

# ACHARYA NAGARJUNA UNIVERSITY

A State Government University, Accredited with "A" Grade by NAAC

Nagarjuna Nagar - 522 510, Guntur, Andhra Pradesh, India.



## M.A. POLITICAL SCIENCE

### SYLLABUS

2022 - 2023 onwards

UNIVERSITY COLLEGE OF ARTS,  
COMMERCE & LAW

PROGRAM CODE:

ANUCACL13





**ABOUT  
UNIVERSITY**

## ACHARYA NAGARJUNA UNIVERSITY (ANU)

### - A Brief Profile

Acharya Nagarjuna University, a State University established in 1976, has been constantly striving towards achieving progress and expansion during its existence for over four decades, in terms of introducing new courses in the University Colleges, affiliated colleges and professional colleges. Spread over 300 acres of land on the National High Way (NH-16) between Vijayawada and Guntur of Andhra Pradesh, the University is one of the front ranking and fastest expanding Universities in the state of Andhra Pradesh. The University was inaugurated on 11th September, 1976 by the then President of India, Sri Fakhruddin Ali Ahmed and celebrated its Silver Jubilee in 2001. The National Assessment and Accreditation Council (NAAC) awarded “A” grade to Acharya Nagarjuna University and also has achieved 108 International ranks, 39 National ranks UI Green Metrics rankings and many more. It is named after Acharya Nagarjuna – one of the most brilliant preceptors and philosophers, whose depth of thought, clarity of perception and spiritual insight were such that even after centuries, he is a source of inspiration to a vast number of people in many countries. The University is fortunate to be situated on the very soil where he was born and lived, a soil made more sacred by the aspiration for light and a state of whole someness by generations of students. With campus student strength of over 5000, the University offers instruction for higher learning in 68 UG & PG programs and guidance for the award of M.Phil. and Ph.D. in 48 disciplines spread over six campus colleges and one PG campus at Ongole. It also offers 160 UG programs in 440 affiliated colleges in the regions of Guntur and Prakasam Districts. It has a Centre for Distance Education offering 87 UG & PG programs. Characterized by its heterogeneous students and faculty hailing from different parts of the state and the country, the University provides most hospitable environment for pursuing Higher Learning and Research. Its aim is to remain connected academically at the forefront of all higher educational institutions. The University provides an excellent infrastructure and on-Campus facilities such as University Library with over one lakh books & 350 journals; Computer Centre; University Scientific Instrumentation Centre; Central Research Laboratory with Ultra-modern Equipment; Well-equipped Departmental Laboratories; Career Guidance and Placement Cell; Health Centre; Sports Facilities with Indoor & Outdoor Stadiums and Multipurpose Gym; Sports Hostel; Separate hostels for Boys, Girls, Research Scholars and International Students; Pariksha Bhavan (Examinations Building); Computers to all faculty members; Wi-Fi connectivity to all Departments and Hostels; Canteen, Student Centre & Fast-food Centre; Faculty Club; Dr. H.H. Deichmann & Dr. S. John David Auditorium cum Seminar Hall; Post office; Telecom Centre; State Bank of India; Andhra Bank; Energy Park; Silver Jubilee Park; Fish ponds; internet center; xerox center; cooperative stores; Water harvesting structures.



**VISION,  
MISSION &  
OBJECTIVES  
OF THE  
UNIVERSITY**

## **ACHARYA NAGARJUNA UNIVERSITY**

### **VISION**

To generate sources of knowledge that dispels ignorance and establish truth through teaching, learning and research.

### **MISSION**

To promote a bank of human talent in diversified faculties – Commerce & Management Studies, Education, Engineering & Technology, Humanities, Law, Natural Sciences, Pharmacy, Physical Education & Sports Sciences, Physical Sciences and Social Sciences that would become an investment for a prosperous society.

### **OBJECTIVES**

- 
- To inspire and encourage all who would seek knowledge through higher education and research.
  - To provide quality instruction and research for the advancement of science and technology.
  - To promote teaching and research studies in disciplines of societal relevance.
  - To bridge the gap between theory and practice of the principles of higher education.
  - To develop human talent necessary for the industry.
  - To open up avenues of higher education and research through non-formal means.
  - To invite and implement collaborations with other institutes of higher learning on a continuous basis for mutual academic progress.
  - To motivate and orient each academic department/centre to strive for and to sustain advanced levels of teaching and research so that the university emerges as an ideal institute of higher learning.
  - To focus specially on the studies involving rural economy, justifying its existence in the rural setting.

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**VISION  
&  
MISSION OF  
THE COLLEGE**

## ACHARYA NAGARJUNA UNIVERSITY

### UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW

#### VISION AND MISSION OF THE COLLEGE:

University College of Arts, Commerce and Law presently consists of 19 teaching departments and seven research centres and running 27 courses. It had a very good team of qualified teachers with strong profiles. The vision of the college is to promote learning and research in the faculties of social sciences, humanities, law, education and management. It is intended to encourage research temperament and develop inputs for the betterment of the society. The mission of the college is to nurture the scholarship, leadership and produce outcome to promote the quality of life and address the challenges in human society.



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**VISION  
&  
MISSION OF  
THE  
DEPARTMENT**

**ACHARYA NAGARJUNA UNIVERSITY**  
**UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW**  
**DEPARTMENT OF POLITICAL SCIENCE & PUBLIC ADMINISTRATION**  
**M.A. POLITICAL SCIENCE**

**VISION OF THE DEPARTMENT:**

The Department of Political Science & Public Administration strives to make our students understand the values of Reason, Liberty, Equality, Justice etc., which are the foundations of modern civilization. The department endeavors to train our students in the theoretical understanding of the nature, structure and functioning of the modern state through a systematic study of both Political and Public Administrative theories. Our department nurtures our students to be conscientious citizens of the cosmopolitan world.

The Department offers two Post graduate Programmes, M.A (Political Science and M.A. Public Administration to the to the students. The syllabus of the programmes is divided into courses.

**MISSION OF THE DEPARTMENT:**

The mission of the Department of Political Science & Public Administration is to combine teaching, research and scholarship to educate the students to:

Think critically and systematically about the nature of Politics and the State across local, national and international settings; Become active and informed citizens through an understanding of both Political and Administrative theories as well as practices.

Prepare for successful careers in the private and public organizations like State institutions, which play a key role in the advancement of civilization across the nations.

Contribute to the advancement of knowledge in the disciplines of Political Science and Public Administration through professional's participation and scholarly activities in academic and civic communities.

**ACHARYA NAGARJUNA UNIVERSITY**  
**UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW**  
**DEPARTMENT OF POLITICAL SCIENCE & PUBLIC ADMINISTRATION**  
**M.A. POLITICAL SCIENCE**

**PROGRAMME EDUCATIONAL OBJECTIVES (PEO's):**

- ▲ Develop an understanding of the fundamental theories of politics, which include the foundations of political community and process of government, citizenship and forms of political participation.
- ▲ Familiarize the students with the ethical problems attendant to the exercise of power
- ▲ To equip the students with the theoretical frameworks to understand the institutions and political processes at the local, national and international levels.
- ▲ Understand the constitutional principles as well as the evolution of democratic processes related to Indian Polity.
- ▲ To enable the students for research of careers in areas such civil service, media, as well as non-governmental organizations.

**PROGRAMME OUTCOMES (PO's):**

**PO1: Critical Thinking:** Ability to understand both theoretical and empirical texts of Political Science through grasping the meanings of basic concepts.

**PO2: Problem Solving:** Acquire the ability to define a problem, generate alternative solutions to the social problems in the form of policy, legislation or institutional innovation.

**PO3: Effective Communication:** Able to comprehend and write clearly and effectively through the understanding of concepts and theories of the discipline of Political Science.

**PO4: Analytical Skills:** Acquire the ability to understand a political phenomenon by breakin it into its constituent parts and then synthesizing parts by relating them to one another.

**PO5: Evaluative Skills:** Able to make judgments on different theories based on universal ethical norms.

**PO6: Responsive Citizenship:** Acquire the competence of Democratic Citizenship through an informed awareness of social issues. The learners understand and respect diversity and difference without any prejudice of caste, religion, nationality, gender etc.

## PROGRAMME SPECIFIC OUTCOMES (PSO's):

**PSO1:** Demonstrate basic and conceptual knowledge of the different sub-fields of Political Science.

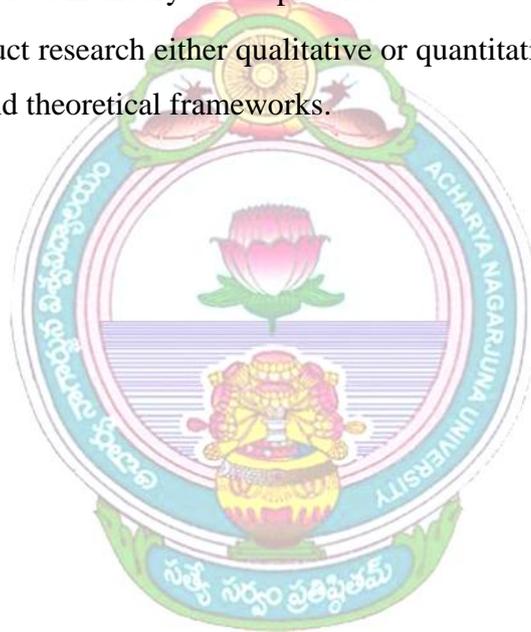
**PSO2:** A detailed understanding of contemporary issues in the study of Politics in the context of cognate disciplines of other Social Sciences.

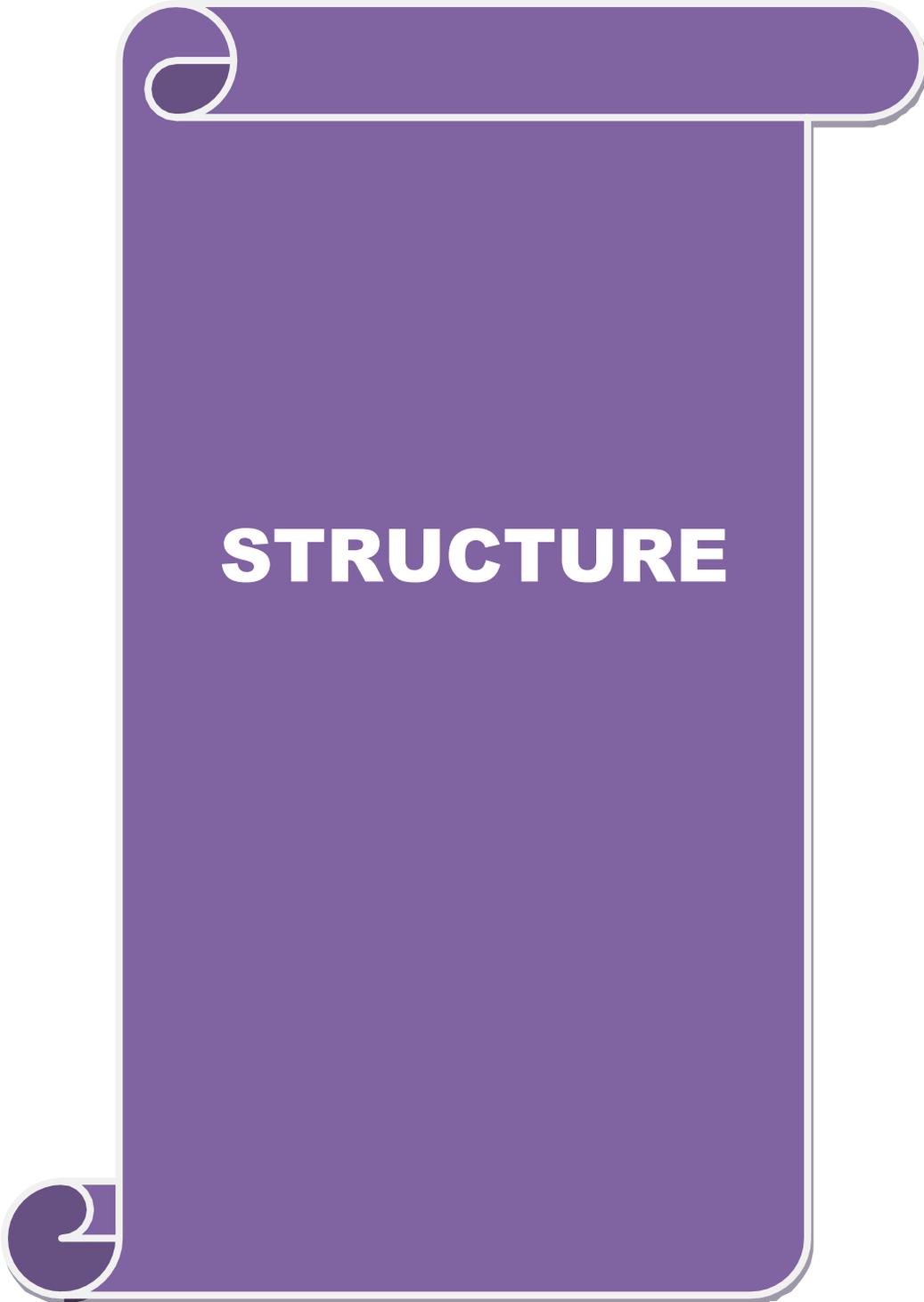
**PSO3:** Able to apply comparative method to national case studies as well as to regional studies of Europe, Asia and Africa.

**PSO4:** Able to analyse the relationship between Political Ideas and Political agency and behaviour

**PSO5:** The ability to evaluate the role of historical, structural, cultural and Ideational dimensions of political process in theory and in practice.

**PSO6:** An ability to conduct research either qualitative or quantitative informed by appropriate research methodologies and theoretical frameworks.





# **STRUCTURE**

**ACHARYA NAGARJUNA UNIVERSITY**  
**UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW**  
**DEPARTMENT OF POLITICAL SCIENCE & PUBLIC ADMINISTRATION**  
**M.A. POLITICAL SCIENCE**  
**SEMESTER - I**  
**COURSE STRUCTURE**

S. No.	Code	Title of the Course	Credit Hrs/Week	No. Credits	Core/Electives	IA	SEE	Total
1	PS/PA1.1(22)	Western Political Thought	4	4	Core Theory	30	70	100
2	PS/PA1.2(22)	Administrative Theory(classical)	4	4		30	70	100
3	PS/PA1.3(22)	Indian Constitution	4	4		30	70	100
4	PS/PA1.4(22)	Women & Politics	4	4		30	70	100
5	PS/PA1.5(a)(22)	a) Political Institutions & Ideas in Ancient India	4	4	CF	30	70	100
	PS/PA1.5(b)(22)	b) Political Economy of India						
	PS/PA1.5(c)(22)	c) Comparative State Politics in India (Karnataka and UP)						
6	PS/PA1.6(a)(22)	a) Basic Concepts of Political Theory	4	4	EF	30	70	100
	PS/PA1.6(b)(22)	b) Indian National Movement						
<b>TOTAL</b>			<b>24</b>	<b>24</b>		<b>180</b>	<b>420</b>	<b>600</b>

**\*All CORE Papers are Mandatory**

- **Compulsory Foundation – Choose one paper**
- **Elective Foundation – Choose one paper.**
- **Audit Course – 100 Marks (Internal) – Zero Credits under self Study**

Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits.

<b>M.A. POLITICAL SCIENCE</b>								
<b>SEMESTER - II</b>								
S. No	Code	Title of the Course	Credit Hrs/Week	No. Credits	Core/Electives	IA	SEE	Total
1	PS/PA 2.1(22)	Contemporary Political Theory	4	4	Core Theory	30	70	100
2	PS/PA 2.2(22)	Contemporary Administrative theory	4	4		30	70	100
3	PS/PA 2.3(22)	Indian Political Process	4	4		30	70	100
4	PS/PA 2.4(22)	Research methodology	4	4		30	70	100
5	PS/PA 2.5(a)(2)	a) Public Policy	4	4	CF	30	70	100
	PS/PA 2.5(b)(22)	b) Diplomacy						
	PS/PA2.5(c)(22)	c) Ethics and Politics						
6	PS/PA2.6(a)(22)	a) Major Issues in Indian Politics	4	4	EF	30	70	100
	PS/PA2.6(b)(22)	b) Human Rights in India						
7	PS/PA 2.7(22)	Any course student choice			MOOCS			
<b>TOTAL</b>				<b>24</b>		<b>180</b>	<b>420</b>	<b>600</b>

\*All CORE Papers are Mandatory

- Compulsory Foundation – Choose one paper
- Elective Foundation – Choose one paper.
- Audit Course – 100 Marks (Internal) – Zero Credits under self Study
- Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits.

<b>M.A. POLITICAL SCIENCE</b>								
<b>SEMESTER - III</b>								
<b>S. No</b>	<b>Code</b>	<b>Title of the Course</b>	<b>Credit Hrs/Week</b>	<b>No. Credits</b>	<b>Core/Electives</b>	<b>IA</b>	<b>SEE</b>	<b>Total</b>
1	PS3.1(22)	Comparative Politics	4	4	Core Theory	30	70	100
2	PS3.2(22)	International Relations	4	4		30	70	100
3	PS3.3 (a) (22)	a) Theoretical Interpretations of Democracy in India	4	4	GE	30	70	100
	PS3.3 (b) (22)	b) American government and Politics						
4	PS3.4 (a) (22)	a) Modern Indian Political Thought	4	4	GE	30	70	100
	PS3.4 (b) (22)	b) South Asia in World Politics						
5	PS3.5(22)	Personality Development	4	4	CF	30	70	100
6	PS3.6(a) (22)	a) Social Movements in India	4	4	EF	30	70	100
	PS3.6(b) (22)	b) Major Texts in Political Philosophy						
7	PS 3.7 (22)	Any course student choice			MOOCS			
<b>TOTAL</b>			<b>24</b>	<b>24</b>		<b>180</b>	<b>420</b>	<b>600</b>

<b>M.A. POLITICAL SCIENCE</b>								
<b>SEMESTER - IV</b>								
S. No	Code	Title of the Course	Credit Hrs/Week	No. Credits	Core/Electives	IA	SEE	Total
1	PS4.1(22)	Political Sociology	4	4	Core Theory	30	70	100
2	PS4.2(22)	Comparative Study of Constitutions: UK and USA	4	4		30	70	100
3	PS4.3 (a) (22)	a) Foreign Policy of India	4	4	GE	30	70	100
	PS4.3 (b) (22)	b) The Working of Indian Constitution						
4	PS4.4 (a) (22)	a) International Organizations and Global Issues	4	4	GE	30	70	100
	PS4.4 (b) (22)	b) Capitalism and Democracy						
5	PS4.5(22)	Project Work	4	4	PW	30	70	100
6	PS4.6(a) (22)	a) The Idea of India	4	4	OE	30	70	100
	PS4.6(b) (22)	b) Geo Politics and International Relations						
<b>TOTAL</b>				<b>24</b>	<b>24</b>		<b>180</b>	<b>420</b>

All CORE Papers are Mandatory

- Generic Elective - Choose two
  - Multidisciplinary Course / Project work is Mandatory.
  - Open Electives are for the Students of other Departments. Minimum One Paper should be opted. Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study.
- Interested students may register for MOOC with the approval of the concerned DDC.



**FIRST  
SEMESTER**

## **M.A. POLITICAL SCIENCE**

### **SEMESTER-I**

#### **PS/PA 1.1 (22): WESTERN POLITICAL THOUGHT**

(Common for both M.A. Political Science & M.A. Public Administration  
Students with effect from the Academic year 2022-23)

#### **COURSE OBJECTIVES:**

- ▲ The core objective of the course is to probe the key concerns of Political Thought such as Good life, State, Civic Virtues etc.
- ▲ The other objective is to train the students in the foundational Texts of Western Political Philosophy
- ▲ To make the students understand the relationship between Philosophy and Politics
- ▲ To make sense of Political Ideas in the Historical context.

#### **COURSE LEARNING OUTCOMES:**

After completion of this course successfully, the student will be able to

CO1: Associate terms and concepts with thinkers

CO2: Understand terms and concepts used in arguments

CO3: Identify the differences in context leading to different understanding of the same concepts

CO4: Assess the strengths and limitations of various thinkers

CO5: Evaluate the role of historical and ideational context in the evolution of Political Ideas

CO6: Capability of generating ideas related to civil society and the State.

#### **UNIT – I: GREEK POLITICAL THOUGHT**

- 1) Plato: Justice, Critique against Democracy
- 2) Aristotle: State, Constitution, Citizenship, Justice, Virtue

#### **UNIT – II: MEDIEVAL AND EARLY MODERN POLITICAL THOUGHT**

- 1) St. Augustine: The Self, City of God, City of Man
- 2) Nicolo Machiavelli: Virtue, Fortune, Republicanism

#### **UNIT – III: SOCIAL CONTRACT THEORY**

- 1) Thomas Hobbes: State of Nature, the Social Contract, State, Political Obligation
- 2) John Locke: Equality, Natural Law, Property, Consent and Government

#### **UNIT – IV: LIBERALISM AND ITS CRITIQUE**

- 1) J.J. Rousseau: The General Will
- 2) J.S. Mill: Liberty, Individuality, Utilitarianism

#### **UNIT – V: GERMAN TRADITION**

- 1) G.W.F. Hegel: Freedom, Civil Society and State
- 2) Karl Marx: Alienation, Human Emancipation, Surplus Value, Ideology.

**REFERENCE BOOKS:**

- 1) G.H. Sabine, *A History of Political Theory*.
- 2) John Plamenatz, *Man and Society*.
- 3) Ernest Barker, *The Political Thought of Plato and Aristotle*.
- 4) C.B. Macpherson, *The Political Theory of Possessive Individualism*.
- 5) Shlomo Avineri, *The Social and Political Thought of Karl Marx*.
- 6) Iain Hampshire – Monk, *A History of Modern Political Thought*.
- 7) Shefali Jha, *Western Political Thought: From Plato to Marx*.
- 8) Brian R. Nelson: *Western Political Thought: From Socrates to the age of Ideology*.
- 9) McCleLLAND, J.S. *A History of Western Political Thought*.
- 10) Sheldon Wolin, *Politics & Vision: Continuity & innovation in Western Political Thought*.
- 11) V. Krishna Rao, *Paschatya Rajaniti Tatvavicharamu* (in Telugu)

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1		2	3	2	2		2			3	3	
CO2	2		2		3	2				3	3	2
CO3			2	2	3		2			2	3	
CO4					2	2		2		2		
CO5	2		3		3	2				2	3	2
CO6		2			2	2				2		

## **PS/PA 1.2 (22): ADMINISTRATIVE THEORY (CLASSICAL)**

(Common for both M.A. Political Science & M.A. Public Administration  
Students with effect from the Academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To help the students to gain the deep insight and understanding about the administrative thought.
- ▲ Students get oriented on the various approaches and fundamentals principles of Public Administration.
- ▲ Students get oriented on the essentials of various thinkers of Public Administration.
- ▲ To provide understanding of, and insight into, the nature of the administrative process and bureaucratic behavior, leadership, and decision making.

### **COURSE LEARNING OUTCOMES:**

After completion of this course successfully, the student will be able to

CO1. Learner will have a deep insight and understanding about administrative thinkers and their thoughts.

CO2. Students will be able to comprehend the theories of Public Administration.

CO3. Able to apply the Classical theories of Organization to any new organizational context.

CO4. Analyze the techniques of management and Administrative Behavior.

CO5. Able to evaluate the performance of Public Organization.

CO6. Able to generate new ideas for the better functioning of Public Organizations.

### **UNIT – I: INTRODUCTION**

- 1) Introduction: Public Administration - Meaning, Scope and Significance.
- 2) Woodrow Wilson: Politics and Administration dichotomy.

### **UNIT – II: CLASSICAL THEORY**

- 1) Henri Fayol: Functionalism
- 2) F.W.Taylor: Scientific Management Theory
- 3) Luther Gulick and Lyndal Urwick: Administrative Management Theory.

### **UNIT – III: HUMAN RELATIONS THEORY**

- 1) Elton Mayo: Human Relations Theory
- 2) Mary Parker Follet: Conflict Resolution

### **UNIT – IV: BEHAVIOURAL THEORY-I**

- 1) Max Weber: Bureaucratic Model.
- 2) Chester Barnard: Neo-Classical Model

### **UNIT –V: BEHAVIOURAL THEORY-II**

- 1) Chris Argyris: Integration Between the individual and the Organization
- 2) Herbert A. Simon: Decision Making Theory

**REFERENCE BOOKS:**

- 1) Prasad R and Others (eds), *Administrative Thinkers, (Telugu / English) 2<sup>nd</sup> Edition, Sterling, New Delhi.*
- 2) S.P. Naidu: Public Administration, *Theories and Concepts, New Age International Publications, Hyderabad, 1996.*
- 3) Hoshiar Singh & Pradeep Sachdeva, *Administrative Theory, Kitab Mahal, New Delhi, 1999.*
- 4) Fred Luthans, *Organisational Behaviour.*
- 5) Maheswari, S.R., *Administrative Thinkers, New Delhi, Macmillan Publishers, 2015.*
- 6) Sapru R.K., “*Administrative Theories & Management Thought*”, New Delhi, Prentice Hall, 2016.
- 7) Bidyut Chakrabarty & Prakash Chand Kandpal, *Public Administration in Globalizing the world Theories and Practices, Sage Publication, New Delhi, 2021.*
- 8) *Students are required to consult relevant articles from journals relating to public administration especially the Indian Journal of Public Administration.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2		2	2		2	3	2	2	2	2	
CO2	3	2	2	2		2	2	2		2	2	
CO3			2	3	3	2	2	2		2	3	
CO4				2	2	2				2		
CO5					3	2				2	3	2
CO6		2		2	2				2	2	2	3

## **PS/PA 1.3 (22): INDIAN CONSTITUTION**

(Common for both M.A. Political Science & M.A. Public Administration  
Students with effect from the Academic year 2022-23)

### **COURSE OBJECTIVE:**

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

### **COURSE OUTCOMES:**

After completion of this course successfully, the student will be able to

CO1 Students will be able to understand the evolution of the Indian constitution.

CO2 They will be able to evaluate the philosophical premises of the Indian constitution.

CO3 They will come to know understand the importance of the Preamble in the constitutional design of India.

CO4 They will be able to understand how union and state executives was working.

CO5 They will be able to analyze pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

CO6 A student after completing this course to evaluate judiciary and constitutional review.

### **UNIT - I: EVOLUTION OF THE INDIAN CONSTITUTION**

- 1) Historical Antecedents of Indian Constitution
- 2) Constituent Assembly Debates: Objectives Resolution – Minority Rights
- 3) Salient Features of Indian Constitution

### **UNIT – II: THE PHILOSOPHICAL PREMISES OF THE INDIAN CONSTITUTION**

- 1) Philosophy of the Constitution - Preamble
- 2) Fundamental Rights and Fundamental Duties
- 3) Directive Principles of State Policy

### **UNIT – III: UNION AND STATE EXECUTIVES**

- 1) Union Government – Parliament, President, Prime Minister and Cabinet
- 2) State Government- Governor and Chief Minister.

### **UNIT – IV: CENTRE STATE RELATIONS**

- 1) Center - State relations in India
- 2) Sarkaria Commission

**UNIT – V: JUDICIARY AND CONSTITUTIONAL REVIEW**

- 1) Supreme Court and Judicial Review.
- 2) Constitutional Review Commission – Venkata Chalayya.

**REFERENCE BOOKS:**

- 1) Granville Austin, *The Indian Constitution – Corner Stone of the*
- 2) D.D. Basu, *Introduction to the Constitution of India*
- 3) Morris-Jones, W.H. *The Government and Politics of India*
- 4) Kothari, R, *Politics in India*
- 5) Rajeev Bhargava (Ed), *Politics and Ethics, of the Indian Constitution*
- 6) Rochana Bajpai, *Debating Difference – Group Rights and Liberal Democracy in India.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	2	2					2	2			2	
<b>CO2</b>	2	2		2			2	2			3	
<b>CO3</b>				2			2	2			2	
<b>CO4</b>				2	2		2	2		2	2	
<b>CO5</b>	2						2	2		2		
<b>CO6</b>	2	2					2	2		2		

## **PS/PA 1.4 (22): WOMEN AND POLITICS**

(Common for both M.A. Political Science and M.A. Public Administration students with effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ This course aims to promote Gender equality.
- ▲ It aims in analyzing the writings of different scholars such as Ancient Philosophers, Modern liberal and radical thinkers on Gender equality.
- ▲ It is to familiarize the students the rights provided for women in the Constitution.
- ▲ This course aims to analyzing the political participation of women; need to provide reservation to woman in politics.
- ▲ It discusses what more to be done by the Government and civil society for the gender equality
- ▲ Understand the women movements in India and the Regional women movements.

### **LEARNING OUTCOMES:**

CO1: The course can convince the students that both men and women are equal. It can change the opinion that women are not at all inferior.

CO2: The students can understand as the women were not given opportunities to develop they were not able to compete with men, if the women given equal opportunities they will certainly develop in all the fields even in politics.

CO3: The course makes the students to understand what the Government is doing for the gender equality and what more to be done.

CO4: The course also analyzes the conditions in society that contribute for the success of women in politics.

CO5: The course can develop mutual respect and cordial relations among men and women

CO6: Acquire the Knowledge that what are the conditions that contribute for the women to emerge as the leaders.

### **UNIT – I: THEORITICAL APPROACHES**

- 1) Ancient political philosophers on Women: Plato, Aristotle Rousseau.
- 2) Modern Liberal- Mary Wool stone Craft, J.S. Mill
- 3) Radical Thinkers – Karl Marx and Engels, Simon de Beauvoir, Kate Millet.

### **UNIT – II: WOMEN AND THE INDIAN STATE**

- 1) Indian Constitution and Women
- 2) Committee on the Status of Women - 1975
- 3) National Policies on Women

### **UNIT – III: WOMEN AND POLITICAL PARTICIPATION**

- 1) Women and Nationalist Movement
- 2) Women's Electoral Participation - Trends - National and State
- 3) Women's Movement in India - Perspectives and Strategies

**UNIT – IV: INDIAN WOMEN LEADERS**

- 1) Problems of Women in Political Participation
- 2) Role of Women in National Politics. Savithribai Phule and Indira Gandhi.
- 3) Role of Women in Regional Politics – Jayalalitha; Mamatha Benarji and Mayavathi.

**UNIT – V: RESERVATION - THE EXPERIENCE OF PANCHAYATI RAJ**

- 1) The Debate on Women's Reservation
- 2) 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments
- 3) Lessons from the Experience.

**REFERENCE BOOKS:**

- 1) Charvet John, *Feminism, Modern Ideologies Series, J.M. Devt & Sons London, 1982.*
- 2) Eva Figes, *Patriarchal Attitudes Women in Society, New Delhi: Macmillan, 1985.*
- 3) Agnew Vijay, *Elite Women in Indian Politics, Vikas, New Delhi, 1979.*
- 4) Susheela Kaushik, (ed.), *Women's Participation in Politics.*
- 5) Diana Coole, *Women in Political Theory.*
- 6) Simon de Beauvoir, *The Second Sex.*
- 7) Vicky Randall, *Women and Politics, Macmillan, London, 1982.*
- 8) Government of India, *Ministry of Education and Social Welfare: Towards Equality: Report of the Committee on the Status of Women, New Delhi, 1974.*
- 9) Geraldine Forbes, *Women in Modern India, New Delhi, Cambridge University Press, 1996.*
- 10) Veena Mazumdar (ed.), *Symbols of Power. Issues of Panchayati Raj - Update - Institute of Social Sciences, New Delhi.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3		2	2	3		3			2	3	
CO2			3		2	2				3	3	3
CO3		3	2	3	3		2			3	2	
CO4				2	3	2		3		2		
CO5	2		3	3		2				2	3	2
CO6		2		2		2				2		

**PS/PA 1.5 (A) (22): POLITICAL INSTITUTIONS AND IDEAS IN ANCIENT INDIA**

(Common for both M.A. Political Science and M.A. Public Administration Students with effect from the academic year 2022-2023)

**COURSE OBJECTIVES:**

- ▲ The core objective of the course is to acquaint the students with the basic concepts of Ancient Indian Thought.
- ▲ The other objective is to train the students in the foundational text of Ancient Indian Philosophy.
- ▲ The familiarize the students with the competing conceptions of self, Dharma, Statecraft etc.
- ▲ To make sense of Political Ideas in the Historical Context.

**COURSE LEARNING OUTCOMES:**

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

CO1: Understand the meanings and ideas conveyed through the concepts associated with the distinctive thinkers.

CO2: Able to explain the intention of the concerned thinker in conveying his ideas.

CO3: Able to comprehend the evolution of ideas historically.

CO4: Able to break the ideas expresses at a higher level of abstraction into constituent parts at the level of concrete to decipher the real meaning.

CO5: Evaluate the theories of Ancient Indian thinkers critically by relating them to the historical and educational context.

CO6: Able to generate new ideas to make sense of the distinctiveness of Indian Modernity.

**UNIT – I: TECHNICAL WORKS ON POLITY**

- 1) Manu’s contribution to State Craft
- 2) Kautilya’s Arthashastra.

**UNIT - II: POLITICAL IDEAS IN THE EARLY PERIOD**

- 1) Samhitas and Brahmanas
- 2) Principal Upanishads.

**UNIT – III: POLITICAL IDEAS IN DHARMASTRAS**

- 1) Apastambha, Yajnavalkya
- 2) Mahabharata - Shanthiparva

**UNIT – IV: POLITICAL IDEAS IN ANTI – VEDIC LITERATURE.**

- 1) Early Buddhist Literature.
- 2) Early Jain Literature.

**UNIT – V: STRUCTURING STATE AND SOCIETY IN EARLY INDIA.**

- 1) Political and Social Order in Early India.
- 2) Dharma, Varna and Jati.

**REFERENCE BOOKS:**

- 1) Altekar, A.S, *State and Government in Ancient India*
- 2) Ghoshal UN, *A History of Hindu Political Theories*
- 3) Shamasastri, R (ed) *Kautilyas Arthasastra*
- 4) Kangle, R.P, *Kautilyas Arthasastra*
- 5) Conze, Edward, *Buddhist Scriptures*
- 6) Deussen, Paul, *The Philosophy of Upanishads*
- 7) Embree, A.T (ed), *Sources of Indian Tradition*
- 8) Spellman, J, *The Political Theory of Ancient India*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2			2	3					2	3	
CO2	2			2	2					2	2	
CO3	3		2	2	2		2			2		
CO4	3	3	2	2			2			2	3	
CO5				2						2	3	
CO6		2	2							2	2	

## **PS/PA 1.5 (B) (22): POLITICAL ECONOMY OF INDIA**

(Common for both M.A. Political Science & M.A. Public Administration Students with effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To familiarize the students with the theories of classical Political Economy.
- ▲ Understand the reasons for the economic underdevelopment of Post-Colonial countries.
- ▲ How the British rule ruined the Indian Economy
- ▲ Nature and trajectory of economic development in India in the Post-independence era.

### **COURSE LEARNING OUTCOMES:**

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

CO1: Comprehend the theories of classical Political Economy.

CO2: Analyse the multiple sources for the underdevelopment of Post-colonial countries.

CO3: Understand the reasons for the ruin of Indian Economy under the British rule

CO4: Assess the nature and character of Economic growth in India after it got independence from the Colonial rule.

CO5: Able to role of structural factors for the decline and later rise of economic growth in India historically.

CO6: Capability in formulating the ideas by relating the political dimensions for economic changes.

### **UNIT – I: THEORIES OF POLITICAL ECONOMY**

- 1) Classical Political Economy - Adam Smith and David Ricardo.
- 2) Marxian Political Economy.

### **UNIT – II: THEORIES OF UNDER DEVELOPMENT**

- 1) Theories of Underdevelopment - A.G. Frank.
- 2) Theories of Imperialism: Prabhat Patnaik, Samir Amin

### **UNIT- III: INDIA IN TRANSITION**

- 1) Impact of Colonial Rule on Indian Economy.
- 2) State and Development in India

### **UNIT-IV: ECONOMIC LIBERALIZATION**

- 1) The Politics of Economic Liberalization in India.
- 2) Liberalization – Widening Inequalities among the Classes and Regions

### **UNIT-V: IDEOLOGY OF DEVELOPMENT AND WELFARE**

- 1) The Politics of Welfarism.
- 2) The Ideological Justification of Developmentalism: Market Vs State

**REFERENCE BOOKS:**

- 1) Koxlou, G.A., *Political Economy of Socialism*
- 2) Afanasye, L. *Political Economy of Capitalism*
- 3) Bardan, Pranab *Political Economy of Development in India*
- 4) Howard, M.C., *Political Economy of Marx*
- 5) Bagchi, A.K., *Political Economy of Under Development.*
- 6) Frankel & Frankel, *Political Economy of India, 1947-77.*
- 7) Amartya Sen, *Commodities and Capabilities.*
- 8) Robert Lucas & Gustav Planack, *Indian Economy: Recent Developments and Future Prospect.*
- 9) Ranjit Sau, *Indian Economic Development.*
- 10) C.T. Kurein, *Globalization and Indian Economy.*
- 11) D.J. Byres, *The State Development Planning and Liberalization in India.*
- 12) Micheal Clossudosky, *The Globalization of Poverty.*
- 13) Partha Chatterje, *State and Politics in India.*
- 14) B.A.V. Sharma, *Political Economy of India.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	2	2		2	2		3	2	3	2	3	
<b>CO2</b>	2	2		2			2	2	3	2	3	
<b>CO3</b>		2					2		2		3	
<b>CO4</b>							2	2			2	
<b>CO5</b>		2					2	2			2	
<b>CO6</b>		2	2	3			2	3		3	3	2

**PS/PA 1.5 (C) (22): COMPARATIVE STATE POLITICS IN INDIA**  
**(KARNATAKA AND UTTAR PRADESH)**

(Common for both M.A. Political Science & M.A. Public Administration Students  
with effect from the academic year 2022-23)

**COURSE OBJECTIVES:**

- ▲ To understand the political processes at the provincial level.
- ▲ To comprehend the distinctive features of the political processes related to Caste, region, land reforms in the State of Karnataka
- ▲ To make sense of the nature of party systems in the state of Uttar Pradesh
- ▲ To analyse the role of Caste and religion in directing the electoral politics in the state of Uttar Pradesh.

**COURSE LEARNING OUTCOMES:**

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

CO1: Understand the interconnections between the nature of society and polity in the States of Uttar Pradesh and Karnataka.

CO2: To draw inferences by comparing the agrarian political processes in the States of Uttar Pradesh and Karnataka.

CO3: Able to apply the conceptual framework of Modernization to make sense of mobilization of people on the basis of the identity of caste.

CO4: Able to analyse the role of leadership in building political parties cutting across communities based on caste and religion.

CO5: Able to make judgment on different paths of development undertaken in the States of Uttar Pradesh and Karnataka.

CO6: Able to theorize the political processes with similar as well contrasting features in the States of Uttar Pradesh and Karnataka.

**UNIT – I: INTRODUCTION**

- 1) Nature and Importance of the Study of State Politics
- 2) State Politics in India – a Conceptual framework

**UNIT – II: TRENDS IN KARNATAKA POLITICS**

- 1) Formation of Karnataka – Background and issues; Idea of Karnataka and Uttar Pradesh
- 2) Governments in Karnataka – Distinctive contribution with special reference to Land reforms, Decentralization, Development and Social Justice.
- 3) Coalition Experiments in Karnataka – An Evolution.

**UNIT –III: POLITICAL PROCESS IN KARNATAKA**

- 1) Political parties – Nature, Representation, leadership pattern, Voting Behaviour.
- 2) Decentralization in Karnataka – Nature, issues and an Assessment
- 3) Development, Regional Disparity and the Politics of Regions.

**UNIT –IV: POLITICS OF UTTAR PRADESH**

- 1) Historical Legacies, Geographical and Demographical Profile of U.P.
- 2) GREEN Revolution: Rise of Agrarian Interests & their impact on Politics.
- 3) Political Parties and Electoral trends in the Assembly of Uttar Pradesh.

**UNIT –V**

- 1) Caste and Religion in U.P. Politics.
- 2) Political leadership and Changing Pattern of Dominance.
- 3) Politics of Minorities, Scheduled Castes and Other Backward Classes in U.P.

**REFERENCE BOOKS:**

- 1) Rama Swamy, Harish, ed., *Karnataka Government & Politics*, N. Delhi, Concept Publisher – 2014
- 2) Mugali R.S., *Heritage of Karnataka*, Read Books – 2016
- 3) Brass, P.R., *Ethnicity and Nationalism Theory and Comparison*, New Delhi, Sage – 1991.

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1		2	2	2			2			2	3	
CO2		2		2			2	2		2	2	
CO3			2	2	3		2			3	3	
CO4					2		2			2	3	
CO5		2	2	2							2	
CO6		2	2	2	2					2	2	

## **PS/PA 1.6 (A) (22): BASIC CONCEPTS OF POLITICAL THEORY**

(Common for both M.A. Political Science and M.A. Public Administration students with effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

As politics and political system impacts the life of one and all it becomes imperative to understand what politics and political theory are all about. This module has been designed to provide a solid foundation to the beginners in political science. As the discussion on politics quickly shift to discussion on structures of power and functions of state and government, discussions on these themes become central in the study of politics. At the same time, as building a better society to live in requires a society based on key ethical values of rights, liberty, equality, and justice in democratic framework a separate unit has been dedicated to it which rounds the theoretical discussions on these key concepts. The course prepares the students to understand politics and political processes objectively.

### **COURSE OUTCOMES:**

CO1: To have an insight analyzing regarding political theory and its different approaches.

CO2: The students will understand answer how Politics has been conceptualized by different schools and approaches differently.

CO3: The students will be able to apply what are different concepts of liberty and justice.

CO4: The students would be able to explain what are contemporary discourses on rights, liberty, equality, and justice.

CO5: They will be able to explain how Democracy is defined and understood differently and what are the key issues at the core of discussions on Democracy.

CO6: A student after completing this course to analyze procedural and substantive democracy.

### **UNIT-I: APPROACHES TO THE STUDY OF POLITICAL THEORY**

1. Nature of Political Theory
2. Normative Political Theory.
3. Empirical Political Theory.

### **UNIT-II: NATION - STATE AND AUTHORITY**

1. Power and Authority.
2. State and Nation.
3. Political Obligation.

### **UNIT-III: CONCEPTIONS OF RIGHTS**

1. Natural Rights
2. Welfare rights
3. Citizenship and Rights.

### **UNIT-IV: CONCEPTIONS OF LIBERTY AND JUSTICE**

1. Negative and Positive Liberty.
2. Different Conceptions of Justice.

**UNIT –V: CONCEPTIONS OF EQUALITY AND DEMOCRACY**

1. Equality: Equality of Opportunity and Equality of Outcome
2. Democracy: Procedural and Substantive Democracy

**REFERENCE BOOKS:**

- 1) Heywood, A, *Political Theory: An Introduction*
- 2) Held, David, *Political Theory and the Modern State*
- 3) Birch, A.H, *The Concepts and Theories of Modern Democracy*
- 4) Bau, T, Farr, J. and Hanson, R.L(eds), *Political Innovation and conceptual change.*
- 5) Beuamy. R(ed), *Theories and Concepts of Politics: An Introduction.*
- 6) Sushila Ramaswamy, *Political Theory.*
- 7) Rajeev Bhargava(ed), *Political Theory: An Introduction.*
- 8) Rajeev Bhargava. *What is Political Theory and why do we need it.*

**CO-PO OUTCOME MAPPING:**

PO/ CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3			2	3		2	2		2	2	
CO2	2	2		2	2		2	2		2	2	
CO3	2			2	2		2	2		2	2	
CO4	2			2	2		2	2		2	2	
CO5	2		2	2	2		2	2		2	2	
CO6	2		2	2	2		2	2		2	2	

## **PS/PA 1.6 (B) (22): INDIAN NATIONAL MOVEMENT**

(Common for both M.A. Political Science & M.A. Public Administration students  
with effect from the academic year 2022-2023)

### **COURSE OBJECTIVES:**

- ▲ To familiarize the students with the ideas of Nationalism and contemplate on how colonial rule was overthrown by the Indian Nationalists.
- ▲ To acquaint the students the role played by different political parties during National Movement.
- ▲ To acquaint the students with the problems of Independent India.
- ▲ To enable the students to understand the role of India in world affairs
- ▲ To understand the contribution of great man that sacrificed their life's for the cause of national independence.
- ▲ To enable the students to understand how the minority communalism and Majoritarian communalism caused partition of India.

### **COURSE OUTCOMES:**

CO1: Understand how the colonial rule was overthrown by the Indian Nationalists.

CO2: Appreciate the ideals and values of Gandhi that resulted in freedom

CO3: Examine the problems of Independent India and the role played by great leaders in solving them

CO4: Understand how the communalism causes partition of the state

CO5: Understand the importance of communal harmony in the country causes peaceful development of the country.

CO6: Understand the importance of right leadership to achieve the expected goals

### **UNIT – I: EMERGENCE AND NATURE OF INDIAN NATIONAL MOVEMENT**

- 1). Foundations of Indian National Movement – Indian Renaissance.
- 2). Techniques and Significance of Indian National Movement

### **UNIT – II: IMPORTANT PHASES IN NATIONALIST MOVEMENT**

- 1). Home Rule Movement – Mrs. Annie Besant
- 2). Rise of Gandhi: Non-cooperation Movement and Civil Disobedience Movement.
- 3). Quit India Movement and Dawn of Indian Independence.

### **UNIT – III: ROLE OF POLITICAL PARTIES DURING THE NATIONALIST MOVEMENT**

- 1). Indian National Congress
- 2). Muslim League
- 3). Communist Party of India

### **UNIT – IV: COMMUNALISM AND PARTITION OF INDIA**

- 1) Minority Communalism; Evolution and Ideology of the Muslim League
- 2) Majoritarian Communalism: Evolution and Ideology of Hindu Mahasabha and Rashtriya Swayam Sevak Sangh

### **UNIT – V: NATIONAL MOVEMENT IN ANDHRA PRADESH**

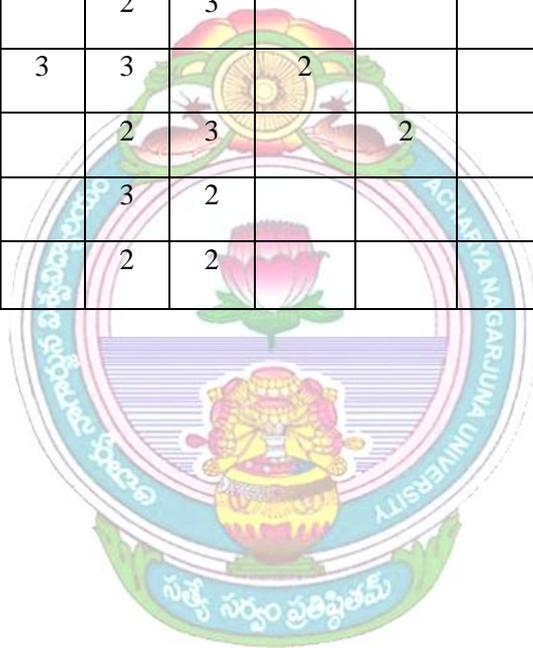
- 1). National Movement in Andhra Region – Role of N.G. Ranga and T. Prakasam.
- 2). Freedom Struggle in Telangana Region – Role of Ramananda Tirtha.

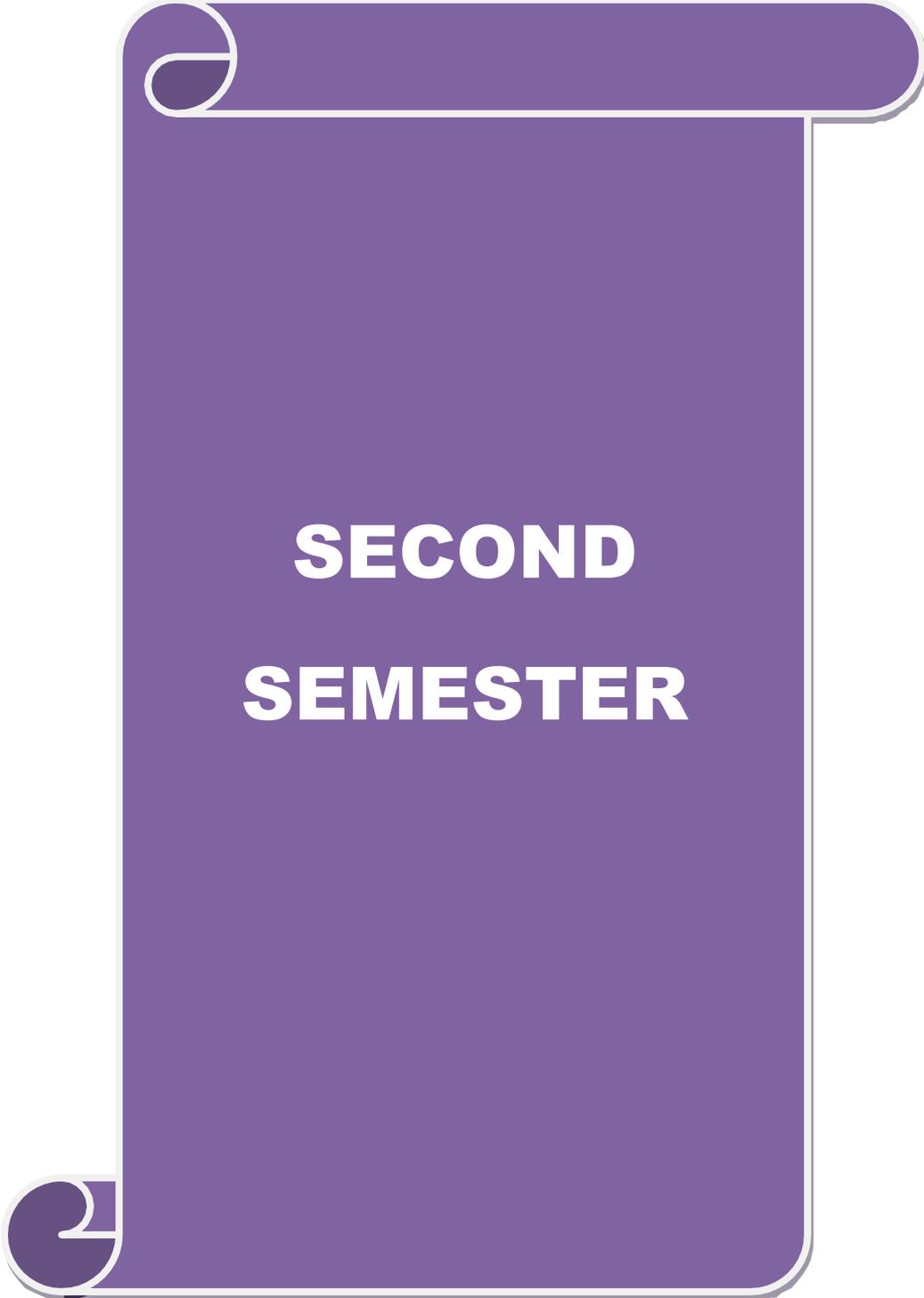
**REFERENCE BOOKS:**

- 1) R.N. Agarwal, *Nationalist Movement and Constitutional Development*
- 2) R.C. Agarwal, *Constitutional History of India and Nationalist Movement.*
- 3) D.C.Gupta, *Indian Nationalist Movement and Constitutional Development.*
- 4) M.V. Pylee, *Constitutional History of India.*
- 5) Sarojini Regani, *Freedom Struggle in Andhra Pradesh.*
- 6) M.Venkata Rangaiah, *Freedom Struggle in Andhra Pradesh (Andhra) Vol.2.*
- 7) Siunit Salkar, *Modern India*
- 8) Bipin Chandra, (eds) *India's Struggle For Independence.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	2	3		3			3	3	
CO2			3		2	3				3	3	2
CO3			2	3	3		2			2	2	
CO4					2	3		2		2		
CO5	3		3		3	2				3	3	3
CO6		2			2	2				2		





**SECOND  
SEMESTER**

## M.A. POLITICAL SCIENCE

### SEMESTER-II

#### PS/PA 2.1 (22): CONTEMPORARY POLITICAL THEORY

(Common for both M.A. Political Science & M.A. Public Administration  
Students with effect from the Academic year 2022-23)

#### **COURSE OBJECTIVES:**

- ▲ To introduce students to the competing intellectual traditions in western Political Philosophy.
- ▲ To familiarize the students to the Political issues that the Western Societies are confronting in contemporary times.
- ▲ To make sense of different conceptual frameworks to understand the various problems of the West.
- ▲ To familiarize the changing social context with a view to understand the various political theories which are responding to the context.

#### **COURSE LEARNING OUTCOMES:**

After completion of this course successfully, the student will be able to

CO1: Understand the complex and abstract arguments in Political Theory

CO2: Comprehend the different arguments about organizing State and Society through Political Process.

CO3: To apply the different theoretical frameworks to make sense of Contemporary Political Theory.

CO4: To analyse the ideological element in the theoretical frameworks.

CO5: To evaluate the theories propounded by eminent political thinkers of twentieth century.

CO6: Capability of extending the theoretical arguments to the context of post colonial countries like India.

#### **UNIT-I: INTRODUCTION**

- 1) Why Study Politics: Political Theory as a Vocation: Max Weber and Sheldon Wolin
- 2) Positivism and Political Theory: John G. Gunnell
- 3) The Relation between Philosophy and Politics in Contemporary Political Theory:

#### **UNIT-II: THEORIES OF JUSTICE**

- 1) An Egalitarian theory of Justice: John Rawls
- 2) Neo Liberal Conception of Justice: Friedrich Hayek
- 3) Plural Conception of Justice: Michael Walzer

#### **UNIT-III: INDIVIDUAL AND COMMUNITY**

- 1) Multiculturalism: Will Kymlicka
- 2) Communitarianism: Michael Sandel
- 3) Feminism: Carole Pateman

**UNIT-IV: RECENT DEBATES IN POLITICAL THEORY**

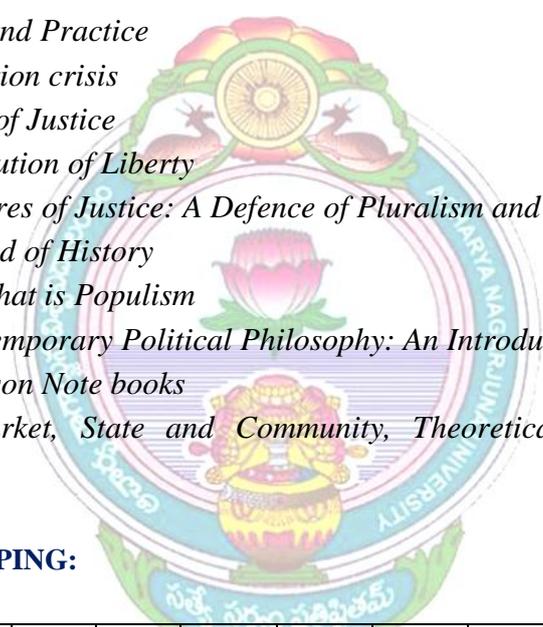
- 1) End of History: A defense of Liberal Democracy: Francis Fukuyama
- 2) Populism: Jan Werner Muller
- 3) Ecology and Green Political Theory

**UNIT-V: SOCIALIST THEORY**

- 1) Neo Marxist Conception of Revolution: Antonio Gramsci
- 2) Legitimation Crisis of the Modern State: Jurgen Habermas
- 3) Market Socialism: David Miller

**REFERENCE BOOKS:**

- 1) David Bentham, *Marx Weber and the theory of Modern Politics*
- 2) John G, Gunnell, *The Descent of Political Theory: The Genealogy of an American Vocation*
- 3) Habermas, J. *Theory and Practice*
- 4) Habermas J. *Legitimation crisis*
- 5) John Rawls: *A theory of Justice*
- 6) Hayek, F: *The Constitution of Liberty*
- 7) Michael Walzer, *Spheres of Justice: A Defence of Pluralism and Equality*
- 8) Francis Fukuyama, *End of History*
- 9) Jan Werner Muller, *What is Populism*
- 10) Will Kymlicka, *Contemporary Political Philosophy: An Introduction*
- 11) Antonio Gramsci, *Prison Note books*
- 12) David MILLER, *Market, State and Community, Theoretical Foundation of Market Socialism.*



**CO-PO OUTCOME MAPPING:**

PO/ CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	3	2	3	2		2			2	2	
CO2	2	2	3	3	3					2	3	
CO3		2	2	2	2			2	3	2		
CO4			2	2				2		2	2	
CO5	2		2	2					2		2	
CO6		2		2	2					2	2	2

## **PS/PA 2.2 (22): CONTEMPORARY ADMINISTRATIVE THEORY**

(Common for both M.A. Political Science & M.A. Public Administration students  
with effect from the Academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To help students to gain insight and understanding about the new theories and approaches of Public Administration.
- ▲ Students get oriented on the fundamental principles of Motivation theories.
- ▲ Students get oriented on the essentials frameworks and concepts of NPM
- ▲ To understand the emerging trends of Public Administration in the era of globalization
- ▲ To promote understanding of the political, social, legal, and economic environments in which public organizations operate.

### **COURSE LEARNING OUTCOMES:**

After completion of this course successfully, the student will be able to

CO1: Illustrate the strategies and techniques of organizational development

CO2: Understand the Contemporary Administrative Theories of Organization

CO3: Apply the concepts and theories of New Public Administration and New Public Management.

CO4: Analyze the impact of motivational factors on the effective functioning of and organization

CO5: Evaluate the motivational factors on the performance of an organization

CO6: Generate new ideas from the theoretical understandings of New Public Management.

### **UNIT – I: MOTIVATION THEORIES**

- 1) Motivation Theory: Abraham Maslow – Hierarchy of Needs
- 2) Douglas McGregor: Theory ‘X’ and Theory ‘Y’

### **UNIT- II: PSYCHOLOGICAL THEORIES**

- 1). Fredrick Herzberg: Motivation - Hygiene Theory
- 2). Rensis Likert: Management Systems

### **UNIT- III: MANAGEMENT & LEADERSHIPS STUDIES**

- 1). Theories of Leadership – Michigan Studies, Ohio State Leadership Studies
- 2). Group Dynamics, Managerial Grid and Contingency Model.

### **UNIT – IV: ECOLOGICAL AND POLICY APPROACHES**

- 1). Policy Analysis: Yehzkel Dror.
- 2). F.W.Riggs: Administrative Models and Approaches

### **UNIT – V: RECENT TRENDS IN PUBLIC ADMINISTRATION**

- 1). New Public Administration
- 2).New Public Management

**REFERENCE BOOKS:**

- 1) Prasad R and Others (ed), *Administrative Thinkers (Telugu / English)*
- 2) S.P. Naidu, *Public Administration: Theories and Concepts. New Age International Publications, Hyd,1996.*
- 3) Hoshier Singh & Pradeep, *Administrative Theory, Kitab Mahal, Sachdeva. New Delhi, 1999.*
- 4) Fred Luthans, *Organizational Behavior*
- 5) Likert R., *New Patterns of Management*
- 6) Argyris C. *Personality and Organization*
- 7) Prank Marini, *New Public Administration.*
- 8) Bidyut Chakrabarty and Prakash Chand Kandpal, *Public Administration in Globalizing*
- 9) *The world Theories and Practices, Sage Publication, New Delhi, 2021.*
- 10) Students are required to consult relevant articles from journals relating to public administration especially the Indian Journal of Public Administration.

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1		2	2	2		2		2		2	3	
CO2	2	2	2	3			2	2		2	2	
CO3		2			3	2	2	2	3	2	2	
CO4		2	2		2		2	2			2	
CO5		2	2		2		2				2	
CO6		2	2	2	2	2		2	2	2	2	2

## **PS/PA 2.3 (22): INDIAN POLITICAL PROCESS**

(Common for both M.A. Political Science & M.A. Public Administration students  
with effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ The core objective is to comprehend the trajectory of the evolution of democratic processes in the post independent era.
- ▲ To understand the institutionalization of democratic processes in the Nehruvian period
- ▲ To make sense of the emergence of one party dominance and the gradual consolidation of regional parties in the Indian Polity.
- ▲ To understand the reasons for the crisis of legitimacy of the Indian state.

### **COURSE LEARNING OUTCOMES:**

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

CO1: Able to understand the nature and character of democracy in India.

CO2: Analyse the evolution of party system in India.

CO3: Able to explain the nature politics of welfare in India.

CO4: Able to evaluate the sources for the crisis of legitimacy of the institutions of the Indian State.

CO5: A student after completing this course to understand role of democracy and electoral Politics in national and state politics.

### **UNIT- I: Theoretical Frame works**

- 1) Modernisation Theory
- 2) Democratisation Theory

### **UNIT – II: Evolution of Democracy in India**

- 1) The Nehruvian consensus as the framework of governance in the Post-Independence era.
- 2) The emergence of centralization and authoritarian tendencies in the Indian Polity

### **UNIT –III: The Nature of Party system and Electoral Politics**

- 1) The emergences of one party dominance – Congress System
- 2) The decline of Congress and the consolidation of Regional Parties and Bharatiya Janata Party.

### **UNIT – IV: Governance: Welfare, Populism and Clientelism**

- 1) The nature of Politics of Welfare in India
- 2) The nature and character of patron – client political processes in India

### **UNIT – V: Crisis of Governance and Legitimacy**

- 1) The roots of crisis of governance in Indian Polity
- 2) The decline of the effectiveness of the institutions of the State: Crisis of legitimacy of the Indian State.

**REFERENCE BOOKS:**

- 1) Rajani Kothari, *Politics in India, State against Democracy*
- 2) Paul R, Bras, *Indian Politics since Independence*
- 3) Atul Kohli, *India's Democracy*
- 4) Varshney. A, *Battles half won, India's Improbable Democracy*
- 5) Mitra, Subrata, *Politics in India, Structure, Process and Policy*
- 6) Jayal and Bhanu Pratap Mehta (eds), *The Oxford companion of Politics in India*
- 7) Herbart Kitscheit and Steve Wilkinson (eds), *Patrons, clients and parties: Patterns of Accountability and Political Competitions.*

**CO-PO OUTCOME MAPPING:**

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	2	2		2	2		2	2	2		2	
<b>CO2</b>		2	2	2	2		2	2	2	2	2	
<b>CO3</b>		2		2			2	2		2	2	
<b>CO4</b>		2		2			2	2		2	2	
<b>CO5</b>		2	2	2	2		2	2		2	2	
<b>CO6</b>		2	2	2	2		2	2		2	2	

## **PS/PA 2.4 (22): RESEARCH METHODOLOGY**

(Common for both M.A. Political Science & M.A. Public Administration students  
with effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To highlight the relevance of research in Political Science and Public Administration.
- ▲ To enable the students to the applications theory formation in the research.
- ▲ To strengthen the social science research in Public Administration and Political Science.
- ▲ To develop skills and ability to take up Research Projects independently.

### **COURSE OUTCOMES:**

CO1: To understand conceptual issues, research strategies in social science.

CO2: To create knowledge about various types of research.

CO3: To develop and organizing various research designs and techniques.

CO4: To develop and generating the basic framework of various tools of data collection.

CO5: To identify various sources of information for literature review and data collection.

CO6: To better understanding of how to write the research reports.

### **UNIT – I: SOCIAL RESEARCH AND METHODS**

- 1). Traditional Methods
- 2). Scientific Method
- 3). Importance of Social Research

### **UNIT – II: THEORY FORMATION**

- 1). Theory
- 2). Facts and Values Dichotomy
- 3). Concept Formation

### **UNIT-III: HYPOTHESIS AND RESEARCH DESIGN**

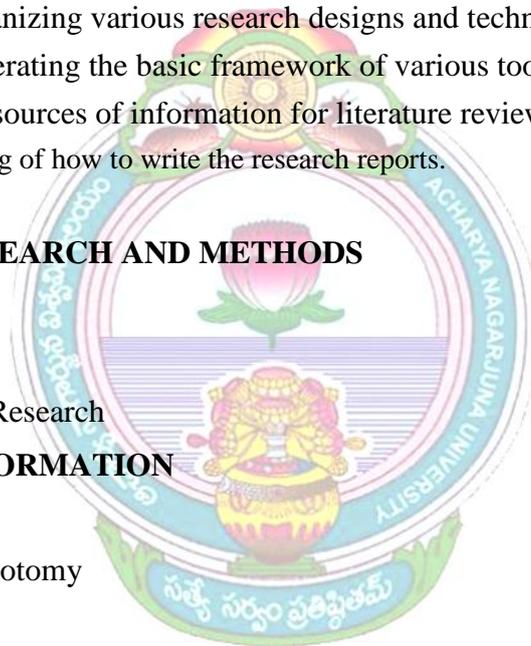
- 1). Formation of Hypothesis
- 2). Testing of Hypothesis
- 3). Research Design

### **UNIT – IV: TOOLS OF DATA COLLECTION**

- 1). Sampling,
- 2). Observation,
- 3). Interview and Questionnaire

### **UNIT – V: DATA OF REPORT WRITING**

- 1). Analysis of Data
- 2). Report Writing

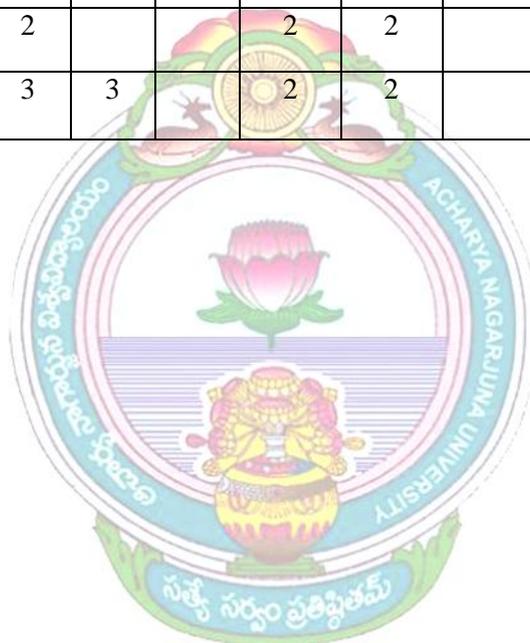


**REFERENCE BOOKS:**

- 1) W.J. Goode & P.K. Hatt, *Methods of Social Research*
- 2) Wilkinson & Bhandarkar, *Methodology and Techniques of Social Research*
- 3) Pauline Young, *Scientific Social Surveys.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>C01</b>	2	2		2	2		2	2		2	2	3
<b>C02</b>	2	2		2	2		2	2		2	2	
<b>C03</b>	2	2		2			2	2		2		2
<b>C04</b>	2	2	2	2			2	2	2	2	2	2
<b>C05</b>		2		2			2	2			2	2
<b>C06</b>	2	2	2	3	3		2	2		2	2	3



## **PS/PA 2.5 (A) (22): PUBLIC POLICY**

(Common for both M.A. Political Science & M.A. Public Administration students with effect from the academic year 2022-23)

### **LEARNING OBJECTIVES:**

On successful completion of the course, the student will be able to

- ▲ Understand the scope and significance of Public Policy
- ▲ To familiarize the students different models explaining the role of people in Policy formulations
- ▲ Understand different theories of decision making.
- ▲ To introduce the problems in Policy Evaluation
- ▲ To familiarize the students the role of political parties, bureaucracy and leadership in policy formulation
- ▲ To introduce the fundamentals of public policy as a discipline and policy analysis.

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

CO1: Understand the evolution, concepts and significance of Public Policy.

CO2: Understand the role of people in policy formulation in democratic system

CO3: Critically assess which theory's of decision making are best suited to the country.

CO4: Demonstrate the ability to evaluate the public policy and develop an alternative policy models.

CO5: Develop critical thinking about public policy issues and the ability to conduct professional analysis of social, political and Bureaucratic processes.

CO6: Student can develop insights that what are the undercurrent forces that contribute in policy formulation.

### **UNIT – I: INTRODUCTION**

- 1). Public Policy: Meaning, Nature, Scope and Importance.
- 2). The Pioneers: Harold D. Lasswell and Yehezkel Dror.

### **UNIT – II: POLICY FORMULATION: MODELS**

- 1). Systems Model
- 2). Group
- 3). Elite Model

### **UNIT – III: THEORIES OF DECISION – MAKING:**

- 1). Rational Comprehensive Theory
- 2). Incremental Theory
- 3). Mixed – Scanning

### **UNIT - IV: EVALUATION OF PUBLIC POLICIES**

- 1). Problems in Public Policy Evaluation
- 2). Indian Agriculture Policy
- 3). Industrial Policy

## UNIT – V: POLICY FORMULATION

- 1). Role of Political Parties in Policy formulation
- 2). Role of Bureaucracy in Public Policy making
- 3). Role of Leadership in Policy making.

### RECOMMENDED TEXT BOOKS:

- 1) Anderson, James E., *Public Policy making*
- 2) Dye, Thomas R, *Under Standing Public Policy*
- 3) Yehzakei Dror, *Ventures in Policy Sciences: Concepts and Applications.*
- 4) Dutt and Sundaram, *Indian Economy*

### RECOMMENDED REFERENCE BOOKS:

- 1) Laswell, Harold.D., *Policy Sciences, International Encyclopedia of Social Sciences*
- 2) Dye, Thomas R., *Policy Analysis*
- 3) Ira Sharankasy (ed.), *Policy Analysis in Political Science*
- 4) Charles E. Lindblom, *The Policy making process*
- 5) Daniel Lerner & H.D.Lasswell, *The Policy Sciences: Recent Development in Scope & Method*
- 6) Di Nitto, Diana M, & Dye, Thomas R, *Social Welfare: Politics and Public Policy*
- 7) Francis Ankle, *India's Political Economy 1947-77: The Gradual Revolution.*
- 8) Jag Mohan (ed.), *25 years of Indian Independence*
- 9) M.Kistaiah, *Public Policy and Administration*
- 10) Srimal Mohan Lal, *Land Reforms in India Promise and performance.*
- 11) Raja Purohit A.R. (ed.), *Land Reforms in India*
- 12) Sharma, B.A.V. (ed.), *Political Economy of India: A Study of Land Reforms.*
- 13) Vijay Joshi and IMD Little, *India's Economic Reforms 1991-2001*
- 14) Dreze Jeep & Amarty Sen (eds.), *The Political Economy of Hunger.*

### CO-PO OUTCOME MAPPING:

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	3	3	3	3	3		2			2	2	
<b>CO2</b>			2		2	3				3	3	2
<b>CO3</b>			2	2	3	2	3			2	5	
<b>CO4</b>					2		2			3		
<b>CO5</b>	2		3		3	2				2	3	3
<b>CO6</b>		2			2	2				3		

## **PS/PA 2.5 (B) (22): DIPLOMACY**

(Common for both M.A. Political Science & M.A. Public Administration students with effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ Understand the role of Diplomacy in international relations.
- ▲ To familiarize the students with the evolution of the theory of Diplomacy
- ▲ To make sense of different forms of Diplomacy.
- ▲ Understand how Diplomacy is practiced at the level of UNO.

### **COURSE LEARNING OUTCOMES:**

After completion of the course successfully, the student will be able to;

CO1: The students understand the scope of Diplomacy and different types diplomacy to solve the problem.

CO2: A student after completing this course to analyze the development of diplomatic theory.

CO3: The student can classifying democratic and authoritarian diplomacy merits and demerits.

CO4: The students can apply the role and limitations in the practice of Diplomacy by the United Nations Organization.

CO5: To apply the role of propaganda as an instrument of Diplomacy.

CO6: A student after completing this course to understand the role of UNO in diplomatic practice.

### **UNIT - I**

1. Definition and Scope of Diplomacy
2. Types and Characteristics of Diplomacy

### **UNIT – II**

1. The Development of Diplomatic Theory
2. Old Diplomacy to New Diplomacy

### **UNIT - III**

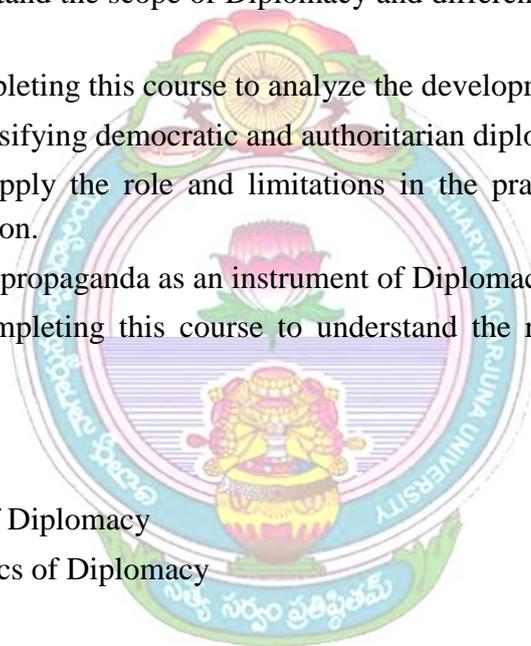
1. Democratic Diplomacy
2. Authoritarian Diplomacy

### **UNIT - IV**

1. Changes in Diplomatic Practice
2. Forms of Diplomatic Procedure

### **UNIT - V**

1. Propaganda and Diplomacy
2. Diplomacy: Role of UNO



**REFERENCE BOOKS:**

- 1) Bailey, Sydney B., *The General Assembly of the United Nations*, Stevens
- 2) Bowles, Chester., *Ambassador's Report*, NY, Haper
- 3) Briggs, Hebert W., *The Law of Nations*, NY, Appleton-Century-Crofts
- 4) Carr, E. H., *The Twenty Years of Crisis*, London, Macmillan
- 5) Huddleston Sisley, *Popular Diplomacy and War*, Peterborough
- 6) Krishna Murthy, G.V.G, *Dynamics of Diplomacy*, National Publishing House, New Delhi
- 7) Nicolson Harold, *Diplomacy*, London, Oxford University Press
- 8) Plischke, Elmer, *Summit Diplomacy*, Maryland
- 9) Satow Sir Ernest, *A Guide to Diplomatic Practice*, Longmans

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>		2		2	2		2	2		2	2	
<b>CO2</b>	2	2		2	2		2	2		2	2	
<b>CO3</b>	2	2		2	2		2	2		2	2	
<b>CO4</b>	2	2		2	2		2	2	2		2	
<b>CO5</b>				2			2				2	
<b>CO6</b>	2		2		2		2	2	2		2	

## **PS/PA 2.5 (C) (22): ETHICS AND POLITICS**

(Common for both M.A. Political Science & M.A. Public Administration students  
with effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To introduce multiple intellectual traditions to make sense of what constitutes Ethics and Politics.
- ▲ To familiarize the students of the inherent tensions between Ethics and Politics
- ▲ To appreciate the distinctiveness of theoretical conceptions of the West and India on what is meant by Ethics Politics
- ▲ To make sense of contemporary debates.

### **COURSE LEARNING OUTCOMES:**

CO1: To understand the basic conceptions related to ethics and politics

CO2: To infer the implications arising out of the study of Ethical and Political Theory

CO3: Able to apply the theoretical frameworks to the contemporary problems related to discrimination, justice, freedom of expression etc.

CO4: Able to analyse the ethical and instrumental reasoning in Ethics and Politics.

CO5: Evaluate the competing theoretical conceptions regarding Ethics and Politics.

CO6: Capability to extend the theories to the emerging problems like environmental destruction, authoritarian rule etc.

### **UNIT - I: THE NATURE OF ETHICAL REASONING**

- 1). The Domain of Ethics
- 2). Rationality and objectivity in Ethics
- 3). Ethical Reasoning in Politics

### **UNIT - II: SEXUAL, RACIAL AND CASTE DISCRIMINATION**

- 1). What is wrong with Discrimination?
- 2). Affirmative action: Right or Wrong?

### **UNIT - III: ENVIRONMENT**

- 1). The Moral limits on the use of Nature
- 2). Environment and Equality
- 3). Environment, Displacement and Culture

### **UNIT - IV: FREE SPEECH**

- 1). Values of free speech
- 2). Free Speech and Democracy
- 3). The Moral limits of Free Speech
- 4). Hate Speech: Gender and Religious Community

**UNIT - V: SECULARISM, TOLERANCE AND MINORITY RIGHTS**

- 1). Traditions of Tolerance in India
- 2). Values of Secularism
- 3). Secularism and Minority rights
- 4). Fundamentalism

**REFERENCE BOOKS:**

- 1) Beitz, Charles, R.Marshall Cohen, Thomas Scanlon and A.John Simmons, *International Ethics, New Jersey, Princeton University Press, 1985.*
- 2) Emanuel, Ezekiel, *The Ends of Hman Life, Midical Ethics in a liberal Polity, Hary Mass, Harvard University Press, 1994.*
- 3) Gutmann, Amy, *Democratic Education, New Jersey, Princeton University Press, 1987.*
- 4) Luban, David, *Lawyers and Justice an Ethical Study, New Jersey, Princeton University Press, 1988.*
- 5) Sen, Amartya, *Development as Freedom, Oxford, Oxford University Press, 2000.*
- 6) Walzer, Michael, *On Toleration, New Haven, Yale University Press, 1997.*
- 7) Young, Iris Marion, *Justice and the Politics of Difference, New Jersey, Princeton University Press, 1990.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
C01	3		2		3	2	2				2	
C02		2	2	2	2					2	2	2
C03												
C04		2		2	2	2				2	2	
C05	2		3	3	3	2		2		2	2	2
C06		2	2	2	3	2				2	2	2

## **PS/PA 2.6 (A) (22): MAJOR ISSUES IN INDIAN POLITICS**

(Common for both M.A. Political Science and Public Administration students with effect from the academic year 2022-2023)

### **COURSE OBJECTIVES:**

To make the students aware on different issues that exists in Indian Politics. Through this paper students need to understand the emerging issues and their causes to the Indian Democracy.

### **COURSE OUTCOMES:**

CO1: Evaluate the reasons behind the causes of these issues like Crisis of Governance.

CO2: The students can understand and Familiarize with the debates on different types of communalism.

CO3: The students can apply and identify key concepts, issues, and debates to Social tensions in India – Caste and Class cleavages.

CO4: Students can understand Situate and assess, in a comparative perspective, regionalism and secessionism in Northeast India.

CO5: Be able to analyze and suggest the measures to control Tribal land Alienation and Displacement

CO6: A student after completing this course to analyze neo liberal reforms and economic inequality in present current society.

### **UNIT - I: CRISIS OF GOVERNANCE:**

- 1). Decline of legitimacy: State Institutions in India
- 2). Corruption in India: Bureaucratic and Political
- 3). Control of Corruption: Lok Pal, Central Vigilance Commission and Electoral reforms.

### **UNIT - II: COMMUNALISM**

- 1). Historical roots of Communalism
- 2). Majoritarian Communalism and Ideological sources
- 3). Minoritarian Communalism: Ideological issues

### **UNIT - III: CASTE, CLASS CLEAVAGES**

- 1). Social structure of Indian Society,
- 2). Sources of Social tensions in India – Caste and Class conflicts

### **UNIT - IV: SECESSIONISM AND LEFT EXTREMISM**

- 1). Secessionist Movements: North East
- 2). Ideology and Popular support for left Extremism

### **UNIT - V: DEVELOPMENT AND DISPLACEMENT**

- 1). Neo liberal reforms and Economic Inequality
- 2). Tribal land Alienation and Displacement

**REFERENCE BOOKS:**

- 1) Atul Kohil and Prema Singh(Ed), *Routiege Handbook of India Politics*, Routiedge, N. Delhi, 2015.
- 2) Nirja Gopal jayal & Pratap Bhau Mehta (Ed), *The Oxford companion to Politics in India*, OUP, N. Delhi, 2010.
- 3) Jaffaraloe. C. India’s Silent Revolution: *The Rise of Jower Caste, North India*, Permanent Black, New Delhi, 2003.
- 4) Srinivas M.N. *Social change in Modern India*, Orient Black Swap New Delhi, 1995
- 5) *Varshnew, Ashutosh, Ethnic conflict & Civic life, Hindus and Muslims India*, OUP, New Delhi
- 6) Wilkinson, Steven, L. *Votes & Violence: Ethnic Riots in India* Cambridge Univ.Press, New York, 2004
- 7) Raja.G.C.Thomas (Ed.) *Perspectives on Kashmir: The roots of conflict in South Asia* West view press, Boulder, 1992.
- 8) Barodah, Sangh, *Durable Disorder Understanding the politic of North Rast Indi*, OUP New Delhi 2007.

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	2	2		2		2	2	2		2	2	
<b>CO2</b>		2		2			2	2		2	2	
<b>CO3</b>	2	2		2	3	2	2	2		2	2	
<b>CO4</b>	2	2		2	3	2	2	2		2	2	
<b>CO5</b>	2	2		2	2	2	2	2		2	2	
<b>CO6</b>	2	2		2		3	2	2		2	2	

## **PS/PA 2.6 (B) (22): HUMAN RIGHTS IN INDIA**

(Common for both M.A. Political Science and M.A. Public Administration With effect from the academic year 2022-23)

### **COURSE LEARNING OBJECTIVES:**

- ▲ To sensitize students about the basic concepts of Human Rights.
- ▲ To make the students to know about the functional aspects of human rights.
- ▲ To sensitize about the issues of human Rights.
- ▲ To give knowledge about the application of Human Rights
- ▲ Apart from state actors and institutions agencies and laws associated with them, which occupy the central place in discussion.
- ▲ The module also engages with social religions political and economic ideologies. Which unleash several critical issues pertaining to Human Rights.

### **COURSE OUTCOMES:**

CO1: Understand the fundamental of human rights and Human Rights violations.

CO2: Understand the role of various international, Governmental and non-governmental organization.

CO3: Analytical skills in ways to protect the Human rights of children, women, victims of caste and communal violence, indigenous people and transgender.

CO4: Legislations of union government to protect the human rights like prohibition, child labour dowry prohibition act, immoral trafficking, police and custodial death.

CO5: Evaluated the role of civil society, media and public interact litigation in human rights protection.

CO6: Students will understand the methods to protect the Human Rights and can educate the people the means to protect the human rights.

### **UNIT - I: INTRODUCTION**

- 1). Philosophical Foundations of Morality and State. (Liberal, Marxist and Humanist Perspective)
- 2). Evolution of Human Rights in India

### **UNIT - II: THE CLASSIFICATION**

- 1). Fundamental Rights (First Generation of Rights)
- 2.) Directive Principles of State Policy (Second Generation of Rights)
- 3.) Cultural/Community/Environmental Rights (Third Generation of Rights)

### **UNIT - III: HUMAN RIGHTS AND HINDRANCES**

- 1). Communalism
- 2). Political and Legal
- 3). Socio-Economic Disparities

**UNIT - IV: STATE AND HUMAN RIGHTS IN INDIA**

- 1). National Human Rights Commission
- 2). State Human Rights Commission

**UNIT - V: CIVIL SOCIETY AND HUMAN RIGHTS IN INDIA**

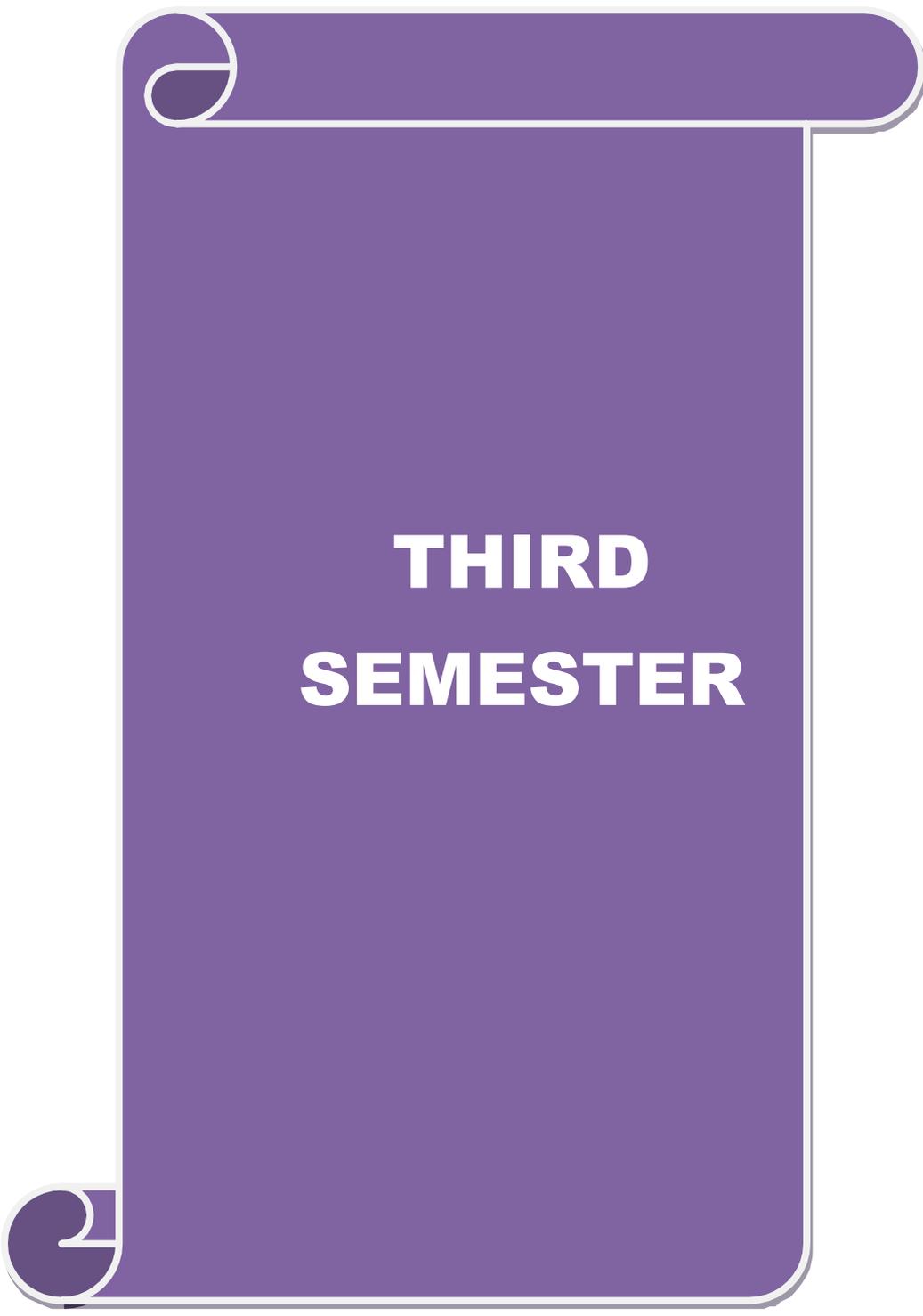
- 1). Peoples Union for Civil Liberties (PULL)
- 2). Peoples Union for Democratic Rights (PUADR)
- 3). Human Rights and World Order

**REFERENCE BOOKS:**

- 1) H.O.Agarwal, *Human Rights; Central Law Publications.*
- 2) Gokul Sharma, *Human Rights & Social Justice; Deep & Deep. Publications, New Delhi*
- 3) S.K.Kapoor, *Human Rights under International Law, Central Law Agency, Ahamadabad.*
- 4) G. Haragopal, *Political Economy of Human Rights Emerging Dimensions, Himalaya Publishing House, New Delhi.*
- 5) Sir Francis Uallat, *An Introduction to the Study of Human Rights*
- 6) Tim Dunne, *Human Rights in Glob al Politics (Cambridge Nichlas J Sheeter University Press, Cambridge 1999)*
- 7) R.V.Chandraseklhara Rao, *Human Rights far Whom? Perspectives on Indian Development (Sterling Publishers, New Delhi, 2000)*
- 8) V.P.Varma, *The Political Philosophy of Mahatma Gandhi and Sarvodaya*
- 9) K.P. Misra & S.C. Gangal (ed), *Gandhi and Contemporary World*
- 10) G.P.Bhattacharjee, *Evolution of Political Philosophy of M.N. Roy*
- 11) Bhola Singh, *The Political Ideas of M.N.Roy and Jayaparakash Narayan*
- 12) M. Arumugam, *Socialist thought in Modern India the Contribution of Ram Manohar Lohi*  
B.R. Bali, *Modern India thought.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3		2	3	3	2	3		2		3	
CO2		2	2		2				3		3	2
CO3			3		3				2		2	
CO4				2	2	2		2	3			
CO5	3	3	3		2	3			2		3	3
CO6					3	2			3			



**THIRD  
SEMESTER**

## **M.A. POLITICAL SCIENCE**

### **SEMESTER-III**

#### **PS 3.1 (22): COMPARATIVE POLITICS**

(Students with effect from the Academic year 2022-23)

#### **COURSE OBJECTIVES:**

- ▲ To understand the meaning, nature and scope of comparative politics
- ▲ This course aims to trace the evolution of Comparative Politics as a Discipline
- ▲ To understand the distinction between comparative politics and comparative government.
- ▲ It also aims in analyzing the Ideologies of Capitalism-Marxism, Liberalism and Fascism comparatively.
- ▲ The course critically looking at the development of constitutionalism in UK, USA and France from a comparative prospective.
- ▲ This course aims to trace the typologies of party systems, advantages and disadvantages of different party systems.

#### **COURSE OUTCOMES:**

CO1: Understand the distinctive features of the tradition of Comparative Politics

CO2: Enhance his/her knowledge about countries and their constitutional government in details

CO3: Gain comparative knowledge of various political systems of the world.

CO4: Gain the knowledge regarding different political ideologies and follow the ideology which they believe is good and try to strengthen that ideology.

CO5: Gain the knowledge regarding different party systems its advantages and disadvantages they can educate the society.

CO6: Having the knowledge on constitutionalism they will become law abiding good citizens

#### **UNIT- I: INTRODUCTION**

- 1) Meaning, Nature and Scope of Comparative Politics
- 2) Growth of the Study of Comparative Politics
- 3) Major Approaches to Comparative Politics

#### **UNIT- II: POLITICAL DEVELOPMENT AND POLITICAL DEPENDENCY**

- 1) Concept of Development Syndrome – Lucian Pye
- 2) Centre-Periphery – Third World Perspective
- 3) Origin and Relevance of Dependency Theory

**UNIT- III: POLITICAL IDEOLOGY**

- 1) Political Ideology: Meaning, Nature and General Characteristics
- 2) Ideologies of Capitalism and Marxism.
- 3) Ideologies of Liberalism and Fascism.

**UNIT- IV: CONSTITUTIONALISM**

- 1) Meaning and Development of the Term
- 2) Constitutionalism in the West – England, France and America
- 3) Problems and Prospects of Constitutionalism in Developing Countries

**UNIT – V: POLITICAL PARTY SYSTEM**

- 1) Nature and Typology of Party Systems.
- 2) Role of Political Parties in India.
- 3) Political Parties: National Parties and Regional Parties.

**READING LISTS:**

- 1) Gabriel Almond and Bingham Powell, *Comparative Politics: Development Approach*
- 2) Lucian Pye, *Aspects of Political Development*
- 3) J.C. Johari, *Comparative Politics*
- 4) Howard, J. Wiarda, *New Directions in Comparative Politics*
- 5) Mortan R. Davies & Vaughan A.Lewis, *Models of Political System*
- 6) S.N. Ray, *Modern Comparative Politics*
- 7) Gwendolen Carter & John H. Herz, *Government and Politics in the twentieth Century*
- 8) Samuel, H. Beer, *Modern Political Development*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2		3	2	3	3	2		3		3	
CO2		3	3		3				2		2	3
CO3	2		2		2				3		3	
CO4				3	3	3	3		3			
CO5	3	3	3		3	2			2		2	3
CO6					2	3			3			

## **PS 3.2 (22): INTERNATIONAL RELATIONS**

(Students with effect from the Academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ Understand the scope and Evolutions of international relations as a discipline.
- ▲ To familiarize the students different concepts of International relations.
- ▲ To introduce the students both the mainstream International relations (IR) Approaches such as Idealist approach, realist approach and Marxist approach.
- ▲ Understand Different Phases of cold war and Detent
- ▲ Understand the evolution of International Political economy after second world war and the Role of World Bank. International monetary fund, world trade organization in the stabilization of international economic order.
- ▲ To familiarize energy and environmental issues and the root causes for terrorism.

### **LEARNING OUTCOMES:**

CO1: Familiarization with the key concepts of the discipline of IR.

CO2: Understanding of linkages between Classical Realism and Classical Geopolitics.

CO3: Comprehensive understanding of the key assumptions and arguments of the mainstream IR.

CO4: Appreciation of what is Global IR and why non-western perspectives are needed.

CO5: Greater appreciation of the important role played by non-Western countries in building post-War norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism.

CO6: Understanding the agency of the Global South in these areas is key to countering IR's ethnocentrism and developing new concepts, theories, and methods.

### **UNIT – I: EVOLUTION OF INTERNATIONAL RELATIONS**

- 1) Introduction: Nature, Scope and Evolution of International Relations as a Discipline
- 2) Concepts of International Relations- Power, Balance of Power, National Interest, Collective Security and War

### **UNIT – II: APPROACHES TO THE STUDY OF INTERNATIONAL RELATIONS**

- 1) Idealist approach
- 2) Realism and Neo – Realism
- 3) Marxist Approach

### **UNIT – III: DYNAMICS OF INTERNATIONAL RELATIONS**

- 1) Cold war – Different phases of Cold war
- 2) Detent – International Treaties

### **UNIT - IV: INTERNATIONAL POLITICAL ECONOMY**

- 1) Nature and Evolution of International Political Economy after Second World War
- 2) The role of World Bank, International Monetary Fund (IMF) and World Trade Organizations (WTO) in the stabilization of International Economical Order
- 3) Globalization and Emerging Economies in Asia and Latin America

**UNIT – V: ISSUES IN CONTEMPORARY INTERNATIONAL RELATIONS**

- 1) Energy and Environmental Issues
- 2) The root causes for Terrorist Movements: Al QUEDA, ISIS
- 3) The Emergence of China as a Major power – Implications to International Order

**REFERENCE BOOKS:**

- 1) Bull H: International Theory, *The Case for Classical Approach, World Politics*
- 2) Knorr, K, & Rosenau, J.N., *Contending Approaches to International Politics*
- 3) Clude, I, *Power and International Relations*
- 4) Herz, J.H. *International Politics in Atomic Age*
- 5) Kaplan, M, *System and Process in International Politics*
- 6) Trevor Taylor(ed.), *Approaches and Theory in International Relations*
- 7) Margot Light and A.J.R. Groom: *International Relations, A Handbook of Current Theory.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1		2	3	2	3	3	3			3	3	
CO2	3		3		2					2	3	2
CO3			2	3	3		2			3	2	
CO4					3	2		3		2		
CO5	2		2		3	3				3	3	3
CO6		3			2	2				2		

## **PS 3.3 (A) (22): THEORETICAL INTERPRETATIONS OF DEMOCRACY IN INDIA**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To introduce the context which provided the ideological evolution of conceptions of Democracy in India
- ▲ To comprehend the democratic conceptions embedded in the Constitutional Law of India
- ▲ To make sense of the theory of Modernization to understand Democratic Politics in the Post- Independent India.
- ▲ To understand the relationship between the ideology of Nationalism and Democracy

### **COURSE LEARNING OUTCOMES:**

After completion of this course successfully, the student will be able to;

CO1: Understand the evolution of Democracy in the specific Historical context of India.

CO2: Make sense of different theoretical Conceptions of Democracy and their relevance of Indian context.

CO3: Connect the social cleavages which took the political form to a theoretical Framework.

CO4: Analyse the strengths and limitations of Competing Theoretical conceptions of Democracy from an Indian Perspective.

CO5: Evaluate the outcomes of the process of democratization occurring in Indian Society.

CO6: Capable of generating conceptual framework o make sense of the direction or the Indian democracy.

### **UNIT – I; APPROACHES AND THEORIZATION OF DEMOCRACY IN INDIA**

- 1). Liberal approach: Rajni Kothari
- 2). Neo- Traditional approach: Ashis Nandy
- 3). Marxist Approach: Partha Chatterjee

### **UNIT-II: CASTE AND CLASS CLEAVAGES AND POLITICS OF MODERNIZATION**

- 1). The mobilization of Middle and Lower Castes and Classes against the Hierarchy- Jafferlot Christophe
- 2). Class and Caste contradictions in the Political mobilization of People- Anand Teltumbde
- 3). The transformation of Caste from Hierarchy to Identity - Dipankar Gupta

### **UNIT - III: RELIGION AND POLITICS IN POST - INDEPENDENT INDIA**

- 1). Hinduism and Hindutva - The Ideology of Ethnic Cultural Nationalism
- 2). The Socio-Cultural and Political processes that led to the Dominance of Hindu Religious Nationalism in Indian Politics.
- 3). The Distinctive Character of Indian Secularism

**UNIT - IV: CAPITALIST DEVELOPMENT AND DEMOCRACY**

- 1). The Evolution of Modernity and Passive Revolution in India: Sudipto Kaviraj
- 2). Nature of Capitalist Development: Primitive Accumulation- The Emergence of Political Society-Kalyan Sanyal, Partha Chatterjee.
- 3). The ideological Debate on Developmentalism and Politics of Welfare: Amartya Sen

**UNIT - V: STATE AND DEMOCRACY IN INDIA**

- 1). State and Democracy in India: Pratap Bhanu Mehta
- 2). The Nature and Class Character of Indian State: Pranab Bardhan

**REFERENCE BOOKS:**

- 1) Rajni Kothari, *Politics in India*
- 2) Rajni Kothari, *State against Democracy*
- 3) Ashis Nandy, *The Intimate Enemy, Loss & Recovery of self under colonialism*
- 4) Partha Chatterjee, *The Politics of the Governed*
- 5) Partha Chatterjee, *Lineages of Political Society: Studies in Post colonial Democracy*
- 6) Jyotirmaya Sharma, *Hindutva: Exploring the Idea of Hindu Nationalism*
- 7) Christophe Jaffrelot (Ed), *Hindu Nationalism: A Reader*
- 8) Rajeev Bhargava (Ed) *Secularism and its critics*
- 9) Sudipta Kaviraj, *Enchantment of Democracy and India*
- 10) Kalyan Sanyal, *Rethinking Capitalist Development*
- 11) Amartya Sen, *Development As Freedom*
- 12) Pratap Bhanu Mehta, *Niraja Gopal Jalal(Ed),The oxford companion to Politics in India*
- 13) Anand Teltumbde, *Republic of Caste: Thinking Equality in the Time of Neoliberal Hindutva*
- 14) Dipankar Gupta, *Interrogating Caste: understanding Hierarchy and Difference in Indian Society*
- 15) Christophe Jaffrelot, *India's Silent Revolution*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1		2	2	2						2	2	
CO2												
CO3				2	2		2			2	2	
CO4				2	2			2		2	2	
CO5				2	2		2	2		2	2	
CO6			2	2	2		2			2	2	2

## **PS 3.3 (B) (22): AMERICAN GOVERNMENT AND POLITICS**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To understand the evolution of American Constitution.
- ▲ To familiarize the students about the distinctiveness of American Federalism
- ▲ To make sense of the role of the Supreme Court in protecting the constitutions Law.
- ▲ To understand the nature of Political Parties in the USA.

### **COURSE LEARNING OUTCOMES:**

After completion of the Course successfully, the students will be able to;

CO1: Understand the distinctive features of the American constitution

CO2: Analyse the theory and practice of American presidential system.

CO3: Apply the theoretical dimensions to the judicial decisions related to review by the Supreme Court of America.

CO4: Analyse the nature and character of Party system in American Democracy.

CO5: Evaluate the theoretical conceptions regarding the nature and character of American Democracy.

CO6: Capability in extending theoretical frameworks to the wider aspects of social life of American Society.

### **UNIT - I:**

- a) Evolution of American Constitution – The Colonial Origins.
- b) Basic Features of the American Constitution

### **UNIT - II:**

- a) American Federalism – Its Salient Features
- b) President – Election, Powers, Functions and Impeachment.

### **UNIT - III:**

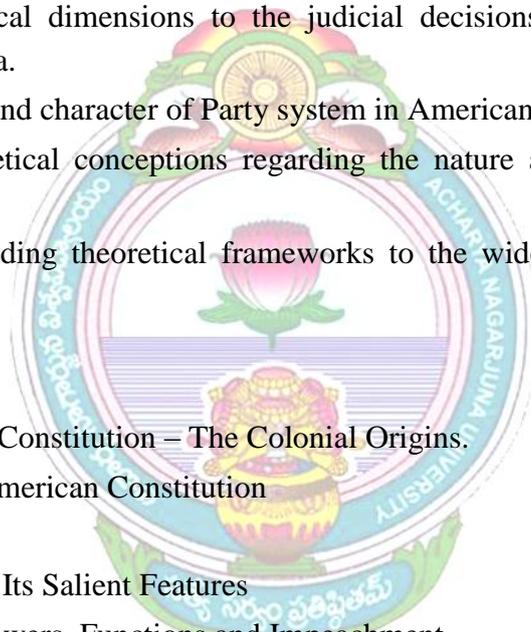
- a) American Congress – Senate and House of Representatives – Powers and Functions
- b) The Senate – its Unique Role

### **UNIT - IV:**

- a) The Supreme Court of USA – Powers and Functions
- b) Independence of Judiciary – Judicial Review.

### **UNIT - V:**

- a) The Role of Political Parties in USA
- b) Local Government in the American System.



**REFERENCE BOOKS:**

- 1) Cal Jillson, *American Government: Political Development and Institutional Change*, Routledge Publishers, Oxfordshire, England, UK, 2021.
- 2) Openstax, *American Government 3e*, Chump Change Publishers, USA, 2021.
- 3) Rodgir L Cohen, *Political Science Basics: An Introduction to American Government*, Humanities Academic Publishers, USA, 2021.
- 5) Gary Lee Malecha, *The Congress (Student Guides to American Government and Politics)*, Greenwood Publishing Group India, New Delhi, 2021.
- 6) Sterling Education, *American Government and Politics: Everything You Always Wanted to Know About*, Sterling Test Prep, USA, 2018.
- 7) Franco Scardino, *U.S. Government and Politics*, 2nd Edition, Alpha Publishers, USA, 2016.
- 8) Neil MacNeil, Richard. A. Barker, et. al., *The American Senate: An Insider's History*, Oxford University Press, USA, 2013.
- 10) Charles, C. Turner et al., *Introduction to American Government*, BVT Publishers, USA, 2011.
- 11) James, Q. Wilson, *American Government: Institutions and Policies: The Essentials*, Cengage Learning Publishers, USA, 2012.
- 12) Kathryn Moore, *The American President: A Complete History*, Sterling Publishers, US

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1					2		2				2	
CO2					2		2				2	
CO3					2		2				2	
CO4					2		2				2	
CO5			2		3						2	
CO6			2	2	2					2	2	2

## **PS 3.4 (A) (22): MODERN INDIAN POLITICAL THOUGHT**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVE:**

This course has been designed to familiarize the students with key ideas of some of political thinkers of the modern India whose writings and ideas have impacted the society and polity significantly. Their writings and thoughts give insights into their ideas of India and the kind of society and polity that they had dreamed of. As all their thoughts are not possible to cover in a semester, some key thoughts have been underlines for focused study.

### **LEARNING OUTCOMES:**

CO1: The students can understand How Swami Dayanand Saraswati criticized the superstitions in religious texts and practice of the same by the followers and in what ways an understanding of Vedanta brings one to the supreme and real truth and wisdom?

CO2: They will be able to understand the key foundations of modern Indian political thought like Ramamohana ray and Tilak.

CO3: The students can understand to know about the socialist ideas of Lohia and Jawaharlal Nehru and integral Humanism of M.N.Roy.

CO4: Students will be able to evaluate the ideas of Dr.B.R.Ambedkar.

CO5: They will also understand Cultural Nationalist Thought of Savarkar, Vinayak Damodar.

CO6: A student after completing this course to evaluate Mohammad Iqbal views on cultural development in Muslim community.

### **UNIT – I: FOUNDATIONS OF MODERN INDIAN POLITICAL THOUGHT**

1. Rammohan Roy
2. Dayananda Saraswati
3. Bala Gangadhara Tilak

### **UNIT – II: GANDHIAN THOUGHT**

1. Non- Violence and Satyagraha
2. Relationship between Means and Ends.
3. Concepts of State and Government.

### **UNIT – III: SOCIALIST AND HUMANIST THOUGHT**

1. Ram Manohar Lohia
2. Jawaharlal Nehru
3. M.N. Roy

### **UNIT – IV: PROBLEM OF MINORITIES AND BACKWARD SOCIAL GROUPS**

1. M.A. Jinnah
2. Dr. B.R. Ambedkar

### **UNIT – V: CULTURAL NATIONALIST THOUGHT**

1. Savarkar, Vinayak Damodar
- 2). Mohammad Iqbal

**GENERAL READINGS:**

- 1) Sankar Ghose, *Modern Indian Political Thought*
- 2) O.P. Goyal, *Studies in Modern Indian Political Thought*
- 3) G.N. Sarma and Moin Shakir, *Politics and Society: Ram Mohan Roy to Nehru*
- 4) V.P. Varma, *Modern Indian Political Thought*

**REFERENCE BOOKS:**

- 1) A. Appadorai, *Indian Political Thinking in the 20<sup>th</sup> Century from Naoroji to Nehru*
- 2) O.P. Goyal, *Contemporary Indian Political Thought*
- 3) A.M. Zaidi, *Encyclopaedia of Indian National Congress (Students should refer relevant sections in different Volumes)*
- 4) Bipin Chandra, *Nationalism and Colonialism in Modern India*
- 5) A.R. Desai, *Social Backward of Indian Nationalism*
- 6) Thomas Pantham and Deutsch, *Modern Political Thought in India*
- 7) K.P. Karunakaran, *Democracy in India.*
- 8) Mehta. V and Panthem, T, (eds), *Political Ideas in Modern India*
- 9) Sharma Jyotinmaya, *Hindutvai Exploring the Idea of Hindu Nationalist.*
- 10) Maliq, H Ded, Iqbal, *Poet, Philosopher of Pakistan*

**CO-PO OUTCOME MAPPING:**

PO/ CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2			2			2	2		2	2	
CO2	2			2	2		2	2		2	2	
CO3	2			2	2		2	2		2	2	
CO4	2			2	2		2	2		2	2	
CO5	2			2	2		2	2		2	2	
CO6	2			2	2		2	2		2	2	

## **PS 3.4 (B) (22): SOUTH ASIA IN WORLD POLITICS**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To enable students to realize the significance of regional cooperation in South Asia.
- ▲ To enable students to assess the success and constraints of SAARC.
- ▲ To help the students grasp the forces at work in shaping regional cooperation in South Asia.
- ▲ To familiarize students with the underlying issues that South Asia is confronted with and its implications for regional cooperation.

### **COURSE LEARNING OUTCOMES:**

On completion of course successfully, the students will be able to;

CO1: Account for and discuss the distinctive nature, problems and challenges in South Asia and the impact of colonialism on social and national identification.

CO2: Understand the significance of regional cooperation in South Asia, achievements and the challenges confronting it.

CO3: Apply the comparative method to study the internal and external influences in the shaping of South Asia and its impact on SAARC.

CO4: Analyse the problems and issues that the people of South Asia are confronting.

CO5: Evaluate the multi dimensions problems of the South Asian Countries.

CO6: Capable of generating theoretical arguments to make sense of the problems of the South Asian Countries.

### **UNIT - I**

- 1). South Asia as a Region - Historical Background during Colonial Period
- 2). Regional Environment - Nationalism.

### **UNIT - II**

- 1). South Asia in the Cold War era – Pakistan, Afghanistan, Nepal, Sri Lanka
- 2). Role of External Powers in South Asia: USA, Russia, China

### **UNIT - III**

- 1). Security Issues in South Asia: Nuclear Proliferation, Terrorism,
- 2). Refugees Problem and Narcotics.

### **UNIT - IV**

- 1). Economic and Ecological Issues.
- 2). Ethnicity and Human Security Issues.

### **UNIT - V**

- 1). Regional Co-operation – Imperatives and Obstacles
- 2). South Asia's role in World Politics.

**REFERENCE BOOKS:**

- 1) Herbert G., Hagerty, *Contributions by Craig Baxter, Maryland, USA, Rowman & Littlefield Publishers, Maryland, USA, 2021*
- 2) Devint Hagerty (ed.), *South Asia in World Politics, Oxford University Press, Oxford, 2006.*
- 3) John Stone, *The Wiley Blackwell Companion to Race, Ethnicity, and Nationalism, Wiley-Blackwell Publishers, Hoboken, New Jersey, 2020.*
- 4) Gopal Singh and Ramesh Chauhan (eds.), *South Asia Today, Deep & Deep Publications, New Delhi, 2005.*
- 5) Rajesh M. Basrur (ed.), *Security in the New Millennium: Views from South Asia, India Research Press, New Delhi, 2001.*
- 6) P. Bidwai and A. Vanaik, *South Asia on a Short Fuse: Nuclear Politics and Future of Global Disarmament, Oxford University Press, New Delhi, 2001.*
- 7) Cohen, Stephen, *India: Emerging Power, Brookings Institution, Washington D.C. 2001.*
- 8) M. Chadda, *Building Democracy in South Asia: India, Nepal, Pakistan, Boulder Colorado, Lynne Rienner, 2000.*
- 9) V.D. Chopra (ed.), *Religious Fundamentalism in Asia, Gyan Publishers, Delhi, 1994.*
- 10) Mohd. Shahzad, *Problems of Refugee in South Asia: A Study of Afghan and Sri Lankan.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1			2	2			2	2	3		2	
CO2			2					2	3		2	
CO3				2					3	2	2	
CO4		2		2				2	2			
CO5		3		2				2	2			
CO6			2	2	2			2	2		2	2

## **PS 3.5 (22): PERSONALITY DEVELOPMENT**

(With effect from the academic year 2022-23)

### **LEARNING OBJECTIVES:**

- ▲ This course aims in personality development and how to overcome the Hurdles in achieving success.
- ▲ It aims to analyze different concepts such as attitude, motivation, self– esteem and low self–esteem.
- ▲ The course aims to understand interpersonal relationships and defines the difference between aggressive, submissive and assertive behaviors.
- ▲ The course aims to explain different psychological problems such as conflict, stress management and to improve the decision making skills among the students in their day to day life.
- ▲ The course aims to inculcate the technique of resume building. How to face the interview and the importance of mock interview.
- ▲ Understand leadership, character building, team work, time management and work ethics.

### **COURSE OUTCOMES:**

- CO1: Acquire the understanding on the Psychological problems that the mankind is facing.
- CO2: Students can understand different causes for the psychological problems and that they can rectify and overcome those problems.
- CO3: As they are aware of those Psychological issues that they can suggest the solutions to the others around him so that it is possible to build a healthy society.
- CO4: Analyze their personality and can rectify their defects.
- CO5: Students will achieve success in their life with confidence.
- CO6: People with sound mind can create and sound and peaceful society.

### **UNIT – I: INTRODUCTION TO PERSONALITY DEVELOPMENT**

- 1). The concept of Personality – Dimensions of Personality
- 2). Significance of Personality Development, - Hurdies in achieving success

### **UNIT – II: ATTITUDE & MOTIVATION**

- 1). Attitude – Concept – Significance – Factors affecting Attitudes – Positive Attitude – Negative Attitude.
- 2). Concept of Motivation – Significance – Internal and External motives – Importance of self – motivation – Factors leading to de-motivation

### **UNIT – III: SELF-ESTEEM**

- 1). Self-esteem – Low self-esteem
- 2). Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours – Lateral thinking.

**UNIT – IV: ASPECTS OF PERSONALITY DEVELOPMENT**

- 1). Body Language – Conflict and Stress management – Decision – making skills.
- 2). Leadership – Character Building – Team-work – Time Management – Work ethics

**UNIT – V: EMPLOYABILITY QUOTIENT**

- 1). Resume Building – Facing the Personal (HR & Technical interview).
- 2). Mock Interview Sessions.

**REFERENCE BOOKS:**

- 1) Sabina Pillai, *Soft Skills and Employability Skills*, Cambridge University Press, Delhi, 2017.
- 2) Barun Mitra, *Personality Development & Soft Skills*, Oxford University Press, New Delhi, 2016.
- 3) Vijay Agrawal, *Personality Development for Students*, Benten Books Publishers New Delhi, 2014.

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>C01</b>		3	3	2	3		3			3	3	
<b>C02</b>	3		2		2	2				2	3	
<b>C03</b>			2	3	3		2			3	2	2
<b>C04</b>					2	3		3		2		
<b>C05</b>	2		3		3	2				3	3	3
<b>C06</b>		3			2	3				2		

## **PS 3.6 (A) (22): SOCIAL MOVEMENTS IN INDIA**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ Understand the nature of Social movements in India.
- ▲ To make sense of the Peasant movements.
- ▲ Familiarize the students on the role of Dr. B.R. Ambedkar in the anti-caste movement in India.
- ▲ How Globalization is affecting the livelihoods of the marginalized sections of Indian Society.

### **Course learning outcomes:**

After completion of the Course Successfully, the student will be able to;

CO1: To Understand the conceptual frameworks to make sense of Social movements in India.

CO2: To Analyze the peasant movements in India.

CO3: To Analyze the evolution of anti-caste movements in India.

CO4: To evaluate the oppressive role of patriarchy in the oppression of women in Indian Society.

CO5: To Evaluate the movements against the construction of Big Dams on the rivers.

CO6: The students can understand different acts for protection of environment.

### **UNIT-I**

(a) Social Movements - Meaning, Concept and Issues

(b) Social Movements in Pre-Independent India – Arya Samaj Movement, Dravidian (Self Respect) Movement

### **UNIT-II**

1). Peasant Movements in India

2). Telangana Armed Struggle

### **UNIT-III**

1). Social Struggle of Dr. B. R. Ambedkar, Dalit Panthers Movement

2). Bahujan Samaj Movement and Samaikyandra Movement.

### **UNIT-IV**

1). Women's Movement, Historical Overview, Ideology of Indian Women Movement.

2). Women in India's Freedom Struggle

### **UNIT-V**

1). Forest Based Movements- Movements Against Big Dams

2). Different Acts for Protection of Environment and Impact of Globalization on Social Movements and Political Implications.

**REFERENCE BOOKS:**

- 1) Ghanshyam Shah, *Social Movements in India*, Sage Publishers, New Delhi, 2021.
- 2) Biswajit Ghosh, *Social Movements*, Sage Publishers, New Delhi, 2020.
- 3) Krishna Menon Ranjana Subberwal, *Social Movements In Contemporary India*, Sage Publishers, New Delhi, 2019.
- 4) Savyasaachi, Ravi Kumar, *Social Movements Transformative Shifts and Turning Points*, Routledge India Publishers, Delhi, 2019
- 5) Rao M. S. A, *Social Movements in India*, Manohar Publishers and Distributors, New Delhi, 2016.
- 6) S. G. Devgaonkar, *Social Movements in India and Abroad*, Shree Sainath Prakashan Publishers, Nagapur, 2016.
- 7) Navaneeta Rath and Gautam Majumdar, *Women in Indian Politics–Traditions, Transitions and Transformations*, Mittal Publications, Mathura, 2016.
- 8) Raka Ray, *Social Movements in India: Poverty, Power, and Politics*, Rowman & Littlefield Publishers, New Delhi, 2005
- 9) Jayal, Niraja Gopal, *Democracy in India*, OUP Publishers, New Delhi, 2001.
- 10) Krishna Mallick, *Environmental Movements of India Chipko, Narmada Bachao*
- 11) *Andolan, Navdanya*, Amsterdam University Press, USA, 2021.

**CO-PO OUTCOME MAPPING:**

PO/ CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2		2	2		2	2		2	2	
CO2	2	2		2			2	2		2	2	
CO3	2	2		2		3	2	2		2	2	
CO4	2	2		2	2	2	2	2		2	2	
CO5	2	2		2	2		2	2		2	2	
CO6	2	2		2	2		2	2		2	2	

## **PS 3.6 (B) (22): MAJOR TEXT IN POLITICAL PHILOSOPHY**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To introduce the students to select Classical Texts in Western as well as in Indian Political Philosophy.
- ▲ To familiarize the students with different interpretations of Texts.
- ▲ To comprehend the sense of the meaning embedded in the Texts
- ▲ To cultivate the habit of understanding the Texts through direct reading rather than on understanding the Texts based on commentaries.

### **COURSE LEARNING OUTCOMES:**

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

- CO1: Relate the text to the historical and intellectual context
- CO2: Distinguish the literal meaning from the political meaning in the Text
- CO3: Analyse the specificity of the ideas in the Text
- CO4: Evaluate the universal element in the Text.
- CO5: Understand the ideas and intention of the writer of the given Text.
- CO6: Capability in extending the theoretical interpretations to any Text

### **UNIT-I: INTRODUCTION**

- 1). Why Study the History of Ideas?
- 2). Theories of Interpretation
- 3). Meaning and context

### **UNIT-II: ARISTOTLE**

- 1). Aristotle: Nicomachean Ethics

### **UNIT-III: HEGEL**

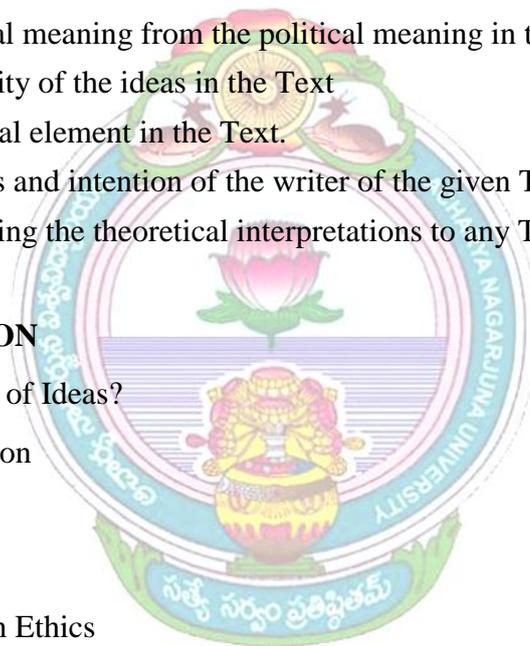
- 1). Hegel: Philosophy of Right

### **UNIT-IV: KARL MARX**

- 1). Karl Marx: Early Writings (on the Jewish Question, Critique of Hegel's Philosophy of Right, Economic and Philosophical Manuscripts –1844)

### **UNIT-V: GANDHI AND DR. B.R. AMBEDKAR**

- 1). Mahatma Gandhi: Hind Swaraj
- 2). Dr. B.R. Ambedkar: The Annihilation of Caste

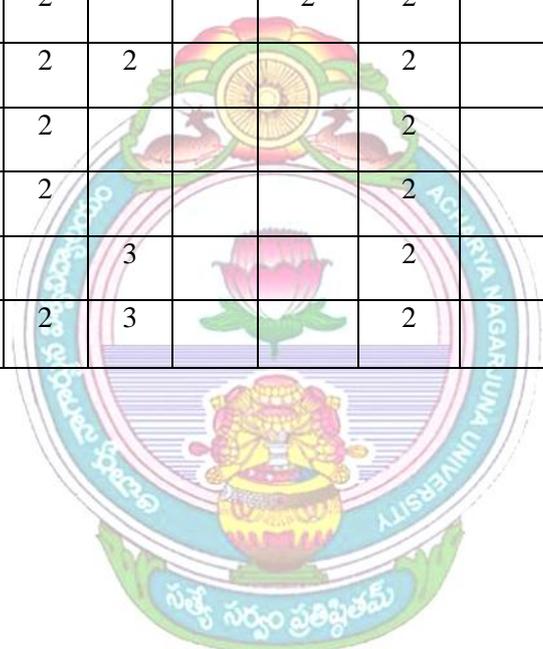


**REFERENCE BOOKS:**

- 1) James Tully ( Ed), *Meaning and context: Quentin Skinner and His Critics*
- 2) Quentin Skinner, *Vision of Politics: Volume I: Regarding Method*
- 3) Aristotle, *Nicomachean Ethics*
- 4) Hegel. W.F., *Philosophy of Right*
- 5) Karl Marx; *Early Writings*
- 6) David McLELLAN (Ed), *Karl Marx: Selected Writings*
- 7) Gandhi, MK, *Hind Swaraj or Self Rule*
- 8) Dr. B.R. Ambedkar, *Annihilation of Caste*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3		2	2			2	2		2	3	2
CO2	3			2	2			2		2	3	
CO3	3		2	2				2		2	3	
CO4	2		2	2				2		2	2	
CO5	2		2		3			2		2	2	
CO6	2		2	2	3			2		2	2	2





**FOURTH  
SEMESTER**

## M.A. POLITICAL SCIENCE

### SEMESTER-IV

#### PS 4.1 (22): POLITICAL SOCIOLOGY

(With effect from the academic year 2022-23)

#### **LEARNING OBJECTIVES:**

- ▲ To analyze the politicization of social cleavages, e.g. class, race, ethnicity, gender, religion and nationality.
- ▲ To understand intellectual back ground of modern Political Sociology.
- ▲ To highlight changing social values and attitudes.
- ▲ To understand processes of political engagement and participation and political behaviour in general.
- ▲ To analyze Political modernization and how the political modernization is nothing but political decay to the third world nations
- ▲ To understand the theories of political elites and the role of pressure groups in policy formulation.

#### **COURSE OUTCOMES:**

CO1: To Have a basic understanding of sociological theories of the state;

CO2: Acquired an understanding of recent social and political science explanations of political processes and events.

CO3: Apply sociological principles to make sense of current world events and to contribute to social debates

CO4: To estimate the political behavior of the people accurately in certain situation.

CO5: Acquire the ability to understand that who are the people that are framing the policies and enjoying the real power

CO6: Able to make judgment on real political participation, they can become good citizens by actively participating in the democratic system

#### **UNIT - I: INTRODUCTION**

- 1) Meaning, Nature, Scope and Importance
- 2) Social Stratification – Class, Race, Caste and Gender.
- 3) Political Marginalisation

#### **UNIT - II: INTELLECTUAL BACK GROUND OF MODERN POLITICAL SOCIOLOGY**

- 1) Karl Marx – Weber
- 2) Wilfred Pareto Thorstein Veblon
- 3) C.Wright Mills – Harold Lasswell.

**UNIT – III: POLITICAL MODERNISATION AND POLITICA DECAY**

- 1) Political Modernization: Concept and Implications
- 2) Stages of Political Modernization: David E Apter
- 3) Political Decay – Samuel Huntington

**UNIT - IV: POLITICAL CULTURE AND POLITICAL SOCIALIZATION**

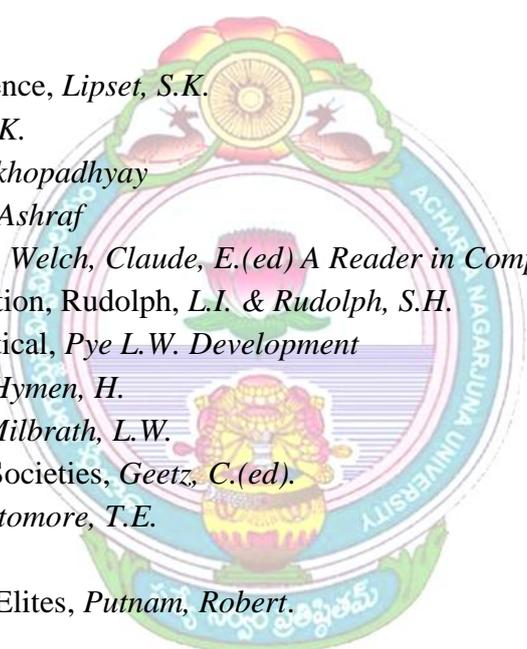
- 1) Political Culture – Meaning and Nature
- 2) Change and Political Socialization
- 3) Political Socialization – Agents

**UNIT - V: POLITICAL PARTICIPATION**

- 1) Forms and Determinants of Political Participation
- 2) Theories of Political Elites-Pareto, Mosca, Robert Michels & C. Wright Mills.
- 3) Features and Functions of Pressure Groups

**READING LISTS:**

- 1). Political and Social Science, *Lipset, S.K.*
- 2). Political Man, *Lipset, S.K.*
- 3). Political Sociology, *Mukhopadhyay*
- 4). Political Sociology, *Ali Ashraf*
- 5). Political Modernization, *Welch, Claude, E.(ed) A Reader in Comparative Political Change*
- 6). The Modernity of Tradition, *Rudolph, L.I. & Rudolph, S.H.*
- 7). Political Culture & Political, *Pye L.W. Development*
- 8). Political Socialization, *Hymen, H.*
- 9). Political participation, *Milbrath, L.W.*
- 10). Old Societies & New Societies, *Geertz, C.(ed).*
- 11). Elites and Society, *Bottomore, T.E.*
- 12). Elite, Mills, *Wright, C.*
- 13). Comparative Political Elites, *Putnam, Robert.*



**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1		3	3	3	3		3			2	3	
CO2	3		2		2	3				3	3	2
CO3			3	2	3		2			3	3	
CO4					3	3		2		2		
CO5	2		2		2	2				2	2	3
CO6		3			2	3				3		

**PS 4.2 (22): COMPARATIVE STUDIES OF CONSTITUTIONS: UK AND USA**

(With effect from the academic year 2022-23)

**COURSE OBJECTIVES:**

- ▲ This course gives insights into the structures and institutions of government and working of constitutions of some selected countries like USA and UK.
- ▲ To understand the developed countries USA and UK which represent a different set of structures and institutions.
- ▲ To understand Britain constitutional frame work and British Parliament course gives insight into the powers and functions of British Prime Minister
- ▲ To understand the rule of law in British Government
- ▲ This course gives insights into the features of US constitution and American Congress.

**COURSE OUTCOMES:**

CO1: Students would be able to explain how legislatures, executive and Judiciary work in these countries.

CO2: Students can understand how the legislature executive and judiciary interact with each other in their respective political systems.

CO3: They will be able to explain the ways in which the executive, legislature and judiciary of one country differs from the rest of the other.

CO4: They can compare the American Federal system with Britain's unitary government so that they can understand which system is the best one

CO5: Students would be able to explain the reasons why both USA and Britain governments are comparatively stable.

CO6: They can compare the features of U.S. constitution with the features of British constitutions and they will be in the position to explain the constitution should we.

**UNIT- I**

- 1). Constitutional Framework
- 2). The British Parliament
- 3). Powers and Position of the British Monarch

**UNIT –II**

- 1). Position and Powers of the British Prime Minister
- 2). Composition and Functions of the Cabinet
- 3). Organization and working of the British Judiciary

**UNIT – III**

- 1). Rule of law in British Government
- 2). Main features of Political Parties in the Great Britain

**UNIT – IV**

- 1). Important features of US Constitution
- 2). The American Legislature (Congress)
- 3). Election and Removal of the President in USA

**UNIT – V**

- 1). The America Judiciary
- 2). The American Party system

**REFERENCE BOOKS:**

- 1) J.W. Ross, *Modern British Government.*
- 2) G.M. Coaster, *Government of the Great Britain*
- 3) H.J. Laskie, *Parliamentary Government in England*
- 4) Dr. S.N. Dube Y., *World Constitutions*
- 5) C.B. Manro, *The Government of United States*
- 6) C.A. Beard, *American Government & Politics.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	3		3			3	3	
CO2			3		2	2				3	2	2
CO3			3	2	3		2			2	3	
CO4					2	3		2		2		
CO5	2		3		3	2				3	3	3
CO6		3			3	3				2		

## **PS 4.3 (A) (22): FOREIGN POLICY OF INDIA**

(With effect from the academic year 2022-2023)

### **COURSE OBJECTIVES:**

- ▲ To study India's foreign policy, its determinants, objectives and environment in the post-independence period
- ▲ To analyse the mechanism and dynamics of foreign policy making and implementation.

### **LEARNING OUTCOMES:**

CO1: To understand the foundational aspects of foreign policy of India.

CO2: To Evaluate the role of determinants, processes and institutions related to India's foreign policy making.

CO3: Students can Critically evaluate the India's engagements with various neighbors countries like Pakistan and Sri Lanka.

CO4: To evaluate the India's engagements with various great powers like USA and USSR.

CO5: To evaluate the India's engagement with China.

CO6: To analyze the Indians role in the contemporary multipolar world.

### **UNIT - I: EVOLUTION OF INDIAN FOREIGN POLICY**

- 1) Foreign Policy: Nature and Importance of the Study
- 2) Evolution of India's Foreign Policy

### **UNIT - II: DETERMINANTS OF INDIA'S FOREIGN POLICY**

- 1) Objectives and Determinants of India's Foreign policy
- 2) Features of India' Foreign Policy

### **UNIT - III: INDIAN AND ITS NEIGHBOURS**

- 1) India's Relations with Pakistan
- 2) India's Relations with Sri Lanka

### **UNIT - IV: INDIA AND GREAT POWERS**

- 1) India's Relation with USA
- 2) India's Relation with USSR/Russia

### **UNIT - V: INDIA - CONTEMPORARY WORLD**

- 1) India's Engagement with China
- 2) India's role in the Contemporary Multipolar World.

**REFERENCE BOOKS:**

- 1) George Modelski, *Theory of Foreign Policy*, Frederick A Preager, New York, 1962.
- 2) Lyoyed Jeuseu, *Explaining Foreign Policy*, Printice Hall, New Jeresy, 1982.
- 3) Berne, *The Structures of Decision*
- 4) James Rosoneau, *The Scientific Study of Foreign Policy* Free Press, New York, 1971.
- 5) Jayanthya Bandhyadhpadyaya, *The Making of India's Foreign Policy*, Allied Publishers, New Delhi.
- 6) P.M. Kamath, *Foreign Policy Making and International Politics*, Radiant Publishers, New Delhi, 1990.
- 7) Krishna D. Mathur & P.M.Kamath, *Conduct of Indian Foreign policy*, South Asian Publishers, New Delhi, 1996.
- 8) K.P. Mishra, *Foreign Policy Planning in India*.
- 9) Nalini Kanth Jha (ed), *Indian Foreign Policy in a Changing World*, South Asian Publishers, New Delhi, 2001
- 10) David Scott (ed), *Handbook of India's International Relations*, Rowledge, London, 2022
- 11) Tevis A and Mirski, S. (eds), *Crux of Asia: China, India and the Emerging Global world order*, Carnegie Endowment for International Peace, Washington 2013.

**CO-PO OUTCOME MAPPING:**

PO/ CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2			2	2		2	2		2	2	
CO2	2		2	2	2		2	2		2	2	
CO3	2		2	2	2		2	2		2	2	
CO4	2		2	2	2		2	2		2	2	
CO5	2		2	2	2		2	2	2	2	2	
CO6	2	2		2	2		2	2	2	2	2	

## **PS 4.3 (B) (22): THE WORKING OF THE INDIAN CONSTITUTION**

(With effect from the academic year 2022-2023)

### **COURSE OBJECTIVES:**

- ▲ To sensitivise the students to understand the Socio – Economic hurdles in the execution of Constitutional law of India.
- ▲ To make sense of the importance of the Constitutional amendments which imposed certain restrictions on the fundamental rights.
- ▲ To understand the disputes between the Executive and Judiciary on the protection of Fundamental rights.
- ▲ To understand the Socio – Economic processes which tend to centralize authority at the Union government.

### **COURSE LEARNING OUTCOMES:**

After completion of the course successfully, the student will be able to;

CO1: Comprehend the Socio – Economic hurdles which thwarted the execution of Constitutional Law of India.

CO2: Understand the nuances in the interpretations of Fundamental rights by the Supreme Court of India.

CO3: Identify the sources for tension between the Union Executive and higher Judiciary.

CO4: Analyse the causes for the centralization of Authority at the Union Government.

CO5: Evaluate the role of the structural factors of the Indian Society in directing the evolution of Indian Constitutionalism.

CO6: Capable of generating new ideas in making sense of the functioning constitutional law in India.

### **UNIT – I: The Great Constitutional Themes, 1950–1966**

- 1) The Nehru Period – Freedom of Expression, the Individual liberty and Preventive Detention
- 2) The Sixteenth Amendment

### **UNIT – II: The Social Revolution and the First Amendment**

- 1) The First Amendment: Agricultural and Non – Agricultural Property
- 2) Removing Man – made Inequalities
- 3) The Fourth and the Seventeenth Amendments

### **UNIT – III: The Great Constitutional Confrontation – Judiciary Vs Parliamentary Democracy**

- 1) The Golaknath Case
- 2) Radical Constitutional Amendments – 24<sup>th</sup> & 25<sup>th</sup> Amendments
- 3) The Basic Structure Doctrine – The Kesavananda Bharathi Case

**UNIT – IV: The Emergency and Restoration of Constitutional Supremacy: 1975-1980**

- 1) The Indira Gandhi Election Case, 42<sup>nd</sup> Constitutional Amendment – Declaration of Emergency.
- 2) Restoration of Democracy by Janata Party: the 43<sup>rd</sup> & 44<sup>th</sup> Amendments.
- 3) The Parliamentary Supremacy Revisited: The Minerva Mills case.

**UNIT – V: The Federal System and Regional Autonomy**

- 1) Centralizing Tendencies in the working of Indian Constitution: Governor’s role in different states as agents of Union Governments.
- 2) Financial Centralization – NITI AAYOG, Transfer of Financial items from States to Union Government - GST.
- 3) Repeal of Article 370 – Special Status to Jammu & Kashmir.

**REFERENCE BOOKS:**

- 1). Grandville Austin, *Working a Democratic constitution*
- 2). M. Laxmikanth, *Indian polity*
- 3). Sunkara Ramadevi, *Indian Constitution & Political System*
- 4). D.D. Basu, *Constitution of India*
- 5). M.V. Pylee, *Constitutional Governments and Politics*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2		2	2							3	
CO2	2	3	2	2				2		2	2	
CO3		2	2	2	2					2	2	
CO4		2	2	2						2	2	
CO5		2	2	2						2	2	
CO6			2	2		2				2	2	2

## **PS 4.4 (A) (22): INTERNATIONAL ORGANIZATIONS AND GLOBAL ISSUES**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To familiarize the students how the idea of International organization has evolved over a period of time.
- ▲ To sensitivize the students about the sources for International terrorism and Global warming.
- ▲ To understand the role of the Bretton Woods institutions in the international Political Economy.
- ▲ To understand the role of United Nations in mitigating the effects of Global Warming and rising inequalities across the Nations.

### **Course learning outcomes:**

After the completion of the course successfully, the student will be able to do;

CO1: The Students will be able to understand how the International Organization came into existence and its aims and objective.

CO2: To Understand the necessity of International Organizations in resolving International problems.

CO3: The students can analyze the sources for the rise of Global Warming and International terrorism.

CO4: Students will be able understand to develop a depth understanding of peace keeping and collective Security.

CO5: To evaluate the role of the IMF and World bank in the International Economic Relations.

CO6: To implementing the role of the WTO mitigating the problems of underdevelopment countries.

### **UNIT - I: INTRODUCTION**

- 1) Growth of the idea of International Organization
- 2) League of Nations – Success and failure

### **UNIT - II: GLOBAL ISSUES**

- 1) Terrorism: Sources for its Origin and Growth
- 2) Global Warming: Causes for its Genesis and its effects on the Humanity

### **UNIT - III: INTERNATIONAL ORGANIZATION AND SECURITY**

- 1) UN and Peace Keeping
- 2) UN and Collective Security

### **UNIT - IV: BRETTON WOODS INSTITUTIONS**

- 1) International Monetary Fund: Role and Practice of IMF in Mitigating Trade imbalances across the Nations
- 2) World Bank: Its role in Development and International Debt
- 3) World Trade Organization: Protection of Intellectual Property Rights and its implications to the Underdeveloped Countries

**UNIT - V: ROLE OF UNO AND MAJOR PROBLEMS OF HUMANITY**

- 1) UNO and Protection of Environment
- 2) UNO and Rising inequalities among the Nations

**REFERENCE BOOKS:**

- 1) D.C.Gupta, *The League of Nations*
- 2) Sydney Bailey, *The General Assembly*
- 3) H.G.Burns, *The United Nations*
- 4) C.D. Burns, *League of Nations*
- 5) F.D.Walters, *League of Nations*
- 6) Benjamin V. Cohen, *United Nations*
- 7) L.M.Goodrich, *United Nations*
- 8) Andrew Boyed, *Fifteen Men of a Powder Keg*
- 9) Mark W. Zacher, *International Conflicts and Collective Security, 1946-77.*
- 10) S.N.Bhagaawati, *The New International Economic Order:*
- 11) A.L.Burns, *Peace-keeping by U.N.Forces N.Heathote.*
- 12) David L. Balke, *The Politics of Global Economic Relations Roberts S. Waiter*
- 13) Rimki Basu, *The United Nations*
- 14) Anne O. Srueger, *The WTO as an International Organization*

**CO-PO OUTCOME MAPPING:**

PO/ CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	2		2			2	3	2		2	
CO2	2	2		2			2	3	2		2	
CO3	2	2		2	2		2	2	2		2	
CO4	2	2		2	2		2	2			2	
CO5	2	2		2	2		2	2	2		2	
CO6	2	2		3	2		2	2	3	2	2	

## **PS 4.4 (B) (22): CAPITALISM AND DEMOCRACY**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To introduce the students how capitalism as a form of economic organization has originated in the West and its implications to Politics.
- ▲ How the ideas of liberalism are connected to the idea of democracy
- ▲ To familiarize with competing conceptions of democracy.
- ▲ How democracy as form of government is realizing the popular aspirations in the western democracies in the context of capitalism.

### **COURSE LEARNING OUTCOMES:**

After completion of this course successfully, the student will be able to

CO1: Familiar with the conceptual frameworks to make sense of the trajectory of capitalism as an economic form of organization.

CO2: Apply the theoretical frameworks of democracy in different contexts.

CO3: Make sense of inter connections between democracy and capitalism.

CO4: Evaluate the institutional hindrances to the realization of the values of Democracy.

CO5: Understand the major problems of western democracies since second half of twentieth century onwards.

CO6: Capable of generating new conceptual frameworks in extending democratic theory to a higher level of abstraction.

### **UNIT - I: ORIGIN OF CAPITALISM**

- 1) The Transition from Feudalism to Capitalism in Europe
- 2) Protest Ethic and the Spirit of Capitalism: Max Weber
- 3) The Great Transformation: Karl Polyani

### **UNIT - II: EVOLUTION OF DEMOCRACY**

- 1) The Evolution of Liberal Democracy: J.S. Mill
- 2) A Critical analysis of the Origin of early Democracy in Europe: Tocqueville
- 3) Elitist Conception of Democracy: Joseph Schumpeter

### **UNIT - III: SUBSTANTIVE DEMOCRACY**

- 1) Radical Critique of liberal Democracy - Nichos Poulantzas
- 2) Participatory Democracy: C.B. Malpherson
- 3) Democracy and Redistribution: Adam Przeworski

### **UNIT - IV: CIVIL SOCIETY AND DEMOCRACY**

- 1) Trust and Democracy: Robert Putnam
- 2) Civil Society and Democracy: Sydney Verba
- 3) Economic Democracy: Robert Dahl

**UNIT - V: NEOLIBERAL CAPITALISM AND DEMOCRACY**

- 1) Cosmopolitan Democracy: David Held
- 2) Neo-Liberal Capitalism and Democracy: Thomas Piketty
- 3) The Decline of Democracy in the West: Levistky and Ziblatt

**REFERENCE BOOKS:**

- 1) Paul sweezy, *the theory of capitalist development*
- 2) Rodney hilton (ed), *the transition from feudalism to capitalism*
- 3) Max weber, *the protestant ethic and the spirit of capitalism*
- 4) Karl polyani, *the great transformation*
- 5) Joseph schumpeter, *capitalism, socialism and democracy*
- 6) Alexis, de toqueville, *democracy in america*
- 7) Poulantzas, n, *state power, socialism*
- 8) David held, *models of democracy*
- 9) Macpherson, c.b, *democratic theory: essays in retrieval*
- 10) adsm przeworski, *democracy and the market*
- 11) Robert puntam: *bowling alone, the collapse and revival of american community*
- 12) Robert dahl: *a preface to economic democracy*
- 13) Gabriel Almond and Sidney Verba, *The Civic Culture.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2		2	2				3		2	2	
CO2		3	2	2	2			2	3	2	2	
CO3		2	2	2	2			2			2	
CO4		3	2	2	2			2	2	2	2	
CO5		2	2		2			2			2	
CO6	2		2	2	3			2		2	2	2

**PS 4.5 (22): PROJECT WORK**



## **PS 4.6 (A) (22): THE IDEA OF INDIA**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ How the idea of India has evolved historically
- ▲ Recognition of multiple conceptions of the idea of India
- ▲ Distinguishing which conceptual framework recognizes pluralism and inclusion from other frameworks which denies them.
- ▲ The distinctiveness of the idea of India as a Nation, from the experiences of the West.

### **COURSE LEARNING OUTCOMES:**

After completion of this course successfully, the student will be able to

CO1: To have an informed and critical perspective on the idea of India.

CO2: Understand the conflicting conceptions of the idea of India and its implications to the realization of the values of democracy in India.

CO3: Apply the relevant theoretical frameworks of nationalism to make sense of competing conceptions of the ideas of India

CO4: To analyse the idea of India from the philosophical debates in the Constitutional assembly of India.

CO5: Evaluate the competing theoretical perspectives on the Idea of India.

CO6: Able to generate new ideas in the forms of conceptual framework to make sense of the idea of India as Nation State.

### **UNIT-I: THE IDEA OF NATION**

- 1) The Nature and Significance of the Idea of Nation
- 2) Capitalism and Emergence of Nationalism- Earnest Gellner
- 3) Nation as an Imagined Political Community- Benedict Anderson

### **UNIT-II: INDIA IN HISTORICAL PERSPECTIVE: METHODOLOGICAL AND HISTORICAL ISSUES**

- 1) The Orientalist, Indologists and Nationalist Reconstructions of Indian History.
- 2) Marxist Perspectives of India
- 3) India as an Idea of Civilization

### **UNIT-III: THE MAKING OF MODERN INDIA**

- 1) The National Movement: The Emergence of the Idea of India
- 2) The framing of the Indian Constitution: Reflection on the idea of India in the Constituent Assembly Debates
- 3) The Philosophical Premises of the Indian Constitution and the Indian Nation

### **UNIT-IV: IDENTITY POLITICS AND INDIAN NATION**

- 1) What is Identity? How Collective identity of a Community is formed?
- 2) How Caste Identity hinders National Identity
- 3) Regional linguistic identity and Indian Nation

**UNIT-V: STATE AND NATION**

- 1) Role of the State in the Making of Indian Nation
- 2) The Nature, Significance and Evolution of Civic Nationalism in India
- 3) The distinctiveness of Hindu religious Cultural Nationalism in India

**READING BOOKS:**

- 1) Khilani, Sunil, *The Idea of India*
- 2) Panikkar, K.N, *Colonialism, Culture and Resistance*
- 3) Thapar, Romila, *The Past as Present: Forging Contemporary Identities through History*
- 4) Sheth, D.L., and Nandy Ashis, *The Multiverse of Democracy*
- 5) Vinaik, Achin& Bhargava, *Understanding Contemporary India*
- 6) Limbha, Ania, *Colonialism/Post – colonialism*
- 7) Yogendra Yadav, *Making Sense of Indian Democracy*
- 8) Rajeev Bhargav (Ed): *Politics and Ethics of the Indian Constitution*
- 9) Angana P. Chatterjee and others( Eds), *Majoritarian State: How Hindu Nationalism is changing India*
- 10) Ernest Gellner, *Nations and Nationalism*
- 11) Benedict Anderson, *Imaginal Communities*
- 12) Rochana Bajpai, *Debating Difference: Group Rights and Liberal Democracy.*

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2		2	2				2			2	
CO2		2	2	2	2					2	2	
CO3			3	2						2		
CO4	2		2	2				2		2	2	
CO5	2		2	2	3			2		2	2	
CO6	2		2	2				2		2	2	2

## **PS 4.6 (B) (22): GEO POLITICS AND INTERNATIONAL RELATIONS**

(With effect from the academic year 2022-23)

### **COURSE OBJECTIVES:**

- ▲ To understand the basic knowledge of Geo –Politics we designed International relations and the evolution concept of Geo – Politics
- ▲ To assist the students to analyze political phenomena through the geographical aspects
- ▲ Globalization is an all-pervading phenomenon with an effect on the concept of sovereignty; geopolitics could be a useful tool in analyzing these effects
- ▲ To create awareness to students, introducing the conceptions of geopolitics, territoriality,
- ▲ Sovereignty, theories of the state, spatial expressions of ideology/cold war and post-cold war
- ▲ To know the geographical aspects which make an impact upon relations among nations and resources of geostrategic importance would be discussed

### **COURSE OUTCOMES:**

CO1: An understanding of central geopolitical perspectives and dimensions in humanitarian disaster situations.

CO2: An ability to use key concepts related to geopolitics for the analysis of social and political and disaster situations.

CO3: An ability to formulate critical questions and problems in the geopolitical analysis of disaster situations.

CO4: Political geography provides students with a comprehensive understanding of the concepts, theories, methods, principles and models of geographic thought appropriate for analyzing politics and political relations.

CO5: This course enables students to use geography in order to gain an understanding of global political actions, related military, ethnic, or religious conflicts, cultural practices, economic relationships.

CO6: They can understand the implications of Globalization and they will be in the position to explain the relevance of nation state in the emerging global order.

### **UNIT – I**

Approaches to the study of International relations: Realism and Neo-realism – Normative approach – Geo – Politics: Evolution of the concept.

### **UNIT – II**

Trends in the Post war International relations: The main phases of Super power relations – The Evolution of cold war between the super powers (1950-1968) - Cold war and Détente (1969-85) – The end of cold war (1985-91)

### **UNIT – III**

Decolonization and Self-determination (1945-91): Decolonization in Asia –Decolonization in Africa.

**UNIT – IV**

Emergence of Regional Trade Blocks and Globalisation: Integration of European Union -  
Globalisation: The relevance of Nation State in the emerging Global order

**UNIT – V**

Regional conflicts and the emerging International Order: Arab-Israeli dispute on the Palestine-  
The clash of civilizations Thesis – Samuel Huntington

**COURSE PRACTICAL COMPONENTS:**

- 1) From Geo- Politics to Marketing and International relations. The primary goal is always the real life impact of education and its concrete applicability.
- 2) Practical knowledge to students we organize Seminars and Workshops on Geo- Politics and International relations.
- 3) Involve students to do case studies in Geo- Politics and International relations.

**REFERENCE BOOKS:**

- 1) E.H. Carr, 1946, *The Twenty Year's Crisis: 1919-1939*, London, MacMillian.
- 2) Keohance, R.O., 1989: *International Institutions and State Power: Essays in International Relations Theory*: Boulder, Colo, Westview
- 3) Morgenthau. H.J. 1948, *Politics Among Nations*, New York: Alfred O. Knopf
- 4) Rogowski, R, 1989, *Commerce and Coalitions: How Trade Affects Domestic Political Alignments*, Princeton, Princeton University Press.
- 5) Waltz, K.N. 1979, *Theory of International Politics*, Reading, Mass Addison – Wesley.
- 6) Hollis, M and Smiths, *Explaining and Understanding of International Relations*, 1990.
- 7) Nye, Joseph, *Understanding International Conflicts: An Introduction to Theory and History*, 2000.
- 8) Brown, Chris, *International Relations Theory. New Normative Approaches*, 1992.
- 9) Beitz, Charles *Political Theory and International Relations* (1979).
- 10) Archibugi, Daniele and David Held (ed): *Cosmopolitan Democracy: An Agenda for a New World order 1995, Re-imagining political community* (1998).
- 11) Huntington, Samuel, *The Clash of Civilizations and the Remaking of World order*, 1996.
- 12) David Held (ed), *Global Transformations* (1999).
- 13) Gaddis, John Lewis, *The Cold war*, 2005.

**CO-PO OUTCOME MAPPING:**

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1		3	3	2	3		3			3	3	
CO2	3		3		2	2				2	3	2
CO3			2	3	3					3	2	
CO4					2	3	2	3		2		
CO5	2		3		3	2				3	3	3
CO6		2			2	2				2		

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