Indian Republic (Histories of Economic Life Book 18)* (Illustrated ed.). Princeton University Press.
- Dalal, Rajbir Singh, (2009) *Fundamental Rights Enshrined in Indian Constitution: Provisions and Practices*, *Indian Journal of Political Science,* 70(3), July-September.
- Dalal, Rajbir Singh,(2012) Recent Trends in Indian Politics:An Introspection, *Indian Journal of Political Science,*, 73(2), April- June.
- Dalal, Rajbir Singh, (2012) Indian Judiciary: The Rising Trend of Road Justice, *Mewar Law Journal*, Gaziabad, Vol.2,No.1.
- Kannabiran, K. (2012). *Tools of Justice: Non-discrimination and the Indian Constitution* (1st ed.). Routledge India.
- Khosla, S., &Semwal, M. (2011). Human Rights Jurisprudence In Indian Constitution Right To Equality And Life: Concept And Substance. *The Indian Journal of Political Science, 72*(4), 927-936. Retrieved August 24, 2021, fromhttp://www.jstor.org/stable/41856528
- Panwar, N. (2010). *Directive Principles Of State Policy Envisioned In Indian Constitution: A Critical Review of its Implementation in Madhya Pradesh*. The Indian Journal of Political Science*, 71*(1), 323-332. Retrieved August 24, 2021, fromhttp://www.jstor.org/stable/42748390
- Pylee, M. V. (2017). *India's Constitution, 16th Edition*. S CHAND &CompanyLimited.
- Rajaram,M.(2009).*IndianConstitution*.NewAgeInternationalPublishers.
- Sinha,D. (2013).Reading of the Indian Constitution. *Economic and Political Weekly, 48*(11),34-36. Retrieved August 24, 2021, fromhttp://www.jstor.org/stable/23391417
- Bhatiya, Udit.(ed),(2018).*The Indian Constituent Assembly: Deliberations on Democracy*. Routledge, London.
- Bhargava, Rajeev. (ed), (2008). *Politics and Ethics of the Indian Constitution.* Oxford University Press.
- Hasan, Zoya, Sridharan, E, &Sudarshan, R. (ed), (2002). *India's living constitution ideas, practices, controversies.* Permanent Black, NewDelhi.

- Kosla, Madhav. (2012).*Indian Constitution.* Oxford University Press.
- Khosla,Madhav.(2020).I*ndia's founding moment: The constitution of amost surprising democracy.* Harvard University Press, Harward.
- Krishna swamy, S. (2010). *Democracy and constitutionalism in India: A study ofthe basic structure doctrine*. Oxford University Press.
- Chowdhary, Sujit, Khosla, Madhav, Mehta, Pratap Bhanu. (ed), (2017). *The Oxford Handbook of the Indian Constitution*, Oxford University Press

BA/POL /MD/1/DSC/103: NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT IN INDIA

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                          (EXTERNAL: 70, INTERNAL: 30)

Course Objective: -
Its aim is to develop a better understanding of national movement and constitutional development in India and different mass movements launched by INC and Acts enacted by British Government. They will be able to appreciate the cause and consequences of Indian National Movement and Constitutional Development therein.

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO 1: To understand the philosophy of National Movement and Constitutional Development in India.
CLO 2: To understand the History of National Movement its different forms , causes and consequences .
CLO 3: To learn about the different Acts enacted by British Government for India.
CLO 4: To learn about the development from mass movements to Constitutionalism .
CLO 5: To appreciate the role of mass movements in Indian Independences and Constitutional Developments .

UNIT-I
Struggle for Indian Independence,1857: Causes and Consequences, Government of India Act, 1858, The Indian Councils Acts, 1861 and 1892., The birth of the Indian National Congress (1885): the objectives and methods, the rise of the extremists and their programme, the Swadeshi and Boycott movement, the Partition of Bengal (1905).

UNIT-II
 The Morley- Minto Reforms (1909), the Montagu-Chelmsford Reforms (1919), The Simon Commission's Report; the Round Table Conference and The Communal Award 1932, The Government of India Act, 1935.

UNIT-III
Political Strategies of India's freedom struggle: Constitutionalism to mass Satyagraha, Non Cooperation and Civil Disobedience movements, Militant and Revolutionary Movements, Peasant and Workers Movements.

UNIT-IV
Cripps's Proposals and the Quit-India movement (1942), The Wavell Plan (1945), Cabinet Mission(1946),The Mountbatten Plan (1947), The Indian Independence Act (1947).

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

REFERENCES/READING LIST

- Chand, T. (2005). History of Freedom Movement (Vol. 1-4). Publication Division, Government of India.
- Banerjee, A. C. (1967). Constitutional History of India (Vol. 1-3). The Macmillan Co. of India Ltd., Delhi.
- Chandra, V. (1989). Indian National Movement. Vikas Publisher, New Delhi.
- Chandra, B. (1999). Essays on Colonialism. Orient Longman.
- Desai, A. R. (1987). Social Background of Indian Nationalism. Popular.
- Kochhar, R. (2008). Seductive Orientalism: English Education and Modern Science in Colonial India. Social Scientist, 36, 45-63.
- Tharoor, S. (2016). An Era of Darkness: The British Empire in India. Aleph.Mann, M. (2004). Torch bearers upon the Path of Progress: Britain's Ideology of Moral and Material Progress in India.
- Mann, M., & Fischer-Tine, H. (Eds.). (n.d.). Colonialism as Civilizing Mission: Cultural Ideology in British India. Anthem.
- Rajurkar, N. G. (1982). The Partition of Indian Perspective. Indian Journal of Political Science, 43(2), 34-53.
- Frykenberg, R. E. (1972). The Partition of India: A Quarter Century After. The American Historical Review, 77(2), 463-472.
- Davis, K. (1949). India and Pakistan: The Demography of Partition. Pacific Affairs, 22(3), 254-264.
- Bandopadhyay, S. (2004). From Plassey to Partition: A History of Modern India. Orient Longman.
- Thapar, R. (2000). Interpretations of Colonial History: Colonial, Nationalist, Post-colonial. In P. R. DeSouza (Ed.), Contemporary India: Transitions. Sage Publications.
- Sarkar, S. (1983). Modern India (1885-1947). Macmillan.
- Jalal, A., & Bose, S. (1997). Modern South Asia: History, Culture, and Political Economy. Oxford University Press.
- Smith, A. D. (2001). Nationalism. Polity Press.
- Islam, S. (2004). The Origins of Indian Nationalism. In Religious Dimensions of Indian Nationalism. Media House.
- Chatterjee, P. (2010). A Brief History of Subaltern Studies. In Partha Chatterjee, Empire & Nation: Essential Writings (1985-2005). Permanent Black.
- Mani, B. R. (2005). Debrahmanising History, Dominance and Resistance in Indian Society. Manohar Publishers.

BA/POL /MD/2/DSC/104: INDIAN POLITICAL THINKERS-I

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                          (EXTERNAL: 70, INTERNAL: 30)

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 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-1
Mahatma Gandhi and M.N. Roy

Unit-II
Jawarharlal Nehru and B.R. Ambedkar

Unit-III
Subhash Chander Bose and Bhagat Singh

Unit-IV
J.P. Narayan and Ram Manohar Lohia

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:
* Pantham, T and Deustch K.(Eds.), (1986) Political Thought In Modern India. New Delhi: Sage Publishers.
* Chakrabarty, B., & Pandey, R. (2009). Modern Indian Political Thought. New Delhi: Sage Publications India Pvt. Ltd.
* Kumar, R. (2006). Modern Indian Political Thought. New Delhi.
* Padhey, K.S. (2011). Indian Political Thought. Delhi: Ph Learning.
* Ranjan, R. (2010). Indian Political Thought. New Delhi: Anmol Publications Pvt.Ltd.
* Ray, B., &Misra, R. (2012). Indian Political Thought. New Delhi: Kaveri Books.
* Sharma, A. (2000). Classical Hindu Thought. New Delhi: Oxford University Press.

- Singh, A., &Mohaptra, S. (2010). Indian Political Thought: A Reader (Its Ed.). Abingdon, Oxon: Routledge.
- Roy Himanshu and Singh, Mahendra Prasad., (2017) Indian Political Thought: Themes and Thinkers (2nd Edition). Noida: Pearson.
- Gauba, O. P., (2021) Indian Political Thought, New Delhi: National.

BA/POL /MD/2/DSC/105: WESTERN POLITICAL THOUGHT-I

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course objective:

This course aims for developing an understanding of the trajectory of the evolution of ideas regarding state and changing relationships with individuals and society, especially in ancient and medieval phases.

Course learning outcomes:

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

CLO1: It helps students discover the political philosophy that forms the basis of politics in the Western world, to interpret the political philosophies of the Greek, Roman, French, and English philosophers in a historical context as well as relate them to contemporary politics.
CLO 2: Concretizing their base in political thought.
CLO3:DifferencesofthoughtinthedifferentphasesoftheHistoryofpoliticalthought
CLO 4: Getting enlightened with fundamental features of political thought.

Unit-I
Plato, Aristotle

Unit- II
St. Augustine, Thomas Aquinas

Unit-III
Machiavelli, Montesquieu

Unit-IV
Thomas Hobbes, John Locke, J.J.Rousseau

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:
- Skoble. A and Machan, T. (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education
- Berlin, Isaiah,(1981) The Originality of Machiavelliin I.Berlin, Against the Current, OUP, Oxford, 1981.
- BrianR.Nelson, (2004) Western Political Thought, Pearson, New Delhi.
- C.Macpherson,(1962)The Political Theory of Possessive Individualism: Hobbesto Locke.

Oxford University Press, Ontario.
- Colletti, Lucio, (1978) "Rousseau as Critic of Civil Society" in Lucio Colletti ed. FromRousseau to Lenin, OUP, Delhi.
- Dunn, John,(1969) The Political Thought of John Locke, Cambridge University Press, Cambridge
- Grimsley, Ronald,(1973) The Philosophy of Rousseau, OUP, London.
- Hall, J.C. (1971),Rousseau : An Introduction to His Political Philosophy, Macmillan.
- I.Hampsher Monk, (2001) A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx, Oxford: Blackwell Publishers.
- Macpherson, C.B. (1962),Political Theory of Possessive Individualism, Hobbes to Locke, OUP, London.
- Pocock, J., (1975)The Machiavellian Moment, Princeton, 1975.
- Raphael,D.D.,(1977) Hobbes: Morals and Politics, George Allen & Unwin, London, 1977.
- Gauba,O.P.(2017), Western Political Thought, New Delhi, National Publishing House.

BA/POL /MD/2/DSC/106: INTERNATIONAL ORGANISATION

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                        (EXTERNAL: 70, INTERNAL: 30)

Course objective

This course is intended to provide a brief introduction of the historical genesis of international organization, efforts of converting jungle into the zoo. It further provides a brief introduction of the institutional setup of the United Nations. Moving ahead this course will also provide a brief introduction of formal agencies through the UN and Regional Organization as well.

Course learning outcomes:

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

CLO 1: Students will be able to understand how the International Organization came into existence and its aims and objective.

CLO 2: Students will be able to develop a depth understanding of U.N system.

CLO 3: Students will be able to know about the engagement of world governments through UN system and beyond UN system.

CLO 4: Students will be able to understand the difference between regional organizations from World organizations and develop an understanding of the aims and objectives of some measure Regional Organizations.

Unit-I
League of Nations and United Nations: Evolution, Objectives, Principles, Issues and Challenges.

Unit-II
Organs of UN: General Assembly, Security Council, Economic and Social Council, Trusteeship, International Court of Justice, Secretariat; Role of Secretary General

Unit-III
Need for Reforms in UN System and India's Claim for Permanent Seat in Security Council, Envisaged role and actual record.

Unit-IV
Role of International Labour Organization, UNESCO, World Health Organization, International Monetary Fund, International Bank for Reconstruction and Development (World Bank) and World Trade Organization, G-20,

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Aggrawal,H.O.,(2021).*International Organization.* Central Law Publications

- Cogan,J.K.,Hurd,I.,&Johnstone,I.(Eds.).(2016).*The Oxford Handbook of International Organizations*. Oxford University Press.

- Dalal, Rajbir Singh.(2015),*Impact of Globalization and Urbanization on Migration in India: An Introspection,* The Administrative Change, Jaipur.

- Dijkstra,H. (2016).*International Organizations and Military Affairs*. Routledge.
- Dingwerth,K.,Witt,A.,Lehmann,I.,Reichel,E.,&Weise,T.(2019).*International organizations under Pressure:Legitimating Global Governance in Challenging Times*. Oxford University Press.

- Hanhimäki,J.M.(2015).*The United Nations:A very short Introduction*.Oxford University Press, USA

- Kille,K.J.,&Lyon,A.J.(2020).*The United Nations:75years of Promoting peace, human rights, and development*. ABC-CLIO.

- Muldoon,J.P.(2018).*The Architecture of Global Governance:An introduction to the study of international organizations*. Routledge.

- Panke,D.,&Stapel,S.(2020).*Comparing Regional Organizations:Global dynamics and regional particularities*. Policy Press.

- Park,S.(2018).*International Organizations and Global Problems:Theories and Explanations*. Cambridge University Press.

- Schiavone,G.(2016).*International Organizations:Adictionary and Directory*. Springer

- Weiss,T.G.,&Daws,S. (2018).*The Oxford Handbook on the United Nations*. Oxford University Press.

- Kumar, Ramesh (2017),*North-South Dialogue in UN and outside: An analysis, Think India,   20(4)*

BA/POL/MD/3/DSC/201: INDIAN GOVERNMENT AND POLITICS

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                          (EXTERNAL:70,INTERNAL: 30)

Course Objective: -

Its aim is to develop a better understanding of the Indian Government and Politics and different organs of the Indian government and working of political Institutions among the readers. They will be able to understand the salient features of the Indian Government and Politics ,its Disputes redressal mechanism and institutions as well as issues like Caste, Religion, Region .

Course learning outcomes:

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

CLO 1: To understand the salient features of the Indian Government and Politics.

CLO 2: To understand the different organs of the Indian government and working of political Institutions .

CLO 3: To learn about the working of different Institutions Meant for Development, Planning and Dispute Resolution in the country .

CLO 4: To learn about the role and impact of issues like Caste, Religion, Region in Indian politics

Unit-I
Indian Political System: Basic features; Issues and Challenges pertaining to Federal Structure, Disputes redressal mechanism and institutions: Zonal Councils, Inter State Council, National Development Council.

Unit-II
Party System, Pressure Groups and Civil Society: Nature and Roles

Unit-III
Planning and Economic development: Nehruvian and Gandhian perspectives: Role of planning and public sector, liberalization and Economic Reforms, NITI Aayog.

Unit-IV
Caste, Religion, Region, and Ethnicity Issues in Indian Politics.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested readings

- S.K. Chaube (2010), The Making and Working of the Indian Constitution, New Delhi: National Book Trust (Chapter V: 'The Rights of the Indians', pp.33-61)
- Thiruvengadam, (2017), The Constitution of India, A Contextual Analysis, Oxford: Bloomsbury (Ch.2 Parliament and the Executive, pp.39-70)
- P. Chatterjee (2011), The State, in N G Jayal and P Mehta (eds) The Oxford Companion toPolitics in India, OUP, New Delhi. pp. 3-14.
- S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) Politicsand Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 143-163.
- G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print (Chapter 7: The Judiciary and the Social Revolution, pp.164-185)
- Chakravarty, B. &Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.
- E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.
- Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States,1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115.
- R. Kothari, (1970) 'Introduction', in Caste in Indian Politics, Delhi: Orient Longman, pp.3- 25.
- S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp.54-58.
- U. Chakravarti. (2003)'Caste and Gender in Contemporary India', in Gendering Caste Through a Feminist Lens. Calcutta: Stree, pp.139-317.
- T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R.
- Vora and S. Palshikar (eds.) Indian Democracy: Meanings and Practices, New Delhi: Sage, pp235-256.
- Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.
- G. Shah, (2004) Social Movements in India: A Review of Literature, New Delhi: Sage Publications.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.
- Singh, M.P. &Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. NewDelhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.
- Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford

University Press.
- Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.

BA/POL/MD/3/DSC/202: INDIAN POLITICAL THINKERS-II

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                               (EXTERNAL: 70, INTERNAL: 30)

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

Dharamshastra,Ved Vyas: Shanti Parva, Budhist Tradition, Kautilya: Arhtasastra

Unit-II

Raja Ram Mohan Roy, Swami Vivekananda, Sir Syed Ahmed Khan.

Unit –III

Gopal Krishna Gokhale, Bal Gangadhar Tilak, Aurobindo Ghosh.

Unit-IV

V D Savarkar, M.S. Golwalkar, Deen Dayal Upadhayay

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

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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- . Ray, B.N. Mishra, R.K. (2015), Indian Political Thought: Readings and Reflections. New Delhi: Kaveri
- Book Services.
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- Singh, Akash, and Mohapatra, Silika. (ed.). (2010), Indian Political Thought. New Delhi: Routledge.

BA/POL/MD/3/DSC/203:MODERN GOVERNMENTS

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                        (EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

Its aim is to develop a better analytical understanding of the major Government prevailing in the world like The U.S.A , The U.K , Switzerland and China . The learner will be able to understand and have a comparative perspective about the salient features of these Governments, their main Institutions and their Politics . .

Course learning outcomes:

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

CLO 1: To understand the salient features of the Major modern Governments and their Politics.
CLO 2: To understand the different organs of these governments and working of political Institutions in comparative perspective .

Unit-I
The United Kingdom: Salient Features of Constitution, form of Government, Parliamentary Supremacy, Rule of Law, Party System

Unit-II
 The United States of America: Basic Features of Constitution, Form of Government, Nature of Federation, Separation of Powers, Check and Balances Theory, Judicial Review, Party System

Unit-III
The Switzerland: Salient Features of Constitution, from of Government, Nature of Federation, Features of Direct Democracy, Party System

Unit- IV
People Republic of China(PRC):Basic Features of Constitution, from of Government, Party System, Authoritarian Regimes.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ray, A., & Bhattacharya, M. (2013). Political Theory: Ideas & Institutions. World
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- Asirvatham, E., & Mishra, K.K. (2004). Political Theory. S. Chand.
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- Finer, S. E. (1997). The History of Government from the Earliest Times. Oxford University Press.
- Kapur, A.C. (2014). Select Constitutions (11th ed.). S. Chand & Co., Ltd.
- Bombwall, K.R. (1982). Major Contemporary Constitutional Systems (16th ed.). Modern Publications.
- Laski, H.J. (2018). Parliamentary Government in England. S. Chand & Co., Ltd.
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- Finer, H. (1977). Theory and Practice of Modern Government. Surjeet Publications.
- Dicey, A.V. (1982). An Introduction to the Study of the Law of the Constitution (10thed.). Elbs & Macmillan.
- Friedrich, C.J. (1968). Constitutional Government and Democracy. Gin and Co.

BA/POL/MD/4/DSC/204: MAJOR POLITICAL IDEOLOGIES

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                         (EXTERNAL: 70, INTERNAL: 30)

Course Objective: -
To inculcate the values and understanding of different political ideologies. A comparison and analytical perspective of major political ideologies in past and concurrent times.

Some of the learning outcomes are as follow: -
- To Understand the origin of different Ideologies varying from Liberalism to Marxism and Fascism to Gandhism.
- To understand the salient feature , origin and sources of various Political Ideologies .
- To learn about the comparison and analytical perspective of major political ideologies
- To learn about role and relevance of the major political ideologies in present and future .

Unit-I
Liberalism and Socialism

Unit-II
 Marxism and Communism

Unit-III
Idealism and Gandhism

Unit-IV
Nazism and Fascism

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:
- Verma, S. P. (1975). Modern Political Theory. Vikas Publishing House.
- Almond, G. A., & Powell, G. B. (1996). Comparative Politics. HarperCollins College
  Publishers.
- Eckstein, H., & Apter, D. (Eds.). (2015). Comparative Politics – A Render
  Comparative Study of Politics.Surjeet Publications.
- Wasby,S.,& Baum,W. (1970). Political Science: The Discipline and Its Dimensions. Scribner Publisher.
- Grazia, S. de. (1965). Political Behaviour. Free Press.
- Dahl,Robert A(1965) Modern political Analysis , Englewood Cliffs, N.J.Prentice- Hall

- Alan Heslop, D.(n.d.). Political system- Development and change in political systems.Encyclopedia Britannica.
- Adichie, C.N. (2021). We Should All Be Feminists (Reprinted.). Anchor Books.
- Busbridge, R. (2019). Multicultural Politics of Recognition and Postcolonial
- Citizenship: Rethinking the Nation (Postcolonial Politics) (1st ed.). Routledge.
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- Newbigin, L. (1995). Proper Confidence: Faith, Doubt, and Certainty in Christian Discipleship (35384th ed.). Eerdmans.
- Ratha, K. C. (2021). Political theory: Concepts and Debates. Rawat.
- Seubert, S. (2014). Dynamics of Modern Citizenship Democracy and People ness in a Global Era.Constellations,21(4),547–559.https://doi.org/10.1111/1467-8675.12119
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- Smith, B. (2019). Citizenship without states: rehabilitating citizenship discourse among the anarchist left. Citizenship Studies, 23(5), 424–441. https://doi.org/10.1080/13621025.2019.1620688. Thapar, R., Ram, N., Bhatia, G.,&Patel, A.G. (2021). On citizenship. Aleph Book Company.
- Tinder, G. (2021). Political Thinking: The Perennial Questions (Longman Classics Series). Pearson Jul-12-2003.
- West, T.G. (2017). The Political Theory of the American Founding: Natural Rights,
- Public Policy, and the Moral Conditions of Freedom. Cambridge University Press.
- Bhargava, R and Acharya, A.(eds2015). Political Theory: An Introduction. New Delhi: Pearson Longman.
- Kumar, Sanjeev. (2019). Understanding Political Theory. Hyderabad; Orient Black swan.
- Kumar, Sanjeev. (2020). Rajniti Siddhant Ki Samajh. Hyderabad: Orient Black swan
- Ramaswamy, S. (2014). Political theory: Ideas and concepts. Prentice-Hall of India.
- Jonathan Wolff, An Introduction to Political Philosophy, OUP, 1996

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                 (EXTERNAL: 70, INTERNAL: 30)

Course Objective:

The course is aimed to provide students with the historical, social and cultural context to relate to contemporary political society. It is hoped that familiarity with the ideas or concepts of some major western political thinkers will help the students to understand different perspective and approaches to concepts like State, politics, government, sovereignty, citizenship and so on.

Course learning outcomes:

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

CLO 1: The course will help students to theoretically locate the diverse intellectual traditions in the west.

CLO2: It helps students to engage and critically examine the significant issues of the western political philosophy.

CLO3:Students by the end of term will have a comparative perspective of political philosophies in the West and India.

Unit- I
G.W.F. Hegel and T.H. Green

Unit- II
Jeremy Bentham, J.S. Mill, John Rawls

Unit-III
Karl Marx, Lenin, Mao TseTung

Unit-IV
Gramsci and Hannah Arendt,

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:
- Bayefsky, R. (2013). *Dignity, Honour, and Human Rights: Kant's Perspective*, Political Theory,41(6), 809-837. Retrieved August 24, 2021, from http://www.jstor.org/stable/24571373
- Beresford, P., &Alibhai-Brown, Y. (2021). *Imposing ideology. In Participatory Ideology: From Exclusion to Involvement* (pp. 37-52). Bristol, UK: Bristol University Press. Doi: 10.2307/j.ctv1gbrrrw.10

- Dierksmeier, C. (2013). *Kant on Virtue. Journal of Business Ethics, 113*(4), 597-609. Retrieved August 24, 2021, from http://www.jstor.org/stable/23433685
- Church, J. (2013). *The Political Cultivation of Moral Character: Kanton Public Moral Feeling as a Precondition for Right*. Polity*, 45*(1), 56-81. Retrieved August 24, 2021, from http://www.jstor.org/stable/24540255
- Cohen, G.(2014). *Hegel: Minds, Masters, And Slaves. In Wolff J.(ed.),* Lectures on the History of Moral and Political Philosophy (pp.183-200). Princeton; Oxford: Princeton University Press. Retrieved August24, 2021, from http://www.jstor.org/stable/j.ctt3fgzfh.10
- Gauba, O.P. (2017). *Western Political Thought*(Thirded.). National Publishing House.
- Hall, S. (2021). *Rethinking the "Base and Superstructure*" Metaphor [1977]. In Mc Lennan G. (Ed.), *Selected Writings on Marxism* (pp.62-90).Durham;London:Duke University Press. Doi: 10.2307/j.ctv1j9mjwm.7
- Jha, S. (2018). *Western Political Thought: From the Ancient Greeks to Modern Times* (2nded.). New Delhi: Pearson.
- Kelly,D. (2006).*Idealism and Revolution: T.H. Green's "Four Lectures on The English Commmonwealth*. *History of Political Thought, 27*(3), 505-542. Retrieved August 24, 2021, from http://www.jstor.org/stable/26222186
- Mukherjee, S., &Ramaswamy, S. (2011). *History Of Political Thought (*2nded.). PHI Publisher.
- Negri, A. (2011). *Reading Hegel: The Philosopher of Right. In Thomas P.* (Author)&ŽizekS.,CrockettC.,&DavisC.(Eds.),*Hegel and the Infinite : Religion, Politics, and Dialectic* (pp. 31-46). New York: Columbia University Press. Retrieved August 24, 2021, from http://www.jstor.org/stable/10.7312/zize14334.7
- Sharma, U., &Sharma, S. K. (2020). *Western Political Thought from Plato to Burke* (Vol. 1). Atlantic.
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- Nelson, B.R. (2015). *Western Political Thought: From Socrates to the Age of Ideology, Second Edition* (2nd ed.). Waveland Press, Inc.

BA/POL/MD/4/DSC/206:MODERN POLITICAL THEORY

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                (EXTERNAL: 70, INTERNAL: 30)

Course objective:

This course aims to develop an understanding of the traditional and contemporary concepts in the discourse of political science, their western and non-western perspectives, and the key debates about them. Also, the course aims to make students acquainted with the values and issues of modern governance.

Course learning outcomes:

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

CLO 1: It helps students to get familiarized with different dimensions and the contemporary relevance of different concepts and theories.

CLO 2: Students will be able to understand and learn the different theories and contemporary debates in democracy.

CLO 3: It helps to make students a strong base in new political theories which emerged after 1990's like globalization and multiculturalism.

CLO4: Understand the reasons for the emergence of new theories like post-modernism.

Unit- I
Political Theory: Concepts, Nature, Types, Scopes and significance.

Unit-II
Behaviourlism and Post-Behaviourlism, System Theory and Structural-Functional Approach

Unit-III
Political Development, Political Modernizations and Political Elites

Unit- IV
Political Culture, Political Socialization, Critical Theory, Postmodernism, Feminism

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:
- Alan Heslop, D.(n.d.). *Political system- Development and change in political systems*. Encyclopedia Britannica.
- Adichie, C.N. (2021). *We Should All Be Feminists* (Reprinted.). Anchor Books.
- Busbridge, R. (2019). *Multicultural Politics of Recognition and Postcolonial*

Citizenship: Rethinking the Nation (Postcolonial Politics) (1st ed.). Routledge.

- Dalal, Rajbir Singh (2010), Attempts towards Good Governance through Democratic Decentralization and RTI Act, 2005", Dynamics *of Public Administration*, University of Lucknow, Vol 27, No.1, Jan.-June.
- Fairfax, A.E. (2005). *The Democratic Trend Phenomena: The Predictability of the Democratic Vote for President*. Media Channel, LLC.
- Middleton, R.J., &Walsh, B.J. (1995). *Truth Is Stranger Than It Used to Be: Biblical Faith in a Postmodern Age*. IVP Academic.
- Newbigin, L. (1995).*Proper Confidence: Faith, Doubt ,and Certainty in Christian Discipleship* (35384th ed.). Eerdmans.
- Ratha,K. C. (2021). *Political theory: Concepts and Debates*. Rawat.
- Seubert, S. (2014). *Dynamics of Modern Citizenship Democracy and Peopleness in a GlobalEra*.Constellations,*21*(4),547–559.https://doi.org/10.1111/1467-8675.12119
- Singh, J. A.S.V. N. (2012).*Nariwad (Feminism)*. Rawat Books.
- Smith, B. (2019). *Citizenship without states: rehabilitating citizenship discourse among the anarchist left*. Citizenship Studies, *23*(5), 424–441. https://doi.org/10.1080/13621025.2019.1620688.
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- Tinder,G. (2021).*Political Thinking: The Perennial Questions (Longman Classics Series)*. Pearson Jul-12-2003.
- West,T.G. (2017).*The Political Theory of the American Founding: Natural Rights, Public Policy, and the Moral Conditions of Freedom*. Cambridge University Press.
- Bhargava, R and Acharya, A.(eds2015). *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Kumar, Sanjeev. (2019). *Understanding Political Theory. Hyderabad*; Orient Black swan.
- Kumar, Sanjeev. (2020). *Rajniti Siddhant Ki Samajh*. Hyderabad: Orient Black swan
- Rama swamy, S. (2014). Political theory: Ideas and concepts. Prentice-Hall of India.
- Jonathan Wolff, An Introduction to Political Philosophy, OUP, 1996

BA/POL/MD/5/DSC/301: INTERNATIONAL RELATIONS

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is aimed to provide a basic understanding of the historical genesis of world politics. It further supplements students with prominent theories of International Relations. In the end, this also gives a brief introduction of major international actors and their activeness in promoting Disarmament and Arms control.

Course Learning Outcome:

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

CLO1: Students will be able to understand the historical genesis of International Relations.

CLO2: Students will be able to understand the difference between National policy-making and international policy-making.

CLO3: Students will be able to develop in-depth understanding of very prominent theories of International Relations.

CLO4: Students will be able to know about the role of UNO and its activeness in promoting international peace through Arms Control and Disarmament Measures.

Unit- I
International Relations: Meaning, Nature, Scope, Significance, Approaches
International Relations since1945: Trends and Challenges

Unit-II
Idealist, Realist,Marxist, Functionalist and System Theory

Unit- III
National Interest, Security and Power, Balance of Power and Deterrence,
Collective Security.

Unit- IV
Regionalization of World Politics: EU, ASEAN, APEC, SAARC, BRICS, G-20

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit

Suggested Readings:

- Basu,R.(2004).*The United Nations: Structure & functions of an International Organisation*. Sterling Publishers Pvt.
- Bellamy, A.J.,&Williams, P.(2014).*Peace operations and global order*.Routledge.
- 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.
- Foradori,P.,Giacomello,G.,&Pascolini,A.(Eds.).(2017).*ArmsControlandDisarmament: 50 Years of Experience in Nuclear Education*. Springer.
- Garner,R.,Ferdinand,P.,&Lawson,S.(2020).*Introduction to Politics*. Oxford University Press, USA.
- Ghosh, P. (2020). *International Relations*(5thed.). PHI Learning Pvt.
- 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.
- Koops,J., Mac Queen,N.,Tardy,T.,& Williams,P.D.(2015).*The Oxford Handbook of United Nations Peacekeeping operations*. Oxford University Press.
- Kuusisto,R.(2019).*International Relations Narratives:Plotting World Politics*.
- Mingst, K., Mc Kibben, H., &Arreguin-Toft,I.(2018).*Essentials of international relations* (8th ed.). W.W. Norton & Company.
- Peter,M.,& Coning,C. D.(2020).*United Nations peace operations in a changing global order*.
- Weiss, T. G., &Daws, S. (2018). *The Oxford handbook on the United Nations*. Oxford University Press.

BA/POL/H/5/DSC/302: FUNDAMENTALS OF PUBLIC ADMINISTRATION

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

To study the theoretical frame work of public administration, its evolution, different administrative theories, principles of organization and budget, and public policy issues.

Course learning outcomes:

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

CLO1: To enable, to understand and analyze different theories of administration, evolution and generic of public administration.

CLO2: To appreciate the principles of organization with the nature and type of chief executive and its extended agencies.

CLO3: To have an insight regarding the evolution and development of administrative theories and concepts.

CLO4: To be enabled to understand the budgetary process and public policy perspectives.

Unit-I

Public Administration: Meaning, Nature, Scope, Significance and Evolution, Public and Private Administration, New Public Administration (NPA), New Public Management(NPM)

Unit-II

Administrative Theories: Scientific Management Theory (F.W.-Taylor), Classical Theory (Henry Fayol, Gulick and Urwick, Mooney and Reiley)

Unit-III

Max Weber and Bureaucratic Approach, Dynamics of Administration (M.P Follet) Human Relations Theory (Mayo), Decision Making Theory (Herbert Simon), Ecological Theory (F.W. Riggs)

Unit-IV

Organization: Concept, Nature, Forms and Basis, Structure of Organization: Chief Executive, Line, Staff and Auxiliary Agencies, Principles of Organization: Hierarchy, Unity of Command, Span of control, Authority and Responsibility, Delegation, Co-ordination, Communication

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Chakrabarty, Bidyut and Prakash Chand, (2017) Public Administration in a Globalizing World: Theories and Practices, Sage, New Delhi,
- Appleby,P. H. (1957). Policy and Administration. Alabama: University of Alabama Press.
- Basu, Rumki, (2006), Public Administration: Concepts and Theories, Sterling. (Original Work Published 1986)
- Durant, Administrators in a Changing Society:Bureaucracy and Politics in India, Delhi: Vikas Publishers.Robert F. (2012). Debating Public Administration: Management Challenges, Choices, and Opportunities, Routledge.
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- Overeem,Patrick(2012). The Politics-Administration Dichotomy: Toward a Constitutional Perspective, (2nd ed.), Routledge.
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- Theodoulou, Stella, Z. Roy, Ravi, K. (2016), *Public* Administration: A Very Short Introduction. Oxford University Press.
- Vries, Michiel, S. De. (2016), Understanding Public Administration, London: Palgrave Macmillan.
- Sahni, Pradeep, (2016) *Administrative Theory*, New Delhi: Prentice Hall

BA/POL/MD/5/DSC/303:INDIA'S FOREIGN POLICY IN CHANGING WORLD

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                       (EXTERNAL: 70, INTERNAL: 30)

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.
  • Have an understanding of India's involvement with major powers in past and present world order, analyze the major deals that took between these major powers such as- Indo-US Nuclear Deal, Visa issues with USA, etc.
  • Analyze 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 globalization and its effect on Indian social-political culture and economy.
  • Understand the historical backgrounds of neighboring countries, analyze the major agreements and issues that took between neighboring 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).

Unit-III

Emerging Trends in India's Foreign Policy in the Post Cold War Period, India's Perspective on Non-Alignment Movement, India's Perspectives on Soft Power and Non-conventional Security Issues.

Unit-IV

India's Neighborhood Policy: Trends and Challenges, India's Partnership with Regional and Trans Regional Organisations: European Union, SAARC, ASEAN and Act East Policy, SAFTA, SCO, BRICS and QUAD.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

• Alam, Mohammed, Badrul, (2014), Contours of India's Foreign Policy: Changes and Challenges. EssEssPubns.

• 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.

• Bajpai, Kanti, Amitabh Mattoo and George Tanham, (1996).Securing India: Strategic Thought and Practice. New Delhi: Manohar.

• 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, PratapBhanu, Lt. Gen (Retd.) Prakash Menon, NandanNilekani, SrinathRaghavan, Shyam Saran, SiddharthVaradarajan, (2012): Nonalignment 2.0: A Foreign and Strategic Policy for India in the Twenty-First Century.

• Mattoo, Amitabh and Jacob, Happymon. (eds.). (2014), India and the Contemporary International System: Theory, Policy and Structure. (Australia India institute foreign policy series New Delhi: Manohar publisher and Distributers.

• Singh, Anup, K., (2019), India's Foreign Policy 2020. New Delhi: Orange Boooks 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.

• Yadav R.S. (2020), Foreign Policy of India, New Delhi: Pearson

BA/POL/MD/6/DSC/304: NATIONAL SECURITY: ISSUES AND CHALLENGES

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                    (EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

Its aim is to develop a better understanding of National Security: Issues and Challenges in Indian context. The learner will be able to understand the organization, salient features, working and challenges of the different Institutions meant for National security in India and see the linkage between Development and national Security.

Course learning outcomes:

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

CLO 1: To understand the organization, salient features and working of the different State agencies meant for National Security in India .

CLO 2: To understand the genesis, attributes and challenges to National Security and Linkages between development and spread of extremism.
CLO 3: To learn about the working of different Agencies meant for Security challenges and their management in border areas.
CLO 4: To learn about the role and impact of communication network, role of media and social networking sites in National security.

Unit-I
National Security: Meaning, Nature, Scope, attributes and Significance, Linkages between development and spread of extremism.

Unit-II
Security challenges and their management in border areas: linkages of organized crime with terrorism, various security forces and agencies and their mandate.

Unit-III
Role of external state and non- state actors in creating challenges to National Security, Cross border terrorism and infiltration

Unit-IV
National security through communication network, role of media and social networking sites in national security challenges, basics of cyber security, money laundering and terror funding and their prevention.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:
- Kumar, S., & Jaiswal, A. (2013). Threats To India's Internal Security: Issues And Challenges. Mohit Publications House.
- Ayoob, M. (1995). The Third World Security Predicament: State Making,Regional Conflict, and the International System. Boulder: Lynne Rienner.
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  Challenges in Asia: Approaches and Responses. New Delhi: Routledge.
- Job, B. L. (Ed.). (1992). The (In)Security Dilemma: National Security of Third
  World States. Boulder: Lynne Rienner.
- Kumar, A., & Anekant, V. (2019). Challenges to Internal Security of India (4th
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- Migdal, J. S. (1988). Strong Societies and Weak States: State-Social Relations
  and State Capabilities in the Third World. Princeton: Princeton University Press.
- Bajpai, K., & Mattoo, A. (Eds.). (1996). Securing India: Strategic Thought and
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- Singh, S. K., & Singh, S. P. (2022). Non-traditional Security Concerns in India:

Issues and Challenges. Palgrave MacMillan, London, UK. ISBN 978-981-16-3734-6.

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BA/POL/MD/6/DSC/305: COMPARATIVE GOVERNMENT AND POLITICS

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                (EXTERNAL: 70, INTERNAL: 30)

Course Objective:

The course aims at acquainting the students with the nuances of Comparative Politics by imparting to them the central ideas, concepts, and theories that make up this field. This course is different from the ones taught in other universities, which are built around a set of country studies. The focus of this course is to undertake a thorough discussion of the basic grammar of comparative politics. This understanding will go a long way in helping students make sense of politics across time and space. The instructor will discuss case studies to help students understand broader issues of comparative politics.

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO1: Understand comparative politics and apply their knowledge to make sense of the political dynamics of the wider world.
CLO2: Understand important political developments around the globe using the tools of comparative politics.
CLO3: Explore questions and concepts related to political culture, socialization, development, and modernization.
CLO4: Apply the concepts of comparative politics to various political systems using approaches such as system analysis and structural functionalism.

Unit-I
Comparative Politics: Meaning, Nature, Scope, Significance and Evolution, Comparative Methods: Challenges of Comparison and Comparative Political Analysis

Unit-II
Comparative Politics: Different Perspectives Structural- Functional, Institutional, Cultural, Political Economy

Unit-III
Colonialism: Forms and Impact, Nationalism and Anti-colonial Movements and Decolonization

Unit-IV
Nature of State: Capitalist, Socialist, Post-Colonial, Welfare State, The Nation States and Globalization Political Regimes: Democratic and Non-Democratic

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Almond,G.&Powell, B. (1966).*Comparative Politics: A Developmental Approach*. Boston: Little Brown.
- Bara,J.&Pennington,M.(Ed.).(2012).*Comparative Politics: Explaining Democratic Systems*. London: SAGE Publication Ltd. http://dx.doi.org/10.4135/9781446215685
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- Hague, R. & Harrop, M. (2004). The state in a global context, in Comparative GovernmentandPolitics:AnIntroduction,pp.17-34.London: Palgrave McMillan.
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- Mohanty,M.(1975) '*Comparative Political Theory and Third World Sensitivity*',in Teaching Politics. Nos. 1 & 2, pp. 22-38.
- Mukherjee, S.& Ramaswamy, S. (2017*). Theoretical Foundations of Comparative Politics*. The Orient Blackswan.
- Newton, K. &Deth, Jan W. V. (2016). *Foundations of Comparative Politics: Democraciesof the ModernWorld*. (3rd ed.). Cambridge: Cambridge University Press.
- O'Neil,P. (2017)*Essentials of Comparative Politics*. (6[th]ed.). New York: WW. Norton & Company, Inc.
- Yamahata, Y. (2019, December 15). Decolonising World Politics: Anti-Colonial Movements Beyond the Nation-State. *E-International Relations*. https://www.e-ir.info/2019/12/15/decolonising-world-politics-anti-colonial-movements-beyond-the-nation-state/
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- Taylor,Charles, 'Modes of Civil Society', *Public Culture, Vol.3,* No. 1, Fall 1990.
- *The Oxford Handbooks of Political Institutions* .Oxford: Oxford University Press. (Part I & 2)
- Vernon Bogdanor(ed.). (1987). *The Blackwell Encyclopedia o f Political Institutions*, Blackwell, Oxford,

BA/POL/MD/6/DSC/306: INTERNATIONAL POLITICS

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                              (EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is aimed to provide a basic understanding of the historical genesis of Global politics. It further supplements students with prominent theories, Institutions, specialized Agencies of global Politics . In the end, this also gives a brief introduction of major international actors and their activeness in promoting and addressing Human Security , Climate Change and Disarmament issues.

Course Learning Outcome:

After the completion of this course, the students will be able to:
CLO1: Students will be able to understand the historical genesis and different theories of Global politics .
CLO2: Students will be able to understand the difference between National and International policy-making.
CLO3: Students will be able to develop the in-depth understanding of prominent Institutions of Global politics IMF, World Bank, WTO, MNCs.

CLO4: Students will be able to know about the major international actors and their activeness in promoting and addressing Human Security , Terrorism ,Climate Change and Disarmament issues.

Unit-I
Global Politics: Meaning, Nature, Scope and Approaches; Understanding Globalization and its alternative perspective, Political debate on sovereignty and territoriality.

Unit-II
Global Economy: its significance and anchors of Global Political Economy: IMF, World Bank, WTO, MNCs, New International Economic Order, Cultural and Technology Dimension, Global resistance (Global Social Movements and NGOs),

Unit-III
Contemporary Global Issues, Ecological Issues: Historical Overview of International Environmental Agreement, Climate Change, Global Commons Debate, Proliferations of nuclear weapons.

Unit-IV
International Terrorism and Gender Justice: Non State Actors and State Terrorism; Post 9/11 developments migrations, Human Security.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering

the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Brien, R., & Williams, M. (2016). Global political economy: Evolution and dynamics
  (5th ed.). Palgrave Macmillan.
- Ravenhill, J. (2014). Global political economy (4th ed.). Oxford University Press.
- Strange, S. (1996). The retreat of the state: The diffusion of power in the world economy. Cambridge University Press.
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- Biermann, F., & Boas, I. (2010). Preparing for a Warmer World: Towards a Global
- Governance System to Protect Climate Refugees. Global Environmental Politics, 10(1), 60-88.
- Haas, P. M. (1990). Saving the Mediterranean: The Politics of International Environmental Cooperation. Columbia University Press.
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- Jackson, R., & Sinclair, T. (2013). Contemporary Debates on Terrorism. Palgrave Macmillan.
- Puechguirbal, N. (2009). Gender, Terrorism, and Societal Responses: A State of the Art Review. International Centre for Counter-Terrorism - The Hague.

BA/POL/MD/7/DSC/401: INSTITUTIONS FOR GRIEVANCE REDRESSAL IN INDIA

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                     (EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

Its aim is to develop a better understanding of different Constitutional and Statutory Institutions meant for Grievance Redressal In India like Election Commission, Comptroller and Auditor General, Finance Commission etc. They will be able to understand the organization ,salient features and working of the different Institutions for Grievance Redressal In India.

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO 1: To understand the organization ,salient features and working of the different Constitutional and Statutory Institutions for Grievance Redressal In India.
CLO 2: To understand the Organisation and working of different Institutions Like
CAG, Election Commission .
CLO 3: To learn about the working of different Institutions like National Commissions for Scheduled Castes, Scheduled Tribes, Minorities and Women.
CLO 4: To learn about the role and impact of these Grievance Redressal Institutions in getting justice and empowerment of deprived sections as well as asserting trasperancey and accountability in pubic Administration .

UNIT-I
Election Commission, Comptroller and Auditor General, Finance Commission.

UNIT-II
National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Minorities

UNIT-III
National Commission for Women, National Human Rights Commission, National Backward Classes Commission

UNIT-IV
Lokpal, Lakayukta, Central Information Commission.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Das, D. (2023). Political Institutions and Its Practices in India. Ashok Book Stall.
- Dhawan, R. K. (2021). Public Grievances and the Lokpal. RajPublication.
- Singh, U. (2019). Election Commission of India: Institutionalising Democratic Uncertainties. OUP, India.
- Granville, A. (1972). The Indian Constitution: Cornerstone of a Nation. New Delhi, OUP.
- Granville, A. (1999). Working a Democratic Constitution: The Indian Experience. New Delhi, OUP
- Basu, D. D. (2001). Introduction to the Constitution of India. Nagpur,Wadhwa.
- Jayal, N. G., & Mehta, P. B. (Eds.). (2010). The Oxford Companion to Politics in India. New Delhi, OUP.
- Kashyap, S. (2009). Concise Encyclopedia of Indian Constitution. New Delhi, Vision Books.
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- Noorani, A. G. (2000). Constitutional Questions in India. New Delhi, OUP.
- Reddy, O. C. (2010). The Court and the Constitution of India: Summits and Shallows. New Delhi, OUP.
- Shankar, B. L., & Rodrigues, V. (2011). The Indian Parliament: A Democracy at Work. New Delhi, OUP.
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- Chakrabarty, B., & Pandey, R. K. (2024). Indian Political System: Institutions and Processes (1st ed.). Routledge.
- Bates, C., & Basu, S. (2005). Rethinking Indian Political Institutions (Anthem South Asian Studies) (First ed.). Anthem Press.
- Election Commission of India. (n.d.). https://eci.gov.in/
- Comptroller and Auditor General (CAG) of India. (n.d.).https://cag.gov.in/
- Finance Commission of India. (n.d.). https://fincomindia.nic.in/
- National Commission for Scheduled Castes. (n.d.). https://ncsc.nic.in
- National Commission for Scheduled Tribes. (n.d.).https://www.ncst.gov.in/
- National Commission for Minorities. (n.d.). https://www.ncm.nic.in/
- National Commission for Women. (n.d.). https://ncw.nic.in/
- National Human Rights Commission. (n.d.). https://nhrc.nic.in/
- National Commission for Backward Classes. (n.d.).https://ncbc.nic.in/
- Lokpal and Lokayukta. (n.d.). https://lokpal.gov.in/
- Central Information Commission. (n.d.). https://cic.gov.in/

BA/POL/H/7/DSC/402: CONTEMPORARY POLITICAL THEORY

DURATION: 3 HOURS **MAXIMUM MARKS: 100**
(EXTERNAL: 70, INTERNAL: 30)

Course objective:

This course aims to develop an understanding of the traditional and contemporary concepts in the discourse of political science, their western and non-western perspectives, and the key debates about them. Also, the course aims to make students acquainted with the values and issues of modern governance.

Course learning outcomes:

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

CLO 1: It helps students to get familiarized with different dimensions and the relevance of different concepts and theories of contemporary Politics.

CLO 2: Students will be able to understand and learn the different theories and contemporary debates in democracy.

CLO 3: It helps to make students a strong base in new political theories which emerged after 1990's like globalization and multiculturalism.

CLO4: Understand the reasons for the emergence of new theories like Constructivism, Post Colonialism, Peace and Development.

Unit- I
Critical Theory: Libertarianism, Neo- Libertarianism, Multiculturalism

Unit-II
Evolution of Nation State System: Theories of Citizenship and Nationality

Unit-III
Democracy: Evolution of the Concept, Features, Essentials, Types, Theories and Trends

Unit- IV
Recent Debates in Political Theory: Constructivism, Post Colonialism, Peace and Development

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Alan Heslop, D.(n.d.). *Political system- Development and change in political systems*. Encyclopedia Britannica.
- Adichie, C.N. (2021). *We Should All Be Feminists* (Reprinted.). Anchor Books.
- Busbridge, R. (2019). *Multicultural Politics of Recognition and Postcolonial Citizenship: Rethinking the Nation (Postcolonial Politics)* (1st ed.). Routledge.
- Dalal, Rajbir Singh (2010), Attempts towards Good Governance through Democratic Decentralization and RTI Act, 2005", Dynamics *of Public Administration*, University of Lucknow, Vol 27, No.1, Jan.-June.
- Fairfax, A.E. (2005). *The Democratic Trend Phenomena: The Predictability of the Democratic Vote for President*. Media Channel, LLC.
- Middleton, R.J., &Walsh, B.J. (1995). *Truth Is Stranger Than It Used to Be: Biblical Faith in a Postmodern Age*. IVP Academic.
- Newbigin, L. (1995).*Proper Confidence: Faith, Doubt, and Certainty in Christian Discipleship* (35384th ed.). Eerdmans.
- Ratha,K. C. (2021). *Political theory: Concepts and Debates*. Rawat.
- Seubert, S. (2014). *Dynamics of Modern Citizenship Democracy and Peopleness in a GlobalEra*.Constellations,*21*(4),547–559.https://doi.org/10.1111/1467-8675.12119
- Singh, J. A.S.V. N. (2012).*Nariwad (Feminism)*. Rawat Books.
- Smith, B. (2019). *Citizenship without states: rehabilitating citizenship discourse among the anarchist left*. Citizenship Studies, *23*(5), 424–441. https://doi.org/10.1080/13621025.2019.1620688.
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- Tinder,G. (2021).*Political Thinking: The Perennial Questions (Longman Classics Series)*. Pearson Jul-12-2003.
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- Kumar, Sanjeev. (2019). *Understanding Political Theory. Hyderabad*; Orient Black swan.
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- Ramaswamy, S. (2014). Political theory: Ideas and concepts. Prentice-Hall of India.
- Jonathan Wolff, An Introduction to Political Philosophy, OUP, 1996

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
(EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

A theory, to be useful, in explaining and predicting a real world event or phenomenon. A theory of Public Administration is meant to promote understanding through definitions, concepts, and metaphors. The chronological narration of evolution of theory through classical and human relations school helps the student to grasp the eclectic prescription of theory in course of time. The work of thinkers and their struggle for the search of knowledge should be an inspiring experience for the students.

Course learning outcomes:

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

CLO1: Analyze scholarly arguments, thoughts and models propounded by respective administrative thinkers.

CLO2: Reflect on and to suggest trends of expanding knowledge frontier.

CLO3: Productively participating in direct classroom teaching to be evaluated by debates and discussion.

CLO4: Stimulating discourse to learn and incubate on ideas in the knowledge domain.

Unit- I

Kautilaya: Arthsastra, Theory of State, Principles of Public Administration and Machinery of Government, Woodrow Wilson: Politics-Administration Dichotomy, Science of Administration Comparative methods, Civil Service Reforms and his contribution to Administrative Thought

Henri Fayol: Approach to Administration, Elements and Principles of Management and Staff work.

Chris Argyris: Fusion Process Theory, Strategies for Organizational Change, T-Group or Sensitivity Training and Criticism

Unit- II

F.W. Taylor: Principles of Scientific Management. Functional Foremanship, Mental Revolution and relevance of Scientific Management in Modern Context ,Comparative Analysis of the ideas of F.W. Taylor and Henry Fayol, Gullick and Urwick: Organizational Principles, Time Value and POSDCORB, M.P. Follet: Constrictive Conflict and Dynamic Administration. Integration, De-personalizing Orders, Coordination and Leadership

Unit- III

Elton Mayo: Early Experiments and Hawthorne Study's Findings, Social Disorganization and Social Malaise, Frederick Herzberg: Two-factor Theory, Job Enrichment, Abraham Maslow: The Hierarchy of Needs Theory, Characteristics of Basic Needs and a Critical Evaluation, A critical Evaluation of the ideas of Herzberg and Abraham Maslow.

Unit- IV

Max Weber: Types of Authority. Ideal Model of Bureaucracy and Post Webrian Developments C.I. Barnard: Organizations as Cooperative Social System, Functions of Executive Authority, Leadership, Communication and Critical Evaluation of the ideas of Barnard, Herbert A Simon: Criticism of Classical Theory, Behavioural Science of Administration, Bounded Rationality and Organizational Decision-Making Process

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Thori, Narender (2021), Prashasnik Chintak, chaturath sanskaran, RBSA publishers, Jaipur
- Kataria, Surender(2019, Prashasnik Chintak, daswan sanskarn ,National Publishing House, Jaipur.
- Sudha, G.S. (2015), Parbhandan Chintan KaItihas, RBSA, Jaipur.
- R.K.Sapru (2013), Administrative Theories and Management thought, PHI, 3rd Edition.
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- Bertram, M.Gross (1964), The Managing of Organisations, (Vol. I) The Free Press, New York.
- Claudes, S. George Jr. (1968), The History of Management Thought, Prentice Hall, New York.
- D.S. Pugh and D.J. Hickson (2007), Great Writers on Organisations: The Third Omnibus Edition, Ashgate Publishing Ltd, Hampshire, England.
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- David Silverman (1970), The Theory of Organisation, Heinemann, London.
- D.R. Prasad, V.S. Prasad & P. Satya Narayana (Ed.) (2011), Administrative Thinkers, Sterling Publishers, New Delhi.
- Dwight Waldo, The Administrative State (1972), (2nd Ed.) The Ronald Press Company, New York.
- International Journal of Public Administration (2007), Special Issue on Mary Parker Follet, Volume 30.
- L.A. Allen (1958), Management and Organisation, McGraw-Hill Book Company, New York.
- Marino R Pinto (1986), Management Thinkers, Allied Publishers, Bombay.
- Peter, M. Blau (1962), Bureaucracy in Modern Society, Random House, New York.
- Satya Deva (1983), "Theory of Administration", in Administrative Management.
- Swinder Singh (1993), Uchera Lok Prakashan, Punjabi University Press, Patiala.

- Shum Sun Nisa Ali (1998), Eminent Administrative Thinkers, Associated Publishing House, New Delhi.
- S.R. Maheshwari (1998), Administrative Thinkers, Macmillian India Ltd., New Delhi.
- Mahajan, Anupama Puri (2020), Administrative Thinker, Sage, New Delhi.

BA/POL/H/7/DSC/404: COMPARATIVE POLITICAL ANALYSIS

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:
This course aims to clarify and reinforce the most important concept studied in the course (Comparative Political Analysis) offered in the previous semester. The course will demonstrate how political institutions fundamentally guide the actions of political agents. Thus, the instructor will emphasize the significance of political institutions by familiarizing students with the political institutions 'in action'.

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO1: Learn about States, Nations, and the basics of democratic and Non democratic regimes.
CLO2: Compare state power using they and sticks of power, authority, legitimacy and capacity.
CLO 3: Compare and assess political institutions in different political systems.
CLO4: Develop a thorough understanding of the interrelationships between organs of government in different political systems.
CLO 5: Understand the role of political participation, electoral politics, political parties and party systems in democratic regimes.

Unit I
Constitution and Constitutionalism: Forms of Constitutions, Crisis of Constitutionalism, Rule of Law, Judicial Independence, Constitutional Morality.

Unit II
Democratisation: Democratic Transition and Consolidation, Theories of Political Development: Modernization, Underdevelopment, Dependency, World Systems Theory.

Unit III
Structures of Power: Ruling Class, Power Elites, Democratic-elitism and Political Culture Globalization and Nation State

Unit IV
Politics of Representation and Participation: Electoral Systems, Political Parties and Party System, Pressure Groups, New Social Movements.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Amin, S. (1974). Accumulation on a World Scale: A Critique of the Theory of Underdevelopment, Vol. II. Monthly Review Press.
- Amin, S. (1993). Social Movements at the Periphery. In P. Wignaraja (Ed.), New Social Movements in the South. Zed.
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- Ayers, A. J. (2019). A Global Political Economy of Democratization: Beyond the Internal-External Divide (Ripe Series in Global Political Economy) (1st ed.). Routledge.
- Bingham, T. (2011). The Rule of Law (Reprinted.). Penguin UK.
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- Diwakar, R. (2018). Party System in India (Oxford India Short Introductions Series) (1st ed.). Oxford University Press.
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- Dasgupta, A., & L. (2021). Alternatives in Development: Local Politics and NGOs in China and India (1st ed. 2022 ed.). Palgrave Macmillan.
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- Rossatto, C. A. (2019). Manifesto for New Social Movements: Equity, Access, & Empowerment (NA) (Illustrated ed.). Information Age Publishing.
- Sengupta, A. (2019). Independence and Accountability of the Higher Indian Judiciary. Cambridge University Press.
- Shastri, S., Kumar, A., & Sisodia, S. Y. (2021). Electoral Dynamics in the States of India (1st ed.). Routledge India.
- Valencia, S. A. (2018). Sub-Imperialism Revisited: Dependency Theory in the Thought of Ruy Mauro Marini (Studies in Critical Social Sciences, 105) (Reprinted.). Haymarket Books.
- Welzel, C., Inglehart, R. F., Haerpfer, C., & Bernhagen, P. (2019). Democratization (2nd ed.). Oxford University Press.

BA/POL/H/7/DSC/405: INDIA AND ITS NEIGHBOURS

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is aimed to provide a basic understanding of the relation between India and its neighbors. It further supplements students with main issues like cross boarder terrorism , River water and Border Disputes. In the end, this also gives a brief evaluation of India's relation with its neighbors.

Course Learning Outcome:

After the completion of this course, the students will be able to:
CLO1: Students will be able to understand the relationship of India with its neighbors and their mutual cooperation and issues of contention.
CLO2: Students will be able to understand the comparison of India's relation with its neighbors on the issues of infiltration, terrorism , River water and Border Disputes.
CLO3: Students will be able to develop the in-depth understanding of India's perspective regarding Regional Cooperation and Free Trade Agreements with its neighbors.
  CLO4: Students will be able to know about the impact of Look East and Act East Policies.

Unit I
India's Relation with Pakistan and Afghanistan: River water Disputes, Border Disputes, Illegal Cross Border Migration, Ethnic Conflicts and Insurgency , Regional Cooperation and Free Trade Agreements

Unit II
India's Relation with Nepal, Bhutan and China : River water Disputes , Border Disputes, Illegal Cross Border Migration, Ethnic Conflicts and Insurgency ,Regional Cooperation and Free Trade Agreements

Unit III
India's Relation with Bangladesh And Myanmar: River water Disputes , Border Disputes, Illegal Cross Border Migration, Ethnic Conflicts and Insurgency, Neighbourhood Policy, Regional Cooperation and Free Trade Agreements

Unit IV
 India's relation with Sri Lanka and Maldives: Border Disputes, Illegal Cross Boarder Migration, Ethnic Conflicts and Insurgency, Regional Cooperation and Free Trade Agreements.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

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- India and China: Can Two Tigers Share a Mountain? (2010, March 21). Sunday Gurdian.
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BA/POL/H/8/DSC/406: SOCIAL MOVEMENTS

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:
This course aims to clarify and reinforce the most important concept studied in the course(Social Movements) offered in this semester. The course will demonstrate how Social Movements fundamentally guide the actions of political Institutions . Thus, the instructor will emphasize the significance of Social Movements and their impact on policy making.

Course learning outcomes:

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

CLO1: Learn about the Social Movements, their types, Attributes, Scope and Significance.
CLO2:Learnabout the different types of social movements related to Civil Liberties ,Human Rights, Dalit, Women , Child, Farmers and Environment.
CLO 3: Compare and assess different types of social movements and their impact on Polity.

Unit-I
Social Movements: Meaning, Nature, Types, Attributes, Scope and Significance.

Unit-II
Civil Liberties and Human Rights Movements: Meaning, Nature, Types, Attributes, Scope and Significance

Unit-III
Dalit, Women and Child Movements: Meaning, Nature, Types, Attributes, Scope and Significance

Unit-IV
Farmers and Environmental Movements: Meaning, Nature, Types, Attributes, Scope and Significance

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Banks, J. A. (1972). The Sociology of Social Movements. London: Macmillan.
- Brass, T. (1995). New Farmers' Movements in India. London and Portland, OR: Frank Cass.
- Buchler, S. M. (2000). Social Movements in Advanced Capitalism. Oxford: Oxford University Press.
- Dhanagare, D. N. (1983). Peasant Movements in Indian 1920-1950. New Delhi: Oxford University Press.
- Guha, R. (1989). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Berkeley: University of California Press.
- Menon, N. (1999). Gender and Politics in India. Delhi: Oxford University Press.
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- Mies, M., & Thomsen, V. B. (2000). The Subsistence Perspective: Beyond the Globalized Economy. London: Zed Books.
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- Shah, G. (2001). Dalit Identity and Politics. New Delhi: Sage Publications.
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BA/POL/H/8/DSC/407: PARTY SYSTEM IN INDIA

DURATION: 3 HOURS **MAXIMUM MARKS: 100**
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:
This course aims to clarify and reinforce the important concept studied in the course(Party System In India) offered in this semester. The course will demonstrate about the concept of Party System as a theoretical framework and party system prevailing in India . How the Party system is working and what is the profile of Legislators in India?. Thus, the instructor will emphasize the significance of Party System and its working including Election and Electoral Behavior .

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO1: Learn about the Party system, their types, Role, Scope and Significance.
CLO2:Learnabout the different types of the Party system prevailing in India.
CLO 3: Learn about the Patterns and Trends of Coalition Governments and Politics In India.
CLO4: Develop a thorough understanding of Party system, Pressure Group and Electoral Process in India.
CLO 5: Understand about the Socio-economic profile of emerging Legislators.

Unit-I
Political Party: Meaning, Nature, Types, Role, Significance and criteria of Recognition.

Unit-II
Party System in India: National and Regional Political Parties; Ideological and its Social bases of parties.

Unit-III
Patterns and Trends of Coalition Governments and Politics; and strategies of Political Parties.

Unit-IV
Pressure Groups, Trends in Electoral Behaviour and Political Participation, Changing Socio-economic profile of Legislators.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ware, A. (1996). Political Parties and Party Systems. Oxford University Press, pp. 1-13.
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- Stoke, S. (1999). Political Parties and Democracy. Annual Review of Political Science, 2, 243-267.
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- Mair, P. (2002). Comparing party systems. In LeDuc, L., Niemi, R., & Norris, P. (Eds.), Comparing Democracies 2: New challenges in the study of elections and voting. Sage, London, pp. 88-107.
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- Mair, P. (2001). Party Systems. In Smelser, N.J., & Baltes, P.B. (Eds.), International Encyclopedia of the Social & Behavioral Sciences. Pergamon, Oxford, pp. 11106-11108. http://dx.doi.org/10.1016/B0-08-043076-7/01192-X.

  Kitschelt, H. (2007). Party Systems. In Boix, C., & Stokes, S. (Eds.), The Oxford Handbook of Comparative Politics. Oxford University Press, pp. 522-554.
  Ware, A. (1996). Political Parties and Party Systems. Oxford University Press, pp. 257-316.
- Jafferlot, C. (1996). The Hindu Nationalist Movement In India, Part I & II. Penguin India, New Delhi.
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BA/POL/H/8/DSC/408: RESEARCH METHODS AND STATISTICS

DURATION: 3 HOURS
MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

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 appropriative 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.

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.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

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.
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- Giri, Arunangshu (2018), Research Methodology for Social Sciences, Sage, New Delhi.
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- 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 PublicAdministration. 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 – Slide Share https://www.slideshare.net/sh_neha252/research-methodology-

BA/POL/H/8/DSC/410: POLITICAL AND ADMINISTRATIVE REFORMS IN INDIA

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objectives:
This course aims to clarify and reinforce the importance and need of Political and Administrative Reforms in India along with main Commissions or committees for this purpose. The course will demonstrate about the genesis, concept and attributes of above reforms. How and to what extent these reforms are introduced in Indian Polity?. Thus, the instructor will emphasize the significance of Political and Administrative Reforms in India System.

Course learning outcomes:

After the completion of the course, students will be able to:
CLO1: Learn about the Political and Administrative Reforms in India, their types, Role, Scope and Significance.
CLO2:Learn about the different types of the Political and Administrative Reforms , Commissions constituted and their major recommendations.
CLO 3: Learn about the implementation and challenge of these reforms.
CLO 4: Understand about the impact of the political and Administrative reforms on Indian polity.

Unit-I
Political and Administrative Reforms: Meaning, Nature, Types, Role and Significance.

Unit-II
Political Reforms in India, Anti Defection Law, Model Code of Conduct, Electoral Reforms and Democratic Decentralization.

Unit-III
R.S. Sarkaria Commission, M.M. Punchhi Commission, N.N. Vohra Committee, Central and State Vigilance Commission.

Unit-IV
Administrative Reforms: 1st Administrative Reforms Commission (ARC) and 2nd Administrative Reforms Commission (ARC), Police Reforms and Prison Reforms

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ananth, K.V. (2015). *The Indian Constitution and Social Revolution: Right to Property since Independence (SAGE Series in Modern Indian History)* (First ed.). SAGE Publications Pvt.Ltd.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
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- Chakrabarty, Bidyut and Prakash Chand, (2017) Public Administration in a Globalizing World: Theories and Practices, Sage, New Delhi,
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- Myneni, R. (2016), Principles of Public Administration*.* Faridabad: Allahabad Law Agency.
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Minor (MIC)/ Vocational (VOC)

BA/POL/MD/1/MIC/101: MODERN INDIAN POLITICAL THOUGHT

DURATION: 2 HOURS   **MAXIMUM MARKS: 50**
                                                    (EXTERNAL: 35, INTERNAL: 15)

Course Objective: -
To inculcate the values, dedication and devotion towards our nation and it is helpful in understanding the vision of Modern Indian political thinkers in broader way.

Course learning outcomes:
Some of the learning outcomes are as follow: -
- 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, Reformist)
- To learn about role and relevance of Tagore ideas and vision of Sardar Patel and Savitri Bai Phule.
- To understand the idea of cultural Nationalism and Social Reforms.

Unit-I
Dada Bhai Naoroji, Rabindernath Tagore, Sardar Vallabh Bhai Patel

Unit-II
Savitri Bai Phule, Shayma Parsad Mukherji, Pandita Rama Bai

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting at least one question from each unit.

RECOMMENDED READINGS:
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BA/POL/MD/1/MIC/102: POLITICAL SCIENCE AS A DISCILIPNE

DURATION: 2 HOURS   **MAXIMUM MARKS: 50**
                                         (EXTERNAL: 35, INTERNAL: 15)

Course Objective:

This course is designed to disseminate knowledge about state, sovereignty, and other basic concepts of political science. By the end of this course, students would be able to understand and analyze the theoretical framework of political science and have practical knowledge regarding the different concepts of political science.

Course learning outcomes:

After the completion of the course, students will be able to:
CLO 1: To have an insight regarding political science and its different concepts.
CLO 2: To be able to know about the state and its theories regarding its origin and nature.
CLO 3: To be able to understand sovereignty, its constituents, and forms.
CLO 4: To have an insight regarding the power, authority, different forms and attributes as well as its relations with legitimacy.
CLO 5: To have the knowledge of rights, their attributes, and different forms with special reference to UDHR.
CLO 6: To have the knowledge of liberty, equality, and laws as well as their relations with one another.
CLO 7: To be able to understand political science in a more specific and objectives manner

Unit- I
Political Science: Meaning, Nature, Scope and Significance

Unit- II
Theories of State: Liberal, Marxist, Pluralist, Theories of Democracy: Classical and Contemporary.

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting at least one question from each unit.

Suggested Readings:

- Chinkin, C.M., & Baetens, F. (2015). *Sovereignty, statehood and state responsibility: Essays in honour of James Crawford*.
- Dimova-Cookson, M. (2019). *Rethinking positive and negative liberty*. Routledge.
- Dobratz, B., Waldner, L., &Buzzell, T.(2015).*Power, politics, and society: An introduction to political sociology*. Routledge.
- Dyzenhaus, D., & Poole, T. (2015). *Law, liberty and state: Oakeshott, Hayek and Schmitt on the rule of law*. Cambridge University Press.
- Grimm, D.(2015).*Sovereignty: The origin and future of apolitical land legal concept*. Columbia University Press.
- Harrison, L., Little, A., &Lock, E. (2015). *Politics: The key concepts*. Routledge.
- Heywood, Andrew (2003), Political Theory: An Introduction, St.Martin's Press, New York.
- Hoffman ,J.,& Graham, P.(2015).*Introduction to political theory*. Routledge.
- Keman,H.,& Woldendorp, J. J.(2016).*Handbook of research methods and applications in political science*. Edward Elgar Publishing.
- Lees-Marshment, J.(2020).*Political management: The dance of government and politics*. Routledge.
- Leibfried, S., Huber,E.,Lange,M.,Levy,J.D., Nullmeier,F., &Stephens, J.D. (2015).*The
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- Wilson, H.T. (2017). *Political management: Redefining the public sphere*. Walterde Gruyter GmbH & Co KG.
- Ziyanak,S.(2020).*Political sociology: Readings on power, politics, state, and society*
- Bhargava, Rand Acharya,A.(eds2011.)Political Theory: An Introduction. New Delhi: PearsonLongman,
- Kumar, Sanjeev, (2019), Understanding Political Theory, Hyderabad; Orient Blackswan.
- Kumar, Sanjeev, (2020),Rajniti Siddhant Ki Samajh, Hyderabad: Orient Blackswan.
- Heywood, A. (2015). *Political Theory: An Introduction*. Macmillan Press, London.
- Heywood, A. (2019). *Politics*. Macmillan Press, London,

BA/POL/MD/2/MIC/103:INDIAN NATIONAL MOVEMENT

DURATION: 2 HOURS   **MAXIMUM MARKS: 50**
                                         (EXTERNAL: 35, INTERNAL: 15)

Course Objective: -

Its aim is to develop a better understanding of national movement in India and different mass movements launched by INC and Acts enacted by British Government. They will be able to appreciate the cause and consequences of Indian National Movement and Constitutional Development therein.

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO 1: To understand the philosophy of National Movement and Constitutional Development in India.
CLO 2: To understand the History of National Movement its different forms , causes and consequences .
CLO 3: To learn about the different Acts enacted by British Government for India.
CLO 4: To learn about the development from mass movements to Constitutionalism .
CLO 5: To appreciate the role of mass movements in Indian Independences and Constitutional Developments

UNIT I
Indian Council Act,1909;Government of India Acts, 1919 and 1935; Cripps's Proposals (1942)and Cabinet Mission(1946)

UNIT II
Struggle for Indian Independence,1857: Causes and Consequences, Boycott movement, the Partition of Bengal (1905), Constitutionalism to mass Satyagraha, Non Cooperation and Civil Disobedience movements, Quit India Movements (1942).

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting at least one question from each unit.

Suggestive Readings:

- Akbar, M.J. (2020). Gandhi's Hinduism the struggle against Jinnah's Islam. Bloomsbury Publishing.
- Azad, A. (2017). India wins freedom: An autobiographical narrative. Create Space Independent Publishing Platform.
- Butalia, U.(2017).The other side of silence: Voices from the partition of India. Penguin UK.
- Dalrymple, W. (2017). The last Mughal (Hindi). Bloomsbury Publishing.
- Datta, D.(2020).Gandhi Porbandar to partition. BEE Books.
- Guha, R. (2019). India after Gandhi revised and updated edition: The history of the world'slargest democracy. HarperCollins.
- Habib, I.(2020).A people's history of India31:The national movement,Part2:the struggle forfreedom, 1919-1947. Tulika Books.
- Hasan, M.(2016).Roads to freedom: Prisoners in colonial India. Oxford University Press.
- K han,Y.(2017).The great partition: The making of India and Pakistan. Yale University Press.
- Naoroji, D.(2018).Poverty and Un-British rule in India. Franklin Classics Trade Press.
- Patel, D. (2020). Naoroji: Pioneer of Indian nationalism. Harvard University Press.
- Rogobete, D.,&Marino, .(2019).The partition of India: Beyond improbable lines. CambridgeScholars Publishing.
- Tharoor, S. (2016).An era of darkness: The British Empire in India. Rupa Publications.
- Tharoor, S. (2018).In glorious empire :What the British did to India. Penguin Classics.
- Arun Chandra Guha (2018) First spark of revolution. Orient Black swan, New Delhi
- Bipan Chandra (2016). India's Struggle for Independence. Penguin Books, New Delhi
- Mushirul Hasan(1981).Communal and Pan Islamic Trends in Colonial India. Delhi.

BA/POL/MD/2/MIC/104: UNDERSTANDING INDIAN GOVERNMENT

DURATION: 2 HOURS   **MAXIMUM MARKS: 50**
                                               (EXTERNAL: 35, INTERNAL: 15)

Course Objective: -

Its aim is to develop a better understanding of the Indian Government at Union and state levels among the readers. They will be able to understand the salient features of the Indian Government.

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO 1: To understand the salient features of the Indian Government at union and State levels
.
CLO 2: To understand the different organs of the Indian government and their working.

Unit-I
Union Government: President ,Prime Minister, Council of Ministers, Parliament and Supreme Court.

Unit-II
State Government: Governor, Chief Minister, Council of Ministers, State Legislature and High Court.

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting at least one question from each unit.

Suggestive Readings:

* Austin, G. (1999). The Indian Constitution: Cornerstone of a Nation. Oxford University Press.
* Bakshi, P. M. (2020). The Constitution Of India(17thed.). Lexis Nexis, New Delhi
* Basu, D., (2021). Introduction to the Constitution of India(25thed.).Prentice-Hall.
* Choudhry, S., Khosla, M., &Mehta, P. B. (2016). *The Oxford* Handbook of the Indian Constitution. Oxford UniversityPress.
* De, R. (2018). A People's Constitution: The Everyday Life of Law in the Indian Republic (Histories of Economic Life Book 18*) (Illustrated ed.). Princeton UniversityPress.
* Pylee, M. V. (2017). India's Constitution, 16th Edition. S CHAND &CompanyLimited.
* Rajaram,M.(2009).IndianConstitution.NewAgeInternationalPublishers
* Bhargava, Rajeev. (ed), (2008). Politics and Ethics of the Indian Constitution. Oxford UniversityPress.

- Kosla,Madhav. (2012).Indian Constitution Oxford University Press.
- Khosla,Madhav.(2020).India'sfoundingmoment:Theconstitutionofamostsurprising
- S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 143-163
- Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press

BA/POL/MD/3/MIC/201: SOCIETY, ECONOMY AND POLITICS IN HARYANA

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                          (EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

Its aim is to develop a better understanding of the Society, Economy and Politics of Haryana. They will be able to understand the Politics of Statehood, Geographic, Demographic Condition and Administrative Structure. They will comprehend the economy of the state and Politics prevailing in it.

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO 1: To understand the basics of Society, Economy and Politics of Haryana.
CLO 2: To understand the Politics of Statehood, Geographic, Demographic Condition and Administrative Structure.
CLO 3: To understand and analyze the economy and politics of the state.

Unit-I
Politics of Statehood: Movement for Attaining Status of Separate State, Geographic, Climatic , Demographic Condition and Administrative Structure.

Unit-II
Economy of Haryana: Agriculture and Horticulture, Business, Trade and Industry, Service and Tourism .

Unit-III
 Political Parties in Haryana: Support Base and Electoral Performance, Pressure Groups and their Role, Students Politics in Haryana

Unit-IV
Caste Politics and Sub-Regionalism in Haryana, Working of Local Government Institutions after 73rd and 74th Constitutional Amendments.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggestive Readings:

- Dalal, R. S. (2005). Working of Rural Panchayats: Gram Sabha, Panchayat Samiti and Zila Parishad. In S. S. Chahar (Ed.), *Governance at Grass roots Level in India*. New Delhi: Kanishka Publishing House.
- Dalal, R. S. (2010). Haryana ka Rajnitik Itihas (1966-2009): Ek Avalokan. In *Haryana Encyclopedia(9)*. New Delhi: Wani Parkashan.
- Dalal, R. S. (2010). Haryana Char Dasak Pahle aur Aaj: Ek Samiksha. In *Haryana Encyclopedia(9)*. New Delhi: Wani Parkashan.
- Department of Economic and Statistical Analysis, Government of Haryana. (n.d). Economic Survey of Haryana (various issues). Panchkula.
- Planning Commission, Government of India. (2009). Haryana Development Report. Government of India, New Delhi.
- Singh, M., & Kaur, H. (2004). Economic Development of Haryana, New Delhi: Deep & Deep Publications.
- Department of Economic and Statistical Analysis, Government of Haryana. (2012). Employment and Unemployment Situation in Haryana (Publication No. 1034). Retrieved from http://esaharyana.gov.in/Portals/0/64-employment-and-unemployment-situation-in-haryana.pdf
- Choudhary, D. R. (2007). Haryana At Cross Roads: Problems and Prospects. New Delhi: National Book Trust.
- Bardhan, P. (1994). The Political Economy of Development in India. Oxford University Press, New Delhi.
- Kurian, C. T. (1978). Poverty Planning and Social Transformation - An Alternative in Development Planning. Allied Publisher, New Delhi.
- Sen, A. (1982). Poverty and Famine - An Essay on Entitlement and Deprivation. Oxford University Press ,New Delhi.
- Khandelwal, K. K. (2006). Haryana Encyclopedia vol (1-10). New Delhi: Wani Prakashan.
- Department of Administrative Reform and public Grievances,(1966) First Administrative Reform Commission Govt. of India
- Department of Administrative Reforms and Public Grievances,(2007) Second Administrative Reforms Commission, Govt. of India
- Singh, Rajbir (2004) Rural Development Administration, New Delhi: Anmol Publication.
- Malik, S.S. (2016) New Panchayati raj in Haryana, jaipur ; RBSA publisher.
- Inter-State Council Secretariat, (2007) Punchhi Commission.
- Inter-State Council Secretariat, (1969) Rajamannar Commission.
- Inter-State Council Secretariat, (1983) Sarkaria Commission.

BA/POL/MD/3/MIC/202: CONTEMPORARY ISSUES IN INDIAN POLITICS

DURATION: 3 HOURS ⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀**MAXIMUM MARKS: 100**
⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀**(EXTERNAL: 70, INTERNAL: 30)**

Course Objective:

The objective of the course is to give information and developed knowledge and analytical understanding among students regarding contemporary issues in Indian politics and enable students to have a better insight of Indian polity.

Course learning outcomes:

After the completion of the course, students will be able to:
CLO1: To enable them to understand the role of caste and religion in Indian politics.
CLO2: To develop the understanding of regional identity and other movements in Indian polity.
CLO3: To be able to understand the social movement, its constituents and forms.
CLO4: To appreciate the concepts and models of equity and development as well as new institutional arrangements.
CLO5: To understand the significance of constitutional and institutional reforms.

Unit-I
Caste, Religion, Region and Language in Indian Politics

Unit-II
Regional Autonomy and Separatist Movements, Assertion in Indian Politics: Dalit, Peasants and Women

Unit-III
Development and Regional Disparities: Role of the State Redistributive Policies and Right based Approach: Right to Information, Right to Service, Mahatma Gandhi National Rural Employment Guarantee Act, Right to Education

Unit-IV
Institutional Reforms: Impact of Liberalization, Privatization and Globalization, Digitalization and e-governance.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Ananth, V. K. (2010). *India Since Independence: Making Sense Of Indian Politics*. Pearson Education.
- Bajpai, K. P., &Pant, H., V. (2013).*India's National Security: A Reader (Critical Issues*

in Indian Politics) (1st ed.). Oxford University Press.

- Dalal, Rajbir Singh (2016). *Electoral Reforms attempts Towards Good Governance in India: An appraisal,* International Journal of Research in Social Sciences, 6(1).
- Dalal, Rajbir Singh (2015).*Indian Democracy: Some Internal Challenges*, International Journal of Physical and Social Sciences, 5(6).
- Dalal, Rajbir Singh,(2017),Democratization and Increasing demand for Inclusive Development, Public Administration Review, 18(1).
- Jayal,N.G.,& Mehta,P.B.(2011).*The Oxford Companion to Politics in India*. Oxford University Press.
- Hasan, Z. (2000). *Politics and the State in India (Readings in Indian Government and Politics series)* (1st ed.). SAGE Publications Pvt. Ltd.
- Kothari,R.(2020).*Politics In India(2ndedition)*(2nded.).Orient BlackSwan.
- Sharma, C.K., & Swenden,W.(2017).*Understanding Contemporary Indian Federalism*. Routledge.
- Singh,M.P.,& Saxena,R.(2013).*Federalising Indian Politics in the Age of Globalization: Problems and Prospects* (1st ed.). Primus Books.
- Singh, M. P., & Saxena, R. (2021). *Indian Politics: Constitutional Foundations And Institutional Functioning* (3rd ed.). PHI Learning.
- Tiwari,L. (2015). *Issues in Indian politics* (1sted.).Mittal Publications.

- Saez,Lawrence(2002).*Federalism without a Centre:The Impact of Politicaland Economic Reforms on India's Federal System*. Sage, New Delhi.
- Singh, M.P,& Roy, Himanshu.(1988).*Indian Political System: Structure, policies,Development*. Gyanada Prakashan, New Delhi.
- Dua, B.D., Singh M.P. and Saxena Rekha (edt) *Indian Judiciary and Politics: The Changing landscape*. Manohar, New Delhi
- Sharma, Chanchal Kumar, and Wilfried Swenden. (2018). *Modi-fying Indian Federalism? Centre-state Relations Under Modi's Tenure as Prime Minister*. Indian Politics and Policy (PSA, Westphalia Press USA) 1(1): 51–82.
- Kumar, Ashutosh. (2017). 'Rethinking State Politics in India: Regions within region, Routledge, London India.
- Udit Bhatia,(ed), (2018). *The Indian Constituent Assembly: Deliberations on Democracy*, Routledge, London.
- Bhargava, Rajeev. (ed.), (2008). Politics *and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.
- ZoyaHasan,E.Sridharan,&R.Sudarshan.(ed),(2002).*India's Living Constitution ideas, practices, controversies*. New Delhi, Permanent Black,
- Madhav Khosla,(2012)*Indian Constitution*, New Delhi, Oxford University Press,

- Chowdhary, Sujit, Madhav Khosla, Pratap Bhanu Mehta (2017) (eds) *The Oxford Handbook of the Indian Constitution*, New Delhi: Oxford University Press
- Bhattacharyya, Harihar and King Lion.(2016).*Globalisation and Governancein India*, Routledge, London.
- Krishnaswamy,S.(2010).*Democracy and Constitutionalism in India:A study of the basic structure doctrine,* Oxford University Press.

BA/POL/MD/4/MIC/203:LOCAL SELF GOVERNMENT IN INDIA

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                        (EXTERNAL: 70, INTERNAL: 30)

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:
Local Self Government: Meaning, Nature, Types, Scope, Significance, Evolution and growthin India, Main Features of 73th and 74th Amendment Acts.

Unit-II
Structure and Function of Rural Local Self Government in India in light of 73th Amendment Act: Gram Panchayat and Gram Sabha, Panchayat Samiti and Zila Parishad
        .
Unit-III:
Structure and Function of Urban Local Self Government in Indiain light of 74th Amendment Act: Nagar Panchayat, Municipal Council and Municipal Corporation

Unit-IV
State-Local and Central Local Relations: Issues regarding Funds, Functions and Functionaries State–Local relations: Reforms in Local Governance, State Finance Commission, State Election Commision, District Planning Committee (DPC) Policies and Programmes: MGNREGA, Pradhan Mantri Adarsh Gram Yojna Urban, SMART Cities.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

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: NewDelhi
- 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.
- Malik, S.S. (2016) New Panchayati Raj in Haryana, RBSA, jaipur.

BA/POL/MD/4/MIC/204: GOVERNANCE: ISSUES AND CHALLENGES

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

The paper is designed in a manner that will facilitate the students in getting themselves equipped with the topics concerning the emergence of Governance as a distinct concept in contemporary. The students will be making themselves involved with issues and challenges surrounding the concept like good governance, types, significance, and the emerging debates from the National as well as International arena.

Course learning outcomes:

After the completion of the course, students will be able to:
CLO1: Students shall be able to comprehend the genealogy of the term Governance and would provide their interpretation of the concept.
CLO2: Students shall be able to analyse the factors in nexus with democracy and civil society in connection with governance.
CLO3: The broader debates concerning the significance and attributes of good governance shall be well further contributed to by the students in an ever-enhanced interpretation.
CLO4: The diversity in types of governance shall provide new avenues for the students xto explore their career choices and overall knowledge of the paper.

Unit- I
Governance: An Introduction, Good Governance: Emergence and Attributes
Contemporary Debates in India and abroad

Unit- II
Democracy and Good Governance, E-Governance, Right to Information Act, Right to Service Act, Citizens Charter and Civil Society

Unit- III
Institution of Ombudsman: Lokpal, Lokayukta, Judicial Review, Judicial Activism and Media Trial

Unit- IV
Types of Governance: Corporate Governance, Health Governance, Environmental Governance
Participatory Governance: Local Governments, Public Participation

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise

comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Blokdyk,G.(2021).*E-Governance Initiatives: A Complete Guide-2020 Edition*. 5 STAR Cooks.
- Dalal, Rajbir Singh (2016). *Impact of Right to Information Act, 2005 on Good Governance: An Evaluation*. Indian Journal of Public Administration, IIPA, NewDelhi, Vol. LXII, No. 4.
- Dalal, Rajbir Singh (2016).*Jan Suchana Adhikar Adhiniyam Ka Kriyanvan: Haryana Pardesh key sandharbh mein ek Samiksha*, Lok Parshasan, IIPA, New Delhi, Vol 8, No. 2,
- Dalal, Rajbir Singh. (2017).*Bhart ke Sushasan me Nagarik Sahbhagita aur Parshasnik Uterdayitava*, Lok Prashashan, IIPANew Delhi, Vol. 09, No. 2,, pp 229-240.
- Dhaka, Rajvir S.(2018),*Right to Information and Good Governance,* New Delhi: Concept.
- Dalal, Rajbir Singh.(2011).*Good Governance: The Conceptual Dimensions, Prashasnika,* HCMRIPA, Jaipur, 39(1).
- Dhawan,R. K. (2021).*Public Grievances and the Lokpal*. Raj Publication.
- Edwards, M. (2020).*Civil Society*(4th ed.).Polity.
- Fine, G. A.(2021). *The Hinge: Civil Society, Group Cultures, and the Power of Local Commitments* (First ed.). University of Chicago Press.
- Gupta, R. P. (2019). *Your Vote Is Not Enough: A Citizens' Charter to Make a Difference*. Speaking Tiger Books.
- Hanuman thappa, D. G. (2016). *Global Approach to E-Governance*. LAP LAMBERT Academic Publishing.
- Hashmi, S.W.G.A.,& Arnold, B.(2021).*Governance and Leadership in Health and Safety* (1st ed.). Routledge.
- Jha, H.,Mukherjee,R.,Mitra,S.K.,&Jha,R.(2021).*Capturing Institutional Change: The Case of the Right to Information Act in India (Institutions and Development in South Asia)*. Oxford University Press.
- Klöck,C.,Castro,P.,Weiler,F.,&Blaxekjær, L. Ø.(2020).*Coalitions in the Climate Change Negotiations (Global Environmental Governance)* (1st ed.). Routledge.
- Pal, M. (2020). *Rural Local Governance and Development* (1st ed.). SAGE Publications Pvt. Ltd.
- Pandey, S. P. (2020). *Law related to Judicial Review in India: An Evaluation*. LAP LAMBERT Academic Publishing.
- Parkhurst,J.(2017). *The Politics of Evidence: From evidence-based policy to the good governance of evidence (Routledge Studies in Governance and Public Policy)* (1sted.). Routledge.
- Perry, J. L., & Volcker, P. A. (2020). *Public Service and Good Governance for the Twenty-First Century*. University of Pennsylvania Press.

- Ronchi, A.M.(2019*).e-Democracy:Toward a New Model of (Inter)active Society sp*ringer.
- Solomon,J. (2020). *Corporate Governance and Accountability (*5th*ed.*).Wiley.
- Towah, W. D. (2019). *The Impact of Good Governance and Stability on Sustainable Development*. LAP LAMBERT Academic Publishing.
- Welland,H.(2021).*Political Economy and Imperial Governance in Eighteenth-Century Britain (Routledge Studies in Eighteenth-Century Cultures and Societies) (1st ed.).* Routledge
- Bhattacharyya, Harihar, &Koing, Lion. (2016) *Globalisation and Governancein India*, Routledge, London.

BA/POL/MD/5/MIC/301: FEDERALISM IN INDIA

DURATION: 3 HOURS　　　　　　　　　　　**MAXIMUM MARKS: 100**
(EXTERNAL: 70, INTERNAL: 30)

Course Objective:

The paper is designed in a manner that will facilitate the students in getting themselves equipped with the topics concerning with the history of Federalism in India. The students will be making themselves involved with issues and challenges surrounding the concept like emergence of coalition Government and Politics and working of Indian Federalism during the last 75 years as well as Issues related with Centre State Relations.

Course learning outcomes:

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

CLO1: Students shall be able to understand the formulation and historical profile of Federalism in India.

CLO2: Students shall be able to analyze the factors which leads to coalition Government and Politics in India and working of Indian Federalism during the last 7 decades in different phases.

CLO3: Students shall be able to analyze and understand the Issues related with Centre State Relations

Unit-I
Federation: Meaning, Nature, Types and Essentials; Constitutional Provisions regarding Federalism in India, Changing Nature of Centre State Relations: Legislative, Administrative and Financial

Unit-II
Working of Indian Federation during 1950-1967 and 1967-1977: Integrationist tendencies, regional aspirations and demand for state-autonomy; inter-state disputes.

Unit-III
 1977-1989 and 1989-2004, 2004-2014: Integrationist tendencies and regional aspirations; inter-state disputes, Recommendation of Sarkaria Commission and Punchhi Commission.

Unit-IV
Working of Indian Federation 2014 onwards, Issues and Challenges, Recent Trends in Indian Federalism.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Blokdyk,G.(2021).*E Governance Initiatives A Complete Guide- 2020 Edition*. 5 STAR Cooks.
- Dalal, Rajbir Singh (2016). *Impact of Right to Information Act, 2005 on Good Governance: An Evaluation***.** Indian Journal of Public Administration, IIPA, New Delhi, Vol. LXII, No. 4.
- Dalal, Rajbir Singh (2016).*Jan Suchana Adhikar Adhiniyam Ka Kriyanvan :Haryana Pardesh key sandharbhmein ek Samiksha***.** Lok Parshasan, IIPA, New Delhi, Vol 8, No. 2,
- Dalal, Rajbir Singh. (2017).*Bhart ke Sushasan me Nagarik Sahbhagita aur Parshasnik Uterdayitava***,** Lok Prashashan, IIPA New Delhi, Vol. 09, No. 2,, pp 229-240.
- Dhaka, RajvirS.(2018),*Right to Information and Good Governance,* New Delhi:Concept.
- Dalal, Rajbir Singh.(2011).*Good Governance: The Conceptual Dimensions, Prashasnika,* HCMRIPA, Jaipur, 39(1).
- Dhawan,R. K. (2021).*Public Grievances and the Lokpal*. Raj Publication.
- Edwards, M. (2020).*Civil Society*(4th ed.).Polity.
- Fine, G. A.(2021). *The Hinge: Civil Society, Group Cultures, and the Power of Local Commitments* (First ed.). University of Chicago Press.
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BA/POL/MD/5/MIC/302: GANDHI AND THE CONTEMPORARY WORLD

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                    (EXTERNAL: 70, INTERNAL: 30)

Course Objective
Course Objective Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Learning Outcomes
Course Learning Outcomes This course will help students to understand Gandhian philosophy in a critical and analytical manner. It will also help in describing the impact of Gandhian thought on Indian and global politics. It will help in identifying and explaining selected approaches and methods that historians have used to study the history of anti-colonial Indian politics.

Unit-I
Gandhi on Modern Civilization and Ethics of Development, Conception of Modern Civilisation and Alternative Modernity, Critique of Development and village reconstruction model, Narmada Bachao Andolan

Unit-II
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: 1947and Communal Unity

Unit-III
Gandhi's Legacy : Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King), The Pacifist Movement , Women's Movements, Gandhigiri: Perceptions in Popular Culture

Unit-IV
Gandhi's Idea of Swaraj and Swadeshi

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

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BA/POL/MD/6/MIC/303: INTERNATIONAL LAW

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                              (EXTERNAL: 70, INTERNAL: 30)

Course Objective:
This course is aimed to provide a basic understanding of the genesis and concept of word International Law. It further supplements students with prominent aspects like its codification and subjects, recognition of States and their jurisdiction both territorial as well as that of aliens, modes of acquiring and losing State's territory. In the end, this also gives a brief introduction of diplomatic privileges and immunities.

Course Learning Outcome:
After the completion of the course, the students will be able to:
CLO1: Students will be able to understand the concept and genesis of International Law.
CLO2: Students will be able to understand the difference between Municipal and international Law.
CLO3: Students will be able to develop in-depth understanding of prominent aspects like recognition, extradition and succession of state under International Law.
CLO4: Students will be able to know about the international borders and State's territory as well as the modes of acquiring and losing it.

Unit- I
International Law: Definition, Nature, Scope,Basis, Sources and Significance, Origin and Development of International Law, Relationship between International and Municipal Law
Unit- II
Codification and Subjects of International Law, Recognition; State Succession and Intervention
Unit-III
Jurisdiction over Aliens; Nationality and Extradition, Diplomatic Privileges and Immunities
Unit- IV
International Borders: State Territory and Jurisdiction over Land, Air Space and Maritime Boundaries, Modes of Acquiring and Losing State Territory.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings

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BA/POL/MD/6/MIC/304: CONTEMPORARY ISSUES IN INTERNATIONAL POLITICS

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                           (EXTERNAL: 70, INTERNAL: 30)

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

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, Non-Conventional Security Issues: Migration, Drug Trafficking and Cyber Security.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

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 al armatei.
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BA/POL/MD/6/MIC/305: PEACE AND CONFLICT RESOLUTION

DURATION: 3 HOURS
                                                    MAXIMUM MARKS: 100
                                                    (EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

To understand the issue of peace and conflict resolution with their sources. To develop an empathetic outlook towards the issue of Peace Making, Conflict Management, Conflict Settlement, Conflict Prevention, Conflict Transformation. To debate and develop insightful gains regarding different Theories and strategies of Peace and Conflict Management.

Course learning outcomes:

- Students shall be able to identify the challenges to peace and conflict resolution in the world.
- The terms like Peace Making, Conflict Management, Conflict Settlement, Conflict Prevention, Conflict Transformation will be understood and analyze by the learners.
- Students shall be able to identify the factors causing conflict and its resolution as well as peace building.
- Students shall be able to understand different Theories and strategies of Peace and Conflict Management.
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Unit - I

Origins and Development of Peace and Conflict Studies, Sources of Conflict Material, ideational and others

Unit- II

Concepts of Peace and Conflict Peace keeping, Peace Making, Peace Building, Peace Enforcement Conflict Resolution, Conflict Management, Conflict Settlement, Conflict Prevention, Conflict Regulation, Conflict Transformation

Unit- III

Theories of Peace and Conflict Typologies – Inter-State and Internal Conflicts Contending theories & Perspectives – e.g. Liberal, Marxist, Gandhian, Nehruvian, Feminist .

Unit- IV

Strategies of Peace Making Actors – Institution, Individuals, and State Approaches – Facilitation, Mediation, and Arbitration Processes – Negotiations
Durability of Peace Conditions of Peace, Post-Conflict Peace Building, Creating Institutions and Norms

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggestion Readings

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BA/POL/MD/6/MIC/306: UNDERSTANDING PUBLIC POLICY

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                          (EXTERNAL: 70, INTERNAL: 30)

Course Objectives:
    The field of public policy has assumed considerable importance in response to the increasing complexity of the government activity. The advancements of technology, changes in the social organization structures, rapid growth of urbanization added to the complexities. The study of Public Policy aspires to provide an in-depth understanding of the ills prevailing in the society and aids to identify the solutions for them. Public policy is an important mechanism for moving a social system from the past to the future and helps to cope with the future. The main objective of this foundation course is to provide an opportunity to the student to learn the basic areas of public policy on the largest gamut of its canvas.

Course Learning Outcome:

    After the completion of this course, the students will be able to:
        CLO 1: Understanding of the basic concepts such as public policy, policy analysis, public policy process and governance.
        CLO 2: Gaining knowledge of different stages of the public policy process in terms of theoretical formulation and the process.
        CLO 3: Necessary competence to undertake policy analysis.

Unit -I
Public Policy: Meaning, Evolution, Nature, Scope and Significance and Institution for Policy Making, Policy Sciences: Nature, Scope and Utility

Unit-II
Public Policy Cycle: Policy Problem, Policy Making, Policy Implementation, Policy Monitoring, Policy Outcomes and Policy Evaluation

Unit-III
Policy Analysis: Meaning, Process, Stages, Types: Empirical, Normative, Retrospective, Prospective and Descriptive

Unit-IV
Public Policy Models: Harold Lasswell's Approach, Lindblom's Incremental Model, Easton's Policy Analysis Model and Dror's Normative-Optimum Model

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Rumki Basu (2021), Democracy and Public Policy in the post-COVID-19 world: Choices and outcomes, Routledge India, New Delhi.
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BA/POL/H/7/MIC/401: DEVELOPMENT AND WELFARE ADMINISTRATION IN INDIA

DURATION: 3 HOURS

MAXIMUM MARKS: 100
(EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

The field of Development and Welfare Administration is important in response to the increasing complexity of the government activity and rising popularity of democracy. The advancements in awareness of the people particularly the deprived sections has forced the government to focus on development and welfare administration. Its study aspires to provide the learners about the different polices, programmes, strategies and institutions of welfare and development administration in India.

Course Learning Outcome:

After the completion of this course, the students will be able to:
CLO 1: Understanding of the basic concepts such as Development and Welfare Administration.
CLO 2: Gaining knowledge of different stages of the policy, strategies and programmes of development and welfare in India
CLO 3: Necessary competence to undertake policy analysis about the above issues.

Unit-I
Developments and welfare administration: Concepts, Nature, Scopes, Strategies, and Significance, Role of civil services in developments and welfare policies

Unit-II
Government policies and interventions for development in various sectors and issues arising out of their design and implementation.

Unit-III
Development processes and the development industry —the role of NGOs, SHGs, various groups and associations, donors, charities, institutional and other stakeholders.

Unit-IV
Center and State Welfare schemes: for vulnerable sections, laws, institutions and their performance, Economic Developments and Planning in India

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Singh, Rajbir(2004) Rural Development Administration, Anmol Publication, New Delhi.
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BA/POL/H/7/MIC/402: INTRODUCTION TO INDIAN CONSTITUTION

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                                   EXTERNAL: 70, INTERNAL: 30)

Course Objective: -

Its aim is to develop a better understanding of the Indian constitution and different organs of the government among the readers. They will be able to appreciate the philosophy of the Indian constitution basic principles of governance and centre state relations as well as the overall functioning of the Indian federation.

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO 1: To understand the philosophy of the Indian Constitution.
CLO2: To understand the Fundamental Rights, Duties and Directive principle of state policy.
CLO 3: To learn about the structure and functioning of the Union government.
CLO 4: To learn about the structure and function of state government. CLO 5: To appreciate the centre state relations in India.

Unit-I

Constituent Assembly and Making of Indian Constitution. Preambles, provisions regarding Citizenship, Fundamental Rights and Duties Directive Principles of State Policy.

Unit-II

Union Government and State Government: Legislature, Executive and Judiciary

Unit-III
Centre State Relations: Legislative, Administrative and Financial, Comptroller and Auditor General, Finance Commission, Inter Zonal Councils

Unit-IV
Union Public Service Commission and Civil Services, Election Commission of India and Electoral Process, Constitutional Amendments Process

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:
- Ananth, K.V. (2015). *The Indian Constitution and Social Revolution: Right to Property since Independence (SAGE Series in Modern Indian History)* (First ed.). SAGE Publications Pvt. Ltd.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University

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- Khosla,Madhav.(2020).I*ndia's founding moment :The constitution of amost surprising democracy.* Harvard University Press, Harward.
- Krishnaswamy, S. (2010). *Democracy and constitutionalism in India: A study of the basic structure doctrine*. Oxford University Press.
- Chowdhary, Sujit, Khosla, Madhav, Mehta, Pratap Bhanu. (ed), (2017). *The*

BA/POL/H/8/MIC/403: ECONOMIC DEVELOPMENT AND PLANNING IN INDIA

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                                                      (EXTERNAL: 70, INTERNAL: 30)

Course Objectives:

The field of Economic Development and Planning is important in response to the increasing complexity of the government activity and rising popularity of democracy. The advancements of democracy has paved way for economic development and planning in India so that the welfare and well being of all people can be ascertained. Its study aspires to provide the learners about the different polices, programmes, strategies and institutions for Economic Development and Planning in India.

Course Learning Outcome:

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

CLO 1: Understanding of the basic concepts such as Economic Development and Planning in India.

CLO 2: Gaining knowledge of different stages, strategies, policies, strategies of Economic Development and Planning in India.

CLO 3: Necessary competence to understand the budgeting process and infrastructure development projects and policies in the country.

Unit-I

Indian Economy and issues relating to planning, mobilization, of resources, growth, development and employment. Inclusive developments and its issues

Unit-II

Government Budgeting: Constitutional Provision and process of Budgeting.

Unit –III

Land reforms in India. Effects of liberalization on the economy, changes in industrial policy and their effects on industrial growth

Unit-VI

Infrastructure developments: Energy, Ports, Roads, Airports, Railways etc, Investment models, Effect of policies and politics of developed and developing countries on India's interests, Role of Indian Diaspora

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Singh, Rajbir (2004) Rural Development Administration, Anmol Publication, New Delhi,
- Mahajan S.K &Anupama (2022), Financial Administration in India, PHI, New Delhi.
- Gupta, K.R (2009) Economics of Development and planning: History, Principle, Problems and Policies, Atlantic Publisher & Distributors Pvt. Ltd. New Delhi.
- Nath,V (2010) Economic Developments and Planning in India, Concept Publishing Company Pvt. Ltd, New Delhi.
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- Agarwal, P.K (2010), Land Reforms in States and Union Territories of India,Concept Publishing Company Pvt. Ltd, New Delhi.
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BA/POL/H/8/MIC/404: CONTEMPORARY GLOBAL CONCERNS

DURATION: 3 HOURS   **MAXIMUM MARKS: 100**
                                         (EXTERNAL: 70, INTERNAL: 30)

Course Objective:

This course is aimed to provide a basic understanding of the basics of contemporary Global politics. It further supplements students with prominent issues and challenges like Democracy, Human Rights, Climate Change and Gender Justice. In the end, this also gives a brief introduction of major international actors and their activeness in promoting and addressing the above issues in concurrent world.

Course Learning Outcome:

After the completion of this course, the students will be able to:
CLO1: Students will be able to understand the basics of contemporary Global politics
CLO2: Students will be able to understand the different issues and challenges like Democracy, Human Rights, Climate Change and Gender Justice of contemporary world.
CLO3: Students will be able to develop the in-depth understanding of prominent Institutions concerned with Terrorism and Nuclear proliferation.

Unit-I
Democracy: Concept, Essentials, Types, Issues and Challenges.

Unit-II
Human Rights: Concept, Essentials, Types, Issues and Challenges

Unit-III
Climate Change, Environment and Gender Justice: Concept, Essentials, Types, Issues and Challenges

Unit-IV
Terrorism and Nuclear proliferation: Concept, Essentials, Types, Issues and Challenges

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting at least one question from each unit.

Suggested Readings:

- Brien, R., & Williams, M. (2016). Global Political Economy: Evolution and dynamics
  Palgrave Macmillan.
- Ravenhill, J. (2014). Global Political Economy Oxford University Press.
- Strange, S. (1996). The retreat of the state: The diffusion of power in the world economy. Cambridge University Press.
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- Biermann, F., & Boas, I. (2010). Preparing for a Warmer World: Towards a Global
- Governance System to Protect Climate Refugees. Global Environmental Politics, 10(1), 60-88.
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- Jackson, R. (2009). Constructing enemies: 'Islamic terrorism' in political and academic discourse. Government and Opposition, 44(3), 293-314.
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- Review. International Centre for Counter-Terrorism - The Hague.

Multidisciplinary Courses (MDC)

CDLU/FSS/MDC/1/101: INDIAN CONSTITUTION

DURATION: 3 HOURS

MAXIMUM MARKS: 75
(EXTERNAL: 50, INTERNAL: 25)

Course Objective: -

Its aim is to develop a better understanding of the Indian constitution and different organs of the government among the readers. They will be able to appreciate the philosophy of the Indian constitution basic principles of governance and centre state relations as well as the overall functioning of the Indian federation.

Course learning outcomes:

After the completion of this course, the students will be able to:
CLO 1: To understand the philosophy of the Indian Constitution.
CLO 2: To understand the Fundamental Rights, Duties and Directive principle of state policy.
CLO 3: To learn about the structure and functioning of the Union government.
CLO 4: To learn about the structure and function of state government.
CLO 5: To appreciate the centre state relations in India.

Unit-I

Formation and Philosophy of Indian Constitution, Salient features of Indian Constitution, Fundamental Rights and Duties Directive Principles of State Policy.

Unit-II
Union Government: Legislature, Executive and Judiciary
State Governments: State legislature, Executive and State Level Judicial System

Unit-III

Centre State Relations: Legislative, Administrative and Financial, Finance Commission, Comptroller and Auditor General (CAG) Electoral System: Elections and Electoral Process

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

Suggested Readings:

- Ananth, K.V. (2015). *The Indian Constitution and Social Revolution: Right to Property since Independence (SAGE Series in Modern Indian History)* (First ed.). SAGE Publications Pvt.Ltd.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford

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- Bakshi, P. M. (2020). *The Constitution Of India* (17thed.). Lexis Nexis, NewDelhi.

- Baruah, P., & Rouleau, N. (2011). Democracy, Representation, and Self-Rule in the Indian Constitution. *Verfassung Und Recht in Übersee / Law and Politics in Africa, Asia and Latin America, 44*(2), 177-195. Retrieved August 24, 2021, from http://www.jstor.org/stable/43239606

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  of Political Science,, 73(2), April- June.

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CDLU/FSS/MDC/1/102: KEY CONCEPTS OF POLITICAL SCIENCE

DURATION: 3 HOURS   **MAXIMUM MARKS: 75**
                                                        (EXTERNAL: 50, INTERNAL: 25)

Course Objective:

This course is designed to disseminate knowledge about state, sovereignty, and other basic concepts of political science. By the end of this course, students would be able to understand and analyze the theoretical framework of political science and have practical knowledge regarding the different concepts of political science.

Course learning outcomes:

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

CLO 1: To have an insight regarding political science and its different concepts.
CLO 2: To be able to know about the state and its theories regarding its origin and nature.
CLO 3: To be able to understand sovereignty, its constituents, and forms.
CLO 4: To have an insight regarding the power, authority, different forms and attributes as well as its relations with legitimacy.
CLO 5: To have the knowledge of rights, their attributes, and different forms with special reference to UDHR.
CLO 6: To have the knowledge of liberty, equality, and laws as well as their relations with one another.
CLO 7: To be able to understand political science in a more specific and objectives manner

Unit- I
Political Science: Meaning, Nature, Scope, Significance and approaches.

Unit- II
State, Sovereignty, Government

Unit- III
Rights, Laws and Justice

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

Suggested Readings:

- Chinkin, C.M., &Baetens, F. (2015). *Sovereignty, statehood and state responsibility: Essays in honour of James Crawford.*
- Dimova-Cookson, M. (2019). *Rethinking positive and negative liberty*.Routledge.
- Dobratz, B., Waldner, L., &Buzzell,T.(2015).*Power, politics, and society: An introduction to political sociology*. Routledge.
- Dyzenhaus, D., & Poole, T. (2015). *Law, liberty and state: Oakeshott, Hayek and Schmitt on the rule of law*. Cambridge University Press.
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- Harrison, L., Little, A., &Lock,E. (2015). *Politics: The key concepts*. Routledge.
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- Leibfried, S., Huber, E., Lange, M., Levy, J.D., Nullmeier, F., &Stephens, J.D. (2015).*The
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- Leoni, B. (2017). *Law, liberty, and the competitive market*. Routledge.
- Mandle, J., & Roberts-Cady, S.(2020).*John Rawls: Debating the major questions*. Oxford University Press, USA.
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- Silier,Y.(2017).*Freedom: Political, metaphysical, negative and positive*. Routledge.
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- Heywood, A. (2015). *Political Theory: An Introduction*. Macmillan Press, London.
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CDLU/FSS/MDC/1/103: HUMAN RIGHTS, GENDER AND ENVIRONMENT

DURATION: 3 HOURS   MAXIMUM MARKS: 75
                                         (EXTERNAL: 50, INTERNAL: 25)

Course Objective:

This course is aimed to provide a basic understanding of the Human Rights, Gender and Environment Issues. It further supplements students with main issues like Right of Citizens particularly marginalized section and women. In the end, this also gives a brief evaluation of Institutional arrangements for this and their accessibility.

Course Learning Outcome:

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

CLO1: Students will be able to understand the concepts of Human Rights, Gender and Environment.

CLO2: Students will be able to understand the role of the National Human Rights Commission, Human Rights of Marginalized Groups, organized and unorganized Workers and Human Rights Movement in India.

CLO3: Students will be able to develop the in-depth understanding of development of Human Rights, Environment and Gender Issues.

CLO4: Students will be able to know about the impact of Human Rights and Environment Organizations and Institutions to address these issues.

Unit I

Human Rights: Various Meanings , UN Declarations and Covenants ,Human Rights and the Indian Constitution , Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission. , Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers, Human Rights Movement in India.

Unit II

Gender :Analysing Structures of Patriarchy , Culture and History , Economic Development and Women , The issue of Women's Political Participation and Representation in India , Women's Rights in India ,Women's Movements in India

Unit III

Environment : Environmental and Sustainable Development , UN Environment Programme: Rio, Johannesburg and after. , Issues of Industrial Pollution, Global Warming and threats to Bio – diversity 42 , Environment Policy in India , Environmental Movement in India

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

Essential Readings

- Agarwal, Anil and SunitaNarain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.
- Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.
- Beteille, Andre (2003), Antinomies of Society: Essays on Ideology and Institutions, Oxford University Press, Delhi.
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- Haragopal, G. (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.
- Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi.
- Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.
- Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, Delhi.

CDLU/FSS/MDC/2/104: INTRODUCTION TO SOUTH ASIA

DURATION: 3 HOURS   **MAXIMUM MARKS: 75**
                                         (EXTERNAL: 50, INTERNAL: 25)

Course Objective:

This course is aimed to provide a basic understanding of the relation regarding South Asia. It further supplements students with main issues like cross boarder terrorism , River water and Border Disputes. In the end, this also gives a brief explanation of evolution of regional cooperation and conflict in South Asian Country.

Course Learning Outcome:

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

CLO1: Students will be able to understand the relationship of South Asia and their mutual cooperation and issues of contention.
CLO2: Students will be able to understand the comparison of India's relation with South Asian Countries on the issues of infiltration, terrorism , River water and Border Disputes.
CLO3: Students will be able to develop the in-depth understanding of India's perspective regarding Regional Cooperation and Free Trade Agreements with its neighbors.
  CLO4: Students will be able to know about the impact of the regional cooperation and other issues related to diversity and pluralism in South Asia.

UNIT-1
South Asia as Region, Struggle for Independence and Nationalism in South Asia, Diversity and Pluralism in South Asia, Political Structures and Processes in South Asia.
UNIT-II
Human Development and Regional Imbalances in South Asia, Migration and Development, Environment and Development.
UNIT-III
Armed Conflicts in South Asia, Territorial Disputes, Waters Disputes and Water Sharing,Civil Society in South Asia, SAARC, Dynamics of South Asian
Security.

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

REFERENCES
- Oberst, Robert C. et.al. (2014) Government and Politics in South Asia, New York, Routledge
- Chapman, Graham P. (2009) The Geopolitics of South Asia,Singapore, Ashgate
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- UNDP (2020) Human Development Report, The Next Frontier: Human Development and the Anthropocene, New Delhi, Oxford
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- Chandra, Bipin (1989) lndi'sStruggel for JnclepEJndenc.e, Delhi Sarkar,
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CDLU/FSS/MDC/2/105: UNDERSTANDING DR. B.R. AMBEDKAR AND MAHATMA GANDHI

DURATION: 3 HOURS   **MAXIMUM MARKS: 75**
                                                          (EXTERNAL: 50, INTERNAL: 25)

Course Objective:

The objective of this course is to provide students with a comprehensive understanding of the political views and strategies of two prominent figures in Indian history, Mahatma Gandhi and Dr. Ambedkar. By examining their perspectives on state, government, bureaucracy, upliftment of deprived sections and women, religion, caste, environment, and constitutionalism, students will gain insights into the socio-political dynamics of India during their respective periods. Additionally, through a comparative analysis of their political strategies, students will develop critical thinking skills and a deeper understanding of the complexities involved in socio-economic and political development, as well as views regarding imperial governance.

Course Learning Outcomes:

- Understand the political ideologies and views of Mahatma Gandhi regarding state, government, bureaucracy, upliftment of deprived sections and women, religion, caste, and environment.
- Analyze the political ideologies and views of Dr. B.R. Ambedkar concerning state, government, bureaucracy, upliftment of deprived sections and women, religion, caste, and constitutionalism.
- Compare and contrast the political strategies employed by Mahatma Gandhi and Dr. B.R. Ambedkar in addressing socio-economic and political development challenges.
- Evaluate the implications of their respective ideologies and strategies on the empowerment of marginalized communities and the overall political landscape of India.
- Develop critical thinking skills through the examination of primary texts, historical documents, and scholarly interpretations related to the political thought of Mahatma Gandhi and Dr. B.R. Ambedkar.

Unit-I
Mahatma Gandhi: Political Views regarding State, Government and Bureaucracy, Upliftment of Deprived Sections and Women, Religion, Caste and Environment.
Unit-II
Dr. B.R. Ambedkar: Political Views regarding State, Government and Bureaucracy, Upliftment of Deprived Sections and Women, Religion, Caste and constitutionalism.
Unit-III
Comparison of Political Strategies of Mahatma Gandhi and Dr. B.R. Ambedkar regarding Socio-Economic and Political Development and view regarding Imperial Government.

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising

of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

Suggestive Readings:

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- Gandhi, M. K. (1939). Hind Swaraj. Ahmedabad: Navajivan Publishing House.
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- Parekh, B. (1997). The Critique of Modernity. In: Gandhi: A Brief Insight. Delhi: Sterling Publishing Company.
- Parekh, B. (1999). Discourse on Unsociability, in Colonialism, Tradition, and Reform: An Analysis of Gandhi's Political Discourse. New Delhi: Sage Publication.
- Joseph, M. (2013). Dr. B.R. Ambedkar's Views on Religion: A Sociological Analysis. Indian Anthropologist, 43(2).
- Lal, S., &Saxena, K. S. (2009). Ambedkar and Nation-Building. New Delhi: Rawat.
- Omvedt, G. (2008). Phule-Remembering The Kingdom of Bali, in Seeking BegumpuraNavyana, pp. 159-184.
- Gore, M. (1993). The Social Context of an Ideology: Ambedkar's Political and Social Thought. Delhi: Sage Publication, pp. 73-122; 196-225.
- B. Ambedkar, (1989). Annihilation of Caste with a Reply to Mahatma Gandhi, in Dr. BabasahebAmbedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-9.
- G. Omvedt, (2008). Phule-Remembering The Kingdom of Bali, in Seeking BegumpuraNavyana, pp. 159-184.

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- G. Omvedt, (2008). Phule-Remembering The Kingdom of Bali, in Seeking BegumpuraNavyana, pp. 159-184.

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- B. Ambedkar, (1989). Annihilation of Caste with a Reply to Mahatma Gandhi, in Dr. BabasahebAmbedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-9.
- G. Omvedt, (2008). Phule-Remembering The Kingdom of Bali, in Seeking BegumpuraNavyana, pp. 159-184.
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- Selected Works on B.R. Ambedkar's Thoughts:
- G. Aloysius, (2009). Ambedkar on Nation and Nationalism. Critical Quest, Delhi.
- B.R. Ambedkar, (2003). I Have No Homeland. in Dr. BabasahebAmbedkar Writings and Speeches Vol- 17. Education Deptt., Government of Maharashtra, Mumbai, pp-51-58.
- Ambedkar. Evidence before South Borough committee on Franchise. Available at http://www.ambedkar.org/ambcd/07.%20Evidence%20before%20the%20Southborough%2Committee.htm. Accessed: 19.04.2013.
- Constituent Assembly Debates. Ambedkar's speech on Draft Constitution on 4th November 1948. CAD Vol. VII. LokSabha Secretariat, Government of India, 3rd Print. pp. 31-41.
- B. Ambedkar. (2013). States and Minorities. Delhi: Critical Quest.

CDLU/FSS/MDC/2/106:DIGITAL GOVERNANCE

DURATION: 3 HOURS
MAXIMUM MARKS: 75
(EXTERNAL: 50, INTERNAL: 25)

Course Objective:

This course stresses on basic understanding of the students about Digital Governance, both in theoretical as well as practical perspectives. For this, they will be taught theories and models of Digital Governance and problems encountered by the public servants while designing and implementing the digital technologies for improving the delivery of public services. They will also learn the drivers and barriers of digital governance including privacy, security and data uncertainties.

Course learning outcomes:

After the completion of the course, students will be able to:
CLO 1: Gaining theoretical understanding about the concept, theory and models of e-governance Learning practical application of e-governance in different walks of life
CLO 2: Awareness of various e-governance initiatives undertaken to deliver Public services to the stakeholders
CLO 3: Developing necessary skills to use and operate e-governance or digital service delivery.

Unit- I
Concept, Scope and Significance, Difference between e-Governance and Digital Governance and Digital Transformation Continuum. Theories of e-Governance / Digital Governance. Growth of e-Governance initiatives in India: Pre -National e-Governance Plan and Post NeGP (NeGP 2006). e-Governance Initiatives in the area of Government to Citizens (G2C),Government to Business (G2B) and Government to Government G2G)

Unit- II
Role in improving Public Services Delivery and Public Policies Issues and challenges: Digital Divide, Privacy and cyber-Security, capacity building. Government Process Reengineering: concept, application and problems. Social Media Platforms: Problems of Control, Misinformation and Disinformation

Unit- III
IT Act, 2000: Features, Procedure and Implementation, Machinery for Implementation of the IT Act,2000: Barriers and Implications, The Information Technology (Intermediary Guidelines and Digital Media Ethics Code), Rules 2021, Recommendations to ReformLegal Framework

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

Suggested Readings:

- Hothi, BS (2019), E- Governance, RBSA, Jaipur.
- KV, Sunu (2018), Digital Governance, Global Vision, New Delhi.
- Jeremy Swinfen Green, Stephen Daniels (2019), Digital Governance: Leading and Thriving in a world of fast-changing technologies, Routledge, UK
- Anttiroiko, Ari-veikko and Malkia, Matti (2006) Encyclopedia of Digital Governance. IGI Global Publications: Pennsylvania,USA.
- Bellamy, Christine and John, Taylor (1998) Governing in the Information Age. Open University Press: Buckingham
- Bhatnagar, S C (2004) E-Government: From Vision to Implementation. Sage: New Delhi
- Bouwman, Harry; Hooff, Bart van den; Vingaert, Lidwien van de; and Dijk, Jan van (2005) Information and Communication Technology in Organizations: Adoption, Implementation, Uses and Effects, Sage Publications: New Delhi
- Dunleavy, Patrick; Margetts, Helen; Bastow Simon; and Tinkler, Janae(2007) Digital Era Governance – IT Corporations, the State and e-Governments Oxford University Press: Oxford
- Fang, Z (2002) e-Government in Digital Era: Concept, Practice and Development. International Journal of the Computer, the Internet and Information, Vol. 10, No. 2, pp. 1-22
- Gosling, P. (1997) Government in the Digital Age.Bowerdean Publishing Co Ltd
- Heeks, Richard (2006) Implementing and Managing e-Government: An International text. Sage: London
- Jones, S. G. (Ed.)(1995) Cyber Society, Computer mediated communication and Community. Sage: Thousand Oaks CA
- Kooiman, J. (Ed.) (1993) Modern Governance: New Government – Society Interactions. Sage: London Layne, K. and Lee J. (2001) Developing Fully Functional e-Government: A Four Stage Model.
- Karen Layne and JungwooLee, Government Information Quarterly, 18(2001), pp. 122-36. Elsevier: Manchester UK
- Marchionini, G. (1995) Information Seeking in Electronic Environments. The Press Syndicate of the University of Cambridge: New York
- Milakovich, Michael E. (2012) Digital Governance - New Technologies for improving Public Service and Participation, Routledge: New York
- Balraj Singh and Rajkumar Siwach (2016), E-Governance: Initiatives and challenges, Shree publishers and distributors, New Delhi.
- Pardhasaradhi, Y. (2009) E-Governance and Indian Society, Kanishka: New Delhi
- Raab, C. Bellamy; C. Staylor, J. ; Dutton, W. H. and Peltu, M. (1996) The information polity: electronic democracy, privacy and surveillance, in W.H. Dutton (Ed.) Information and Communication Technologies; Visions and Realities. Oxford University Press: Oxford
- Satyanarayana, J. (2006) E-Government. PHI: New Delhi
- Scarbrough H., and Corbett, J. M. (1992) Technology and Organization: Power, Meaning and Design. Routledge : London

- Sodhi, Inderjeet Singh (2015) Trends, Prospects and Challenges in Asian EGovernance. IGI Global: Hershey, PA, USA
- Sodhi, Inderjeet Singh (2015) Emerging Issues and Prospects in African EGovernment. IGI Global: Hershey, PA, USA
- Sodhi, Inderjeet Singh (2017) E-Governance in India. University Book House: Jaipur
- Tubtimhin, J (2009) Global e-Governance: Advancing e-Governance through Innovation and Leadership. IOS Press: Amsterdam
- 'E-Government Act of 2002; http://frwebgate.access.gpo.gov/cgibin/getdoc.cgi?dbname=107_cong_Public_laws&docid=f:publ347.107.pdf
- 'e-Procurement'; by Rajkumar; Compendium of e-Governance Initiatives in India
- 'G2BServices: Key Learnings from MCA 21'; Ministry of Corporate Affairs;
- ; http://www.eindia.net.in/egov/presentation/Day_3/Session_2/YS_Malik.pdf
- 'Minimum Agenda for e-Governance in the Central Government'; http://darpg.nic.in/arpg
- website/ReformInitiatives/eGovernance/IndianExperience/EgovExp73.doc
- Paragraph 83, Report of the Working Group on Convergence and E-Governance for The Tenth Five Year Plan (2002-2007), Planning Commission, November, 2001 Source: http://go.worldbank
- Bhatnagar, Subhash: One Stop Shop for Electronic Delivery of Services: Role of Public Private Partnership
- (http://www.iimahd.ernet.in/~subhash/pdfs/OneStopShopForElectronicDeliveryJun2005.pdf) Computerization of land records in India'; http://www.gisdevelopment.net/application/lis/overview/lisrp0015a.htm, accessed on 22.08.08
- What Is Digital Governance? - Digital Governance https://digitalgovernance.com/dgblog/what-is-digital-governance/
- Digital Government 2018https://digital-government.co.uk/
- Building a Digital Governance Program – isaca https:// www.isaca.org/..
- Digital India Portal https://digitalindiaportal.co.in/
- Digital India ttps://www.digitizeindia.gov.in/ Digital India Learning Portal https://lms.negd.in/
- Digital Transformation India 2018 - Forrester https://events.forrester.com/ehome/dtindia2018
- A Study Impact of 'Digital India 'in 'Make in India' Program in IT & BPM ...www.academia.edu/...
- IT Digital Transformation | Make Your Strategy a Reality | gartner.comwww.gartner.com/DigitalBusiness.

CDLU/FSS/MDC/3/201: UNDERSTANDING GLOBALIZATION

DURATION: 3 HOURS
                                    MAXIMUM MARKS: 75
                                    (EXTERNAL: 50, INTERNAL: 25)

Course Objective:

This course is aimed to provide a basic understanding of the historical genesis of Globlization and Global Politics. It further supplements students with prominent theories, Institutions, specialized Agencies of global Politics . In the end, this also gives a brief introduction of major international actors and their activeness in promoting and addressing Human Security , Climate Change and Disarmament issues.

Course Learning Outcome:

After the completion of this course, the students will be able to:
CLO1: Students will be able to understand the historical genesis and different theories of Global politics .
CLO2: Students will be able to understand the difference between National and International policy-making.
CLO3: Students will be able to develop the in-depth understanding of prominent Institutions of Global politics IMF, World Bank, WTO, MNCs.

CLO4: Students will be able to know about the major international actors and their activeness in promoting and addressing Human Security , Terrorism ,Climate Change and Disarmament issues.

Unit I
Globalization: Conceptions and Perspectives :Understanding Globalization and its Alternative Perspectives , Political: Debates on Sovereignty and Territoriality

Unit-II
Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank WTO , Trans National and Multi National Corporation (TNCs/MNCs), Global Inequalities , Violence: Conflict, War and Terrorism

Unit III
Global Environment: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate, , Global Civil Society : Proliferation of Nuclear Weapons ; International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments ; Migration ; Poverty and Inequality, Human Security

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

READING LIST

- Carvalho,B.D., Lopez,J.C., &Leira,H. (2021).*Routledge Handbook of Historical International Relations*. Routledge.

- Dunne,T.,Kurki,M.,&Smith,S.(2021).*InternationalRelationsTheories:Discipline and diversity*. Oxford University Press, USA.

- Garner,R.,Ferdinand,P.,&Lawson,S.(2020).*Introductiontopolitics*.Oxford University Press, USA.

- Hanhimäki,J.M.(2015).*TheUnitedNations:Averyshortintroduction*.OxfordUniversity Press, USA.

- Jindal,N.,&Kumar,K.(2020).*Internationalrelations:Theoryandpractice*.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.

CDLU/FSS/MDC/3/202: INTERNATIONAL AND REGIONAL ORGANIZATIONS

DURATION: 3 HOURS   **MAXIMUM MARKS: 75**
                                                (EXTERNAL: 50, INTERNAL: 25)

Course objective

This course is intended to provide a brief introduction of the historical genesis of international organization, efforts of converting jungle into the zoo. It further provides a brief introduction of the institutional setup of the United Nations. Moving ahead this course will also provide a brief introduction of formal agencies through the UN and Regional Organization as well.

Course learning outcomes:

After the completion of the course, students will be able to:
CLO 1: Students will be able to understand how the International Organization came into existence and its aims and objective.
CLO 2: Students will be able to develop a depth understanding of U.N system.
CLO 3: Students will be able to know about the engagement of world governments through UN system and beyond UN system.
CLO 4: Students will be able to understand the difference between regional organizations from World organizations and develop an understanding of the aims and objectives of some measure Regional Organizations.

UNIT I
Nature and Evaluation: Nature, Scope and Importance of International Organization, Governmental and Non-Governmental Organizations , Evolution of International Organization: Congress of Vienna to the League of Nations

UNIT II
The Secretary General: Functions and Role , Role of General Assembly and Security Council in Maintaining International Peace and Security

UNIT III:
Regional Organizations: Evolution, Features, Forms and Significance, SAARC, BIMSTIC, ASEAN, European Union, QUAD, Socio-Economics Development: The North-South System , South –South co-operation

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

READING LIST

- Bennett, R. L. (1995). International Organizations: Principles and Issues. Publisher's location: Publisher.
- Luard, E. (1992). International Agencies. Publisher's location: Publisher.
- Luard, E. (1994). The UN: How it Works and What It Is?. Publisher's location: Publisher.
- Nicholas, H. G. (1967). The UN as a Political Institution. Publisher's location: Publisher.
- Aggrawal, H.O., (2021). International Organization. Central Law Publications
- Cogan, J. K., Hurd, I., &Johnstone, I. (Eds.). (2016). The Oxford Handbook of
- International Organizations. Oxford University Press.
- Dalal, Rajbir Singh. (2015), Impact of Globalization on Urbanization and Migration
- in India: An Introspection, The Administrative Change, Jaipur, XL1-XL2, 1(2).
- Dijkstra, H. (2016). International organizations and military affairs. Routledge.
- Dingwerth, K., Witt, A., Lehmann, I., Reichel, E., & Weise, T. (2019). International
- organizations under pressure: Legitimating global governance in challenging times.
- Oxford University Press.
- Hanhimäki, J. M. (2015). The United Nations: A very short introduction. Oxford
- University Press, USA
- Kille, K. J., & Lyon, A. J. (2020). The United Nations: 75 years of promoting peace,
- human rights, and development. ABC-CLIO.
- Muldoon, J. P. (2018). The architecture of global governance: an introduction to the
- study of international organizations. Routledge.
- Panke, D., &Stapel, S. (2020). Comparing regional organizations: Global dynamics
- and regional particularities. Policy Press.
- Park, S. (2018). International organizations and global problems: Theories and
- explanations. Cambridge University Press.
- Schiavone, G. (2016). International organizations: A dictionary and directory.
- Springer.
- Weiss, T. G., &Daws, S. (2018). The Oxford Handbook on the United Nations. Oxford University Press.

CDLU/FSS/MDC/3/203: CONTEMPORARY SOCIO-ECONOMIC ISSUES IN INDIA

DURATION: 3 HOURS   **MAXIMUM MARKS: 75**
                                                      EXTERNAL: 50, INTERNAL: 25)

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.

 L**earning 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 Agricululture and Industrial Development.

Unit-II
Socio-Economic Issues Agrarian Reforms and Green Revolution, Economic Reforms: Liberalization, Privatization and Globalization (LPG)

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

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

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
- Dalal, Rajbir Singh. (2013), District Rural Development Agency: Expectations and Prospects. Public Administration Review, 14, (1).
- Dalal, Rajbir Singh (2013) Samajik Nyaya aur Samaveshi Vikas: Ek Samiksha. Lok Parshashan, IIPA, New Delhi, 5 (2).
- Dalal Rajbir Singh (2015) Satat Vikas: Bharat key Sandharbh mein ek Samiksha. Prashasnika, HCMRIPA, Jaipur, XXXIV, (1-2,)
- Mozoomdar, (1994) The Rise and Decline of Development Planning in India', In T. Byres (ed.) The State and Development Planning in India. Delhi: Oxford University Press, pp. 73-108.
- Nayar (1989). India's Mixed Economy: The Role of Ideology and its Development. Bombay: Popular Prakashan
- Suri,K., (2006). Political economy of Agrarian Distress. In Economic and Political Weekly, XLI (16).
- M. Mohanty, (2002) The Changing Definition of Rights in India. in S. Patel, J. Bagchi, and K. Raj (eds.) Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel, New Delhi: Sage.
- 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.
- Ramana,P., (2011). India's Maoist Insurgency: Evolution, Current Trends and Responses. in M. Kugelman (ed.) India's Contemporary Security Challenges, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.
- 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.
- 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

Skill Enhancement Courses

BA/POL/MD/SEC /1/101:DEMOCRATIC AWARENESS WITH LEGAL LITERACY

DURATION: 3 HOURS   **MAXIMUM MARKS: 75**
                                         (EXTERNAL: 50, INTERNAL: 25)

Course Objective:

The course will help students to understand the concept of Democratic Awareness with Legal Literacy and different aspects related to Legal System and Laws Prevailing in India. Moreover, apart from covering problems and challenges of formal Legal System the alternative dispute Resolution Mechanism will be studied. Different Laws regarding dowry, sexual harassment and violence against women and cyber crimes will be the part of this course. The students will be able to critically evaluate the functioning of these institutions and make constructive suggestions.

Learning Outcomes:

- Develop an understanding of the concept of Democratic Awareness and Legal Literacy.
- Examine perspectives, policies, and strategies related to Legal System in India both formal and Informal.
- Explore issue areas concerning to dowry, sexual harassment and violence against women, Laws relating to consumer rights, Labour laws in the context of globalization, Laws relating to cyber crimes.
- Demonstrate the ability to critically evaluate the functioning of Legal System prevailing in India including some specific laws for Grievance Redressal.

Unit I
Democratic Awareness: Concept, Features, Essentials and Significance, Democratic Awareness and Legal Literacy, Legal system in India: Courts, Tribunals, Alternate disputes Resolution mechanisms, Lok adalats and non - formal mechanisms.

Unit II
Understanding of the Laws applicable in India, Constitution - fundamental rights, fundamental duties, other constitutional rights, and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.

Unit III
Laws relating to dowry, sexual harassment and violence against women, Laws relating to consumer rights, Labour laws in the context of globalization, Laws relating to cyber crimes.

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

- Multiple Action Research Group, Our Laws Vols 1-10, Delhi.
- Indian Social Institute, New Delhi, Legal Literacy Series Booklets. Available in Hindi also.
- S.K. Agarwala,(1985) Public Interest Litigation in India, K.M. Munshi Memorial Lecture,
  Second Series, Indian Law Institute, New Delhi.
- S.P. Sathe,(1993) Towards Gender Justice, Research Centre for Womens' Studies, SNDT Women's University, Bombay.
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- Sagade, Jaga, (1996) Law of Maintenance: An Empirical Study, ILS Law College, Pune.
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- Nomita Aggarwal, (2002)Women and Law in India, New Century, Delhi.
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- P.C. Rao and William Sheffiled,(2002) Alternate Dispute Resolution: What it is and How it Works Universal, New Delhi.
- Mahendra P. Singh, (2001) V.N. Shukla's Constitution of India Eastern Book CoNew Delhi
- Parmanand Singh,(1981-82) 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156.

BA/POL/MD/SEC /1/102: UNDERSTANDING GRASSROOTS DEMOCRACY

DURATION: 3 HOURS

MAXIMUM MARKS: 75
(EXTERNAL: 50, INTERNAL: 25)

Course Objective:

The course will help students develop an understanding of the concept and theories of decentralization and the nature of local institutions both at the urban and rural level. Apart from covering problems and challenges of urban and rural development, various programmes for the same will be studied. The important pedagogical tools in this paper include discussions, presentations and field visits to have a feel of working of urban and rural local bodies. The students will be able to critically evaluate the functioning of these institutions and make constructive suggestions.

Learning Outcomes:

- Develop an understanding of the concept and theories of decentralization and the nature of local institutions, both urban and rural.
- Examine perspectives, policies, and strategies related to rural and urban development, as well as the structure, functions, and roles of Panchayati Raj Institutions.
- Explore issue areas concerning the rural-urban relationship, local government finances, state control over local bodies, and administrative reforms in local governance.
- Demonstrate the ability to critically evaluate the functioning of urban and rural local bodies and propose constructive suggestions for improvement in the light of 73rd and 74th amendment Act.

Unit I
Grassroots Democracy**:** Meaning nature, essentials, scopes and Significance, Historical Development of Local Government, Local Governance: Urban & Rural

Unit II
Urbanization Concept, Trends & Challenges Structure, Function and Role of Urban Local Bodies: Municipal Corporation, Municipal Council/Committee/Nagar Panchayat in light of 74th Constitutional Amendment Act. Rural Development Perspectives, Policy & Strategies Structure, Functions and Role of Panchayati Raj Institutions, in light of the 73rd Constitutional Amendment Act Rural Problems and Challenges

Unit III
 Issue Areas: Rural-Urban Relationship Local Government Finances; State Finance Commission State Control over Local Bodies Administrative Reforms in Local Governance, Urban Development Programmes: Atal Mission for Rejuvenation and Urban Transformation (AMRUT);Deendayal AntyodayaYojna – National Urban Livelihoods Mission (DAYNULM); Smart Cities ,Rural Development Programmes: Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA); Deen dayal AntyodayaYojna – National Rural Livelihoods Mission (DAYNRLM)

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

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- Rawat, Harikrishna 2013; Samajik Shod Ki Vidhiya; New Delhi: Rawat Publications
- Ahluwalia, Isher Judge. (2017). Urbanisation in India. New Delhi: Sage.
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- Bhattacharya, Mohit. (1976). Management of Urban Government in India. New Delhi: Uppal.
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- Khanna, B. S. (1992). Rural Development in South Asia.4 Volumes. New Delhi: Deep and Deep.

BA/POL/MD/SEC/2/103: CITIZEN CENTRIC GOVERNANCE

DURATION: 3 HOURS

MAXIMUM MARKS: 75
(EXTERNAL: 50, INTERNAL: 25)

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.
*

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

Unit III
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 .

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

RECOMMENDED READINGS:

• C. K. Takwani, (2016)Administrative Law, Eastern Book Company,Lucknaw.
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BA/POL/MD/SEC /2/104: ELECTION AND VOTING BEHAVIOUR

DURATION: 3 HOURS   **MAXIMUM MARKS: 75**
                                               (EXTERNAL: 50, INTERNAL: 25)

Course Objectives:
It seeks to introduce to the students the methods of studying elections. It also seeks to acquaint the student with the practice of studying elections in India and issues involved in it. The course expects students to understand the different methods of election study. Taking off from the history and evolution of election studies, the course further dwells on key issues in India's electoral politics.

Course learning outcomes:

  After the completion of the course, students will be able to:
CLO 1:Discuss India's electoral system.
CLO 2: Describe the Indian electorate's voting patterns.
CLO 3: Explain the factors that influence voting behavior in India.
CLO 4: Discuss the electoral system's flaws and potential reforms

Unit - I
Concept, Nature, Scope, Significance and History of Election Studies, Elections and Voting Behavior

Unit- II
Theories of Representation: Territorial and Professional Representation, Theories of Minority Representation, Party System in India

Unit- III
Survey Method, Field Studies and Ethnographic Studies, Social Identities, Media, Public Opinion and Elections, Clientelism and Elections

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

Suggested Readings:

- Banerjee Mukulika,(2014),Why India Votes*?* New Delhi, Routledge.
- Kitschelt, Herbert and Steven I. Wilkinson (eds.) 2007, Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition, Cambridge University Press: Cambridge.
- Niemi, Richard G., Herbert F. Weisberg and David C. Kimball (Eds.) 2011, Controversies inVoting Behavior,Washington:CQ Press.
- Palshikar, Suhas (2013), "Election Studies", in K.C. Suri (ed.) Indian Democracy, Volume 2 Oxford University Press, New Delhi.
- Kumar,Sanjay and Praveen Rai,(2013),Measuring Political Behaviour in India,NewDelhi, Sage.
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BA/POL/MD/SEC /3/201: LEGISLATIVE PRACTICES AND PROCEDURES IN INDIA

DURATION: 3 HOURS   **MAXIMUM MARKS: 75**
                                                   (EXTERNAL: 50, INTERNAL: 25)

Course objective:
To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

Learning Outcomes:

- Understand the powers and functions of elected representatives at various levels of governance, including Members of Parliament, State legislative assemblies, and functionaries of rural and urban local self-government bodies, such as Zila Parishads, Municipal Corporations, and Panchayats/wards.
- Explain the legislative process and the journey of a bill from its introduction to becoming law, including the roles of different actors such as legislative consultants, Standing Committees, and the framing of rules and regulations.
- Evaluate the role and significance of Standing Committees in the legislative process, particularly in reviewing bills, conducting detailed examination, and providing expert insights to improve legislation.
- Identify the different types of legislative committees and analyze their functions in reviewing government finances, policies, programmes, and legislation, thereby contributing to effective governance and oversight.

Unit-I
 Powers and functions of people's representative at different tiers of governance, Members of Parliament, State legislative assemblies, functionaries of rural and urban local self - government from Zila Parishad, Municipal Corporation to Panchayat/ward.

Unit-II
Supporting the legislative process, How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

Unit-III
Supporting the Legislative Committees, Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

Unit-IV
 Reading the Budget Document, Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 1 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

READING LIST
- M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf,Accessed: 19.04.2013
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BA/POL/MD/SEC/3/202: DEMOCRACY AND GOVERNANCE

DURATION: 3 HOURS

MAXIMUM MARKS: 75
(EXTERNAL: 50, INTERNAL: 25)

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, the concept of Democracy, Governance their ingredients and types as well as role Right to Information Act 2005 and Right to Service Act, 2014 will be discussed.

Learning Outcomes:
- Understand the meaning, concept and forms of Democracy and Governance which leads to transparency and Accountability in administration.
- Analyze the functioning of various agencies which ensure sound Democracy and Governance.
- Visualize the various pros and cons of Right to Information Act 2005 and Haryana Right to Service Act, 2014.

UNIT-I
Governance: An Introduction Contemporary Debates in India and abroad, Good Governance: Emergence and Attributes Future Prospects and Challenges.

UNIT -II
Democracy and Good Governance, E-Governance, Corporate Governance and Right to Information (RTI)Act, Right to Service (RTS) Act.

UNIT-III
Institution of Ombudsman: Lokpal, Lokayukta Judicial Review, Judicial Activism and Media Trial

Note for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 2 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting at least one question from each unit.

REFERENCES / READING LIST
- Blokdyk, G. (2021). E-Governance Initiatives: A Complete Guide-2020 Edition. 5 STAR Cooks.
- Dalal, R. S. (2016). Impact of Right to Information Act, 2005 on Good Governance: An Evaluation. Indian Journal of Public Administration, IIPA, New Delhi, 62(4).

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- Ronchi, A. M. (2019). e-Democracy: Toward a New Model of (Inter)active Society (1st ed. 2019 ed.). Springer.
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- Towah, W. D. (2019). The Impact of Good Governance and Stability on Sustainable Development. LAP LAMBERT Academic Publishing.
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