



**SYLLABI FOR FYUG PROGRAMME
IN
POLITICAL SCIENCE**

(As per NEP-2020)

FURKATING COLLEGE (AUTONOMOUS)

(BOS Meeting, Dated: 6th July, 2023)

(w.e.f Academic Session: 2023-24)

FOUR YEAR UNDER GRADUATE PROGRAMME (FYUGP) FURKATING COLLEGE (AUTONOMOUS)

PREAMBLE

Education is one of the key indicators for realizing one's full potential, creating fair and equal society, and building up a progressive nation. It is also noteworthy that Education plays a vital role in regard to economic growth, social fairness and equality, scientific advancement, national integration, cultural preservation and ensuring universal access to high-quality overall development. In this context, universal high-quality education is the most effective path ahead for developing and exploiting our country's vast skills and resources for the benefit of the society as whole. Over the next decade, India will have the world's largest young population, and our capacity to offer them with high-quality education and employment opportunities will decide the future of the country.

The Board of Studies (BOS) in Political Science (UG), Furkating College (Autonomous) aims at making substantial changes to its Undergraduate and PG programmes in order to cater the needs of students with a diverse set of talents, aspirations, and professional objectives. In this context, the syllabus is prepared to equip the students to understand Political Science as separate discipline in terms of the basics concepts, thoughts, debates and theories. The syllabus will exclusively design to critically relate the theoretical aspects of Political Science to the socio- economic and political realities, and to enhance the knowledge of the students in all spheres of politics.

INTRODUCTION

Higher education is essential for achieving full human potential, developing an equitable and just society, and promoting national development. The introduction of the National Education Policy (NEP) 2020 had been heralded as a major advancement in the higher education sector in India. It has an obligation towards building leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. India being the highest population of young people in the world, the foundation of higher education would determine the future of our country. Further, India has in this post-pandemic future has kept higher education at the forefront of the nation-building process. In view of this, the discipline of Political Science paves the way to educate its students not only to understand, assert and enjoy their rights and obligations enshrined in the constitution but also in this dynamic social political world equip the students to critically able to understand and voice their concerns

on the issues of human rights, marginalized others, governance issues and many more. This discipline explores questions about power, what it is and who exercises it. It encompasses the study of processes, policies and institutions of various political systems and helps train students in critical thinking, rigorous and methodical analysis to enable them in addressing practical political issues and challenges, while contributing to the wider society and community. The discipline also helps the students to prepare them for a wide range of careers in the public sector, private business, international relations organizations, non-profit organizations and academia.

The Bachelor of Arts in Political Science degree of Furkating College (Autonomous) adapted as per the recommendations of NEP 2020 will also be of either three- or four-year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The four-year undergraduate programme in Political Science will allow the student an opportunity to experience the full range of holistic and multidisciplinary education, along with the chosen Major and Minor choices of the students.

Aim of the Course:

The proposed Undergraduate course in political science is designed in the light of the new dimensions of politics in the changing world. It will impart the knowledge of diverse political ideologies, important concepts, and the latest developments in local, state, national, world politics and governments. A student with in-depth knowledge of Indian Constitution, changing dynamics of society and politics in India and International Politics are much better equipped to successfully handle various socio-political circumstances. Political Science subject is one of the most important subjects in all the competitive Exams, especially in UPSC, TNPSC, UGC and SET Exams. Hence this course has been designed to:

- Provide knowledge regarding concepts, theories, issues and debates that characterize the study of contemporary
- identify probable areas of future research and enhance skills so that some of the students can be at the forefront of research in near future;
- initiate intellectual urge among the students for understanding most pressing political issues in terms historical, comparative, theoretical and policy-oriented perspectives
- Equip students to successfully appear in NET, SET and other competitive examinations;

Graduate Attributes:

Graduate attributes include both disciplinary knowledge related to the discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Political Science are:

Disciplinary Knowledge:

The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Political Science. They should be able to demonstrate the attribute of understanding of the scope and growth of the discipline.

Critical Thinking:

The graduates in political science are expected to evaluate critically the socio-political issues and problems related to society, community, nation, state and beyond.

Research related Skills:

The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in political science. They should have the skills to conduct research by identifying the problem, formulating research design, developing relevant tools and techniques for collection of data, analyzing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

Moral and Ethical Awareness:

The students will be able to exhibit value based, moral and ethical issues that concerns the discipline.

Co-operation and Multicultural Competence:

The students should be able to work collaboratively in dealing with the political issues and challenges of contemporary time in establishing peace, equality and justice in a post-colonial, developing country like India.

Programme learning outcome:

This undergraduate course is designed to facilitate the study of the political world in a comparative sense, including political behavior, organizations, institutions, and philosophical foundations of political life from the level of individuals to the international setting in both contemporary and historical contexts. In addition, the course makes the connection between theory and practice at the ground level by preparing students for active lifelong participation and leadership in the democratic society. It will make students able to:

- POSC1 Understand the basic concepts and theories relating to the discipline
- POSC2 Analyze the interrelationship among the historical, political, economic, cultural and geographic dimensions in political science
- POSC3 Apply research methods, description, analysis, interpretation, and explanation in studying the discipline
- POSC4 Students will demonstrate substantive knowledge of concepts and facts relevant to the discipline.

Teaching Learning Process

The programme allowed using varied pedagogical methods and techniques both within classroom

and beyond:

- Lecture
 - Tutorial
 - Power point presentation
 - Documentary film on related topic
 - Project Work/Dissertation
 - Group Discussion and debate
 - Seminars/workshops/conferences
 - Field visits and Report/Excursions
- Mentor/Mentee

Teaching Learning Tools

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White/Green Board
- Assessment
- Home assignment
- Project Report
- Class Presentation: Oral/Poster/Power point
- Group Discussions
- In semester examinations
- End Semester examinations
- Viva-Voce Test
- Seminar

DEPARTMENT OF POLITICAL SCIENCE (FYUGP)**FURKATING COLLEGE (AUTONOMOUS)****Course Code, Course Title and Nature of the Course**

SEMESTER	COURSE CODE	TITLE OF THE COURSE	CONTACT HOURS
FIRST SEMESTER	CORE COURSES (4 Credit)		
		Introduction to Political Theory	60
	MINOR COURSE (4 CREDIT)		
		Concepts and Debates in Political Theory	60
	MULTI-DISCIPLINARY GENERIC ELECTIVE COURSES (3 Credits)		
		Human Rights	45
	AEC LANGUAGE (4 Credits)		
		MIL/Regional Language	60
	VALUE ADDED COURSES (2 CREDITS EACH)		
		Understanding India	30
		Health and Wellness	30
	SKILL ENHANCEMENT COURSE (SEC) (3 Credit)		
		Legal Literacy in India	45

SECOND SEMESTER	CORE COURSES (4 Credit)	
		Indian Government and Politics 60
	MINOR COURSE (4 CREDIT)	
		Introduction to Indian Politics 60
	MULTI-DISCIPLINARY GENERIC ELECTIVE COURSES (3 Credits)	
		Understanding Ambedkar 45
	AEC LANGUAGE AND COMMUNICATION SKILLS (4 Credits)	
		English-II 60
	ENVIRONMENTAL EDUCATION WITH EMPHASIS ON COMMUNITYBASED ACTIVITIES (MORE EMPHASIS ON PRACTICAL (1+0+2) (2 CREDITS) 30 Hrs.	
	YOGA (2 CREDITS) 30 Hrs.	
	SKILL ENHANCEMENT COURSE (SEC) (3 Credit)	
		Indian Legislative Procedures 45

THIRD SEMESTER	CORE COURSES (4 Credit)	
		International Relations in Global Perspectives 60
		Classical Political Philosophy 60
	MINOR COURSE (4 CREDIT)	
		Social Movements and Development in Contemporary India 60
	MULTI-DISCIPLINARY GENERIC ELECTIVE COURSES (3 Credits)	
		Public Policy in India 45
	DIGITAL AND TECHNOLOGICAL SOLUTIONS/DIGITAL FLUENCY (2 CREDITS) 30 Hrs.	
	SKILL ENHANCEMENT COURSE (SEC) (3 Credit) 45 Hrs.	
	E-Governance in India	
	ABILITY ENHANCEMENT COURSE: COMMUNICATIVE ENGLISH/MATHEMATICAL ABILITY (2 CREDITS) 30 Hrs.	

SEMESTER-I

COURSE TITLE : INTRODUCTION TO POLITICAL THEORY
COURSE CODE : POSCMA-1014
NATURE OF COURSE : MAJOR
TOTAL CREDITS : 4
DISTRIBUTION OF MARKS: 80 (End -Sem) +20 (In-Sem)

COURSE OBJECTIVES:

- a. To introduce the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends.
- b. To reconcile political theory and practice through reflections on the ideas and practices related to State, Citizenship and Democracy.

UNIT	CONTENTS	L	T	TOTAL HOURS
UNIT I (16 Marks)	Political Theory: <ul style="list-style-type: none">• What is Political Theory?• Evolution of Political Theory• Relevance of Political Theory• Approaches<ul style="list-style-type: none">-Normative-Historical-Empirical-Behaviouralism-Post-Behaviouralism• Rise and Decline of Political Theory	10	2	12
UNIT II (16 Marks)	Traditions of Political Theory: Classical Tradition <ul style="list-style-type: none">• Individual Autonomy• Utilitarianism Liberal Tradition: <ul style="list-style-type: none">• Meaning, history of liberalism• Phases of liberalism and its features Modern <ul style="list-style-type: none">• Welfare State and Distributive Justice Marxist Tradition: <ul style="list-style-type: none">• Marxism• Historical Materialism• Concept of Class• Dictatorship of the Proletariat	10	2	12

<p style="text-align: center;">UNIT III (16 Marks)</p>	<p>Contemporary Perspectives in Political Theory:</p> <p>Feminism:</p> <ul style="list-style-type: none"> • Meaning • Liberal, Marxist, Radical, Third World Feminisms <p>Multiculturalism:</p> <ul style="list-style-type: none"> • Meaning and Evolution • Models of Multiculturalism-Hybridity, Constitutional and Diversity, Right to Cultural Membership <p>Postmodernism:</p> <ul style="list-style-type: none"> • Development of Post-Modernism • Distinction between Modernism and Post-Modernism 	10	2	12
<p style="text-align: center;">UNIT IV (16 Marks)</p>	<p>Political Theory and Practice-I:</p> <p>Citizenship:</p> <ul style="list-style-type: none"> • Liberal and Global Citizenship • Feminism and Citizenship • Marxist Critique of Citizenship • Types of State- Liberal and Marxist State and Civil Society 	10	2	12
<p style="text-align: center;">UNIT V (16 Marks)</p>	<p>Theory and Practice- II:</p> <p>Democracy:</p> <ul style="list-style-type: none"> • Direct and Indirect Democracy • Liberal Democracy • Procedural Democracy • Deliberative Democracy <p>Debates:</p> <ul style="list-style-type: none"> • Representation and Participation • Democracy and Development 	10	2	12

- **Modes of In-Semester Assessment** : **20 Marks**
1. **One Unit Test** : **10 Marks**
2. **Marks Any one of the activities listed below:** : **10 Marks**
- a. Group Discussion
- b. Home Assignment
- c. Fieldwork/Project
- d. Viva-Voce
- e. Seminar

- **Learner's Outcome: On completion of this course, a student will be able to:**
1. Understand the nature, evolution, significance, and various traditions of Political Theory.
2. The students will also be able to reflect upon some of the important debates in Political Theory.

Suggested Reading List:

- Bhargava, R.(2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.)*Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus,G.F. (eds.)*Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp.19-80.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.106-128. Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2ndEdition). Buckingham: Open University Press.

COURSE TITLE : CONCEPTS AND DEBATES IN POLITICAL THEORY
COURSE CODE : POSCMI-1014
NATURE OF COURSE : MINOR
TOTAL CREDITS : 4
DISTRIBUTION OF MARKS : 80 (End -Sem) +20 (In-Sem)

COURSE OBJECTIVES:

- a. To introduce certain key aspects of conceptual analysis in political theory
- b. To introduce the skills required to engage in debates surrounding the application of the concepts.

UNIT	CONTENTS	L	T	TOTAL HOURS
UNIT I (16 Marks)	Political Theory Basics: <ul style="list-style-type: none"> • What is Politics/Political? • Significance and Decline of Political Theory 	10	2	12
UNIT II (16 Marks)	Basics in Political Theory-I: Liberty- <ul style="list-style-type: none"> • Negative and Positive Liberty • Liberty and Equality • Liberty and Rights Equality- <ul style="list-style-type: none"> • Equality of Welfare • Equality of Opportunity • Equality of Resources Justice- <ul style="list-style-type: none"> • Distributive Justice • Procedural Justice • Justice as Fairness • Capabilities and Freedom 	12	2	14
UNIT III (16 Marks)	Basics in Political Theory -II: Rights- <ul style="list-style-type: none"> • Negative and Positive Rights • Civil, Political and Social Rights • Legal Rights • Moral Rights • Human Rights • Communitarians, Multiculturalism and Rights Democracy- <ul style="list-style-type: none"> • Elitist, Pluralist, Egalitarian, Communist, Participatory, Deliberative Democracy 	12	2	14

UNIT IV (16 Marks)	Basics in Political Theory- III: <ul style="list-style-type: none"> • Types of Citizenship • Dilemma of Liberal Citizenship- Uniformity and Generality 	08	2	10
UNIT V (16 Marks)	State and Civil Society: <ul style="list-style-type: none"> • Marxist and Liberal • Challenges to State • Evolution of Civil Society • Relationship between State and Civil Society 	08	2	10

- **Modes of In-Semester Assessment : 20 Marks**
- 1. One Unit Test : 10 Marks**
- 2. Any one of the activities listed below: : 10 Marks**
- a. Group Discussion
- b. Home Assignment
- c. Fieldwork/Project
- d. Viva-Voce
- e. Seminar
- **Learner's Outcome:** On completion of this course, a student will be able to:
- a.** Understand the various concepts in Political Theory, significance of the concepts etc.
- b.** The students will also be able to reflect upon some of the important debates on the relationship between state and civil society.

Suggested Reading List:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus, G.F.(eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A.(2004) *The Nature of Political Theory* .New York :Oxford University Press, 2004, pp.19-80.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.106-128.
- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.

COURSE TITLE : UNDERSTANDING HUMAN RIGHTS
COURSE CODE : POSCGEC-1013
NATURE OF COURSE : GEC
TOTAL CREDITS : 3
DISTRIBUTION OF MARKS: 80 (End -Sem) +20 (In-Sem)

COURSE OBJECTIVES:

- a. To enable the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular
- b. Assess the institutional and policy measures which have been taken in response to the demands of various movements.
- c. To understand the conceptual dimensions, international trends and the Indian experience form the contents of the course.

UNIT	CONTENTS	L	T	TOTAL HOURS
UNIT I (20 Marks)	Basics of Human Rights: <ul style="list-style-type: none"> • Meaning • Features • Approaches: Universalism, Cultural-Relativism, Marxism • Generations of Human Rights 	9	3	12
UNIT II (20 Marks)	Institutional Frameworks: <ul style="list-style-type: none"> • UDHR • ICCPR • ICESCR • Optional Protocols • CEDAW 	9	2	11
UNIT III (20 Marks)	Human Rights in Indian Context: <ul style="list-style-type: none"> • Human Rights and the Indian Constitution • Human Rights Laws and Institutions in India 	9	2	11
UNIT IV (20 Marks)	Human Rights Movements in India: <ul style="list-style-type: none"> • Environmental movements • Dalit Movement • Women's Movement 	9	2	11

- **Modes of In-Semester Assessment** : **20 Marks**
 - 1. **One Unit Test** : **10 Marks**
 - 2. **Any one of the activities listed below:** : **10 Marks**
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce
 - e. Seminar
- **Learner's Outcome:** On completion of this course, a student will be able to:
 1. understand the issues concerning the rights of citizens in general and the marginalized groups in particular
 2. Assess the institutional and policy measures which have been taken in response to the demands of various movements.
 3. Understand the conceptual dimensions, international trends and the Indian experience from the contents of the course.

Suggested Reading List:

- Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
- Beteille, Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi
- Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, Delhi
- Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi.
- Gonsalves, Colin (2011) *Kaliyug: The decline of human rights law in the period of Globalisation* Human Rights Law Network, New Delhi.
- Sen, Amartya, *Development as Freedom* 1999) New Delhi, OUP.
- Donnelly, Jack and Rhoda Howard (ed.), *International Handbook of Human Rights*, Westport, Connecticut: Greenwood Press, 1987.
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, New Delhi, Manas, 2005.
- Gerwith, *Human Rights: Essays on Justification and Application*, University of Chicago Press, Chicago, 1982.
- Khan, Mumtaz Ali, *Human Rights and the Dalits*, Uppal Publishing House, New Delhi, 1995.
- South Asia Human Rights Documentation Centre, *Introducing Human Rights*, Oxford, New Delhi, 2006

COURSE TITLE : **LEGAL LITERACY IN INDIA**
COURSE CODE : **POSCSEC-1013**
NATURE OF COURSE : **SEC**
TOTAL CREDITS : **3**
DISTRIBUTION OF MARKS : **80 (End -Sem) +20 (In-Sem)**

COURSE OBJECTIVE:

a. To acquaint student with the structure and manner of functioning of the legal system in India

UNIT	CONTENTS	L	T	TOTAL HOURS
UNIT I (20 Marks)	Legal System in India: <ul style="list-style-type: none"> • Introduction • System of Courts/tribunals and their jurisdiction in India • Criminal and Civil Courts • Writ Jurisdiction • Specialized Courts- Juvenile Justice Boards, Family Courts and Tribunals • Lok-Adalats 	9	3	12
UNIT II (20 Marks)	Preliminary Criminal Procedures: <ul style="list-style-type: none"> • Filing a FIR, Arrest, Bail, Search and Seizure 	7	2	9
UNIT III (20 Marks)	Laws relating to: <ul style="list-style-type: none"> • Gender, Consumer Protection, Cyber Crimes, Dowry, Sexual Harassment and Domestic Violence 	8	2	10
UNIT IV (20 Marks)	Practical: <ul style="list-style-type: none"> • What to do: -If you are Arrested -if you are a Consumer with a Grievance -if you are a Victim of Sexual Harassment, Domestic Violence, Child Abuses, Caste, Ethnic and Religious Discrimination • How to fill-up Public Interest Litigation? • How can you challenge Administrative Orders that Violate Rights? • Using a Hypothetical Case: of (for example) Child Abuse or Sexual Harassment or any other Violation of a Rights, Preparation of an FIR or writing a Complaint addresses to the appropriate Authority • How to file a RTI? 	12	2	14

- **Modes of In-Semester Assessment** : **20 Marks**
1. **One Unit Test** : **10 Marks**
 2. **Any one of the activities listed below:** : **10 Marks**
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce
- **Learner's Outcome:** On completion of this course, a student will be able to:
- a. The student would be aware of the functioning of the legal system, the courts, police, jails and the system of criminal justice administration.
 - b. To have a brief knowledge of the Constitution and laws of India, an understanding of the formal and Alternate Dispute Redressal (ADR) mechanisms that exist in India, public interest litigation.
 - c. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

Reading list for course on Legal Literacy:

- *Creating Legal Awareness*, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007) Legal literacy: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namelyvle.du.ac.in
- Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also.
- S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.
- S.P. Sathe, *Towards Gender Justice*, Research Centre for Women's Studies, SNDT Women's University, Bombay, 1993
- Asha Bajpai, *Child Rights in India: Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003
- Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
- Sagade, Jaga, *Law of Maintenance: An Empirical Study*, ILS Law College, Pune 1996.
- B. L. Wadhwa, *Public Interest Litigation-A Handbook*, Universal, Delhi, 2003.
- Nomita Aggarwal, *Women and Law in India*, New Century, Delhi, 2002.
- P. C. Rao and William Sheffield: *Alternate Dispute Resolution: What it is and How it Works*, Universal Law Books and Publishers, Delhi, 2002
- V. N. Shukla: *Constitution of India* by Mahendra P .Singh, Eastern Book Co. 10th edition 2001.
- Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.

SEMESTER-II

COURSE TITLE	: INDIAN GOVERNMENT AND POLITICS
COURSE CODE	: POSCMA-2014
NATURE OF COURSE	: MAJOR
TOTAL CREDITS	: 4
DISTRIBUTION OF MARKS	: 80 (End -Sem) +20 (In-Sem)

COURSE OBJECTIVES:

- a. To acquaint the students with the constitutional design of States' structure and institutions, and their actual working overtime.
- b. To study how the Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization, and a strong union, for instance) within itself in political practice.
- c. To study mutual interactions among the state institutions and their interactions with the large extra-constitutional environment.

UNIT	CONTENTS	L	T	TOTAL HOURS
UNIT I (16 Marks)	Constitutional Development and National Movement in India: <ul style="list-style-type: none">• Rise of Indian Nationalism (1857 Revolt to Quit India Movement)• Framing of the Constitution- Acts of 1909, 1919,1935 and 1947• Preamble• Major features of the Constitution• Fundamental Rights, Fundamental Duties• Directive Principles of State Policy	10	2	12
UNIT II (16 Marks)	Organs of Government-I <ul style="list-style-type: none">• Central and State Legislatures: -Composition, Powers and Functions• Central and State Executive: -President, Vice President, Prime Minister, -Council of Ministers, Governor, Chief Minister, -State Council of Ministers	10	2	12

UNIT III (16 Marks)	Organs of Government-II -The Judiciary: Supreme Court and High Courts, -Judicial Review, Judicial Activism. Public Interest Litigation	10	2	12
UNIT IV (16 Marks)	Indian Federalism: <ul style="list-style-type: none"> • Nature, Division of Powers • Emergency Provisions • Centre-State Relations- Conflicts and remedies • Fifth and Sixth Schedules of the Constitution of India 	10	2	12
UNIT V (16 Marks)	Local Self- Government: <ul style="list-style-type: none"> • Decentralization • PRIs • Municipalities 	10	2	12

➤ **Modes of In-Semester Assessment : 20 Marks**

1. **One Unit Test : 10 Marks**

2. **Any one of the activities listed below : 10 Marks**

- a. Group Discussion
- b. Home Assignment
- c. Fieldwork/Project
- d. Viva-Voce
- e. Seminar

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand the constitutional design of States' structure and institutions, and their actual working overtime.
- b. Understand how the Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization, and a strong union, for instance) within itself in political practice.
- c. Understand mutual interactions among the state institutions and their interactions with the large extra-constitutional environment.

READING LIST

- G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
- R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.
- D.Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- S. Chaube (2009), *the Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a*

Democratic Constitution, New Delhi: Oxford University Press, pp. 69-98. A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

- Abbas, H., Kumar, R. & Alam, M.A. (2011) *Indian Government and Politics* New Delhi: Pearson, 2011.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K.P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India after Independence*. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

COURSE TITLE : **INTRODUCTION TO INDIAN POLITICS**
COURSE CODE : **POSCMI-2014**
NATURE OF COURSE : **MINOR**
TOTAL CREDITS : **4**
DISTRIBUTION OF MARKS : **80 (End -Sem) +20 (In-Sem)**

COURSE OBJECTIVES:

- a. To acquaints the students with the various approaches of Indian Politics.
- b. To the study of Indian Politics, the constitutional structure, working of Political parties etc.
- c. The students would be acquainted with the various issues in Indian politics.

UNIT	COURSE CONTENTS	L	T	TOTAL HOURS
UNIT I (16 Marks)	National Freedom Struggle: <ul style="list-style-type: none"> • Rise of Indian Nationalism: 1857 Revolt, Act of 1909, Act of 1919, Act of 1935 and Act of 1947 	12	3	15
UNIT II (16 Marks)	The Constitution of India: <ul style="list-style-type: none"> • Preamble • Salient features of the Constitution • Fundamental Rights • Fundamental Duties • Directive Principles of State Policy 	12	3	15
UNIT III (16 Marks)	Indian Party Systems: <ul style="list-style-type: none"> • Growth and Evolution • Bi-Party Systems • One Party Dominance • Emerging Trends 	12	3	15
UNIT IV (16 Marks)	Determinants of Indian Electoral Politics <ul style="list-style-type: none"> • Caste, Class, Gender and Religion 	12	3	15
UNIT V (16 Marks)	Electoral Reforms in India <ul style="list-style-type: none"> • Procedures for Electoral Reforms • Major Issues in Indian Electoral Politics • Major Electoral Reforms in India 	12	3	15

- **Modes of In-Semester Assessment** : **20 Marks**
1. **One Unit Test** : **10 Marks**
 2. **Any one of the activities listed below** : **10 Marks**
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce
 - e. Seminar

- **Learner's Outcome: On completion of this course, a student will be able to:**
- a. Understand the various approaches of Indian Politics.
 - b. Understand the working of the Indian Politics, the constitutional structure, working of Political parties etc.
 - c. Understand the various issues in Indian politics.

Reading List

- Kashyap C Subhash, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, NBT Publications, 2021 edition
- Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*, New Delhi: Pearson, 2011.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K.P. (2006) *Indian Government and Politics* .New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M.(2010) *India after Independence*. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007) *Power and Contestation: India since 1989*. London: Zed Book.
- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N.G. & Mehta, P.B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press.

COURSE TITLE : **UNDERSTANDING AMBEDKAR**
COURSE CODE : **POSCGEC-2013**
NATURE OF COURSE : **GEC**
TOTAL CREDITS : **3**
DISTRIBUTION OF MARKS : **80 (End -Sem) +20 (In-Sem)**

COURSE OBJECTIVES:

- a. To introduce Ambedkar's ideas and their relevance in contemporary India.
- b. To acquaint the student on Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted.

UNIT	COURSE CONTENTS	L	T	TOTAL HOURS
UNIT I (20 Marks)	Approaches of Ambedkar : <ul style="list-style-type: none"> • Polity, History, Economy, Religion and Society • Gandhi and Ambedkar 	9	3	12
UNIT II (20 Marks)	Caste and Religion: <ul style="list-style-type: none"> • Caste, Untouchability • Critique of Hindu Social Order Religion and Conversion 	9	2	11
UNIT III (20 Marks)	Political Vision and Economic Vision: <ul style="list-style-type: none"> • Democracy and Citizenship • Land and Labour 	9	2	11
UNIT IV (20 Marks)	Women's Question and Constitutionalism: <ul style="list-style-type: none"> • Rise and fall of Hindu Women • Land and Labour • Constitution as an Instrument of Social Transformation • Rights and Representation 	9	2	11

- **Modes of In-Semester Assessment** : **20 Marks**
1. **One Unit Test** : **10 Marks**
 2. **Any one of the activities listed below:** : **10 Marks**
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

- **Learner's Outcome:** On completion of this course, a student will be able to:
- a. Understand Ambedkar's ideas and their relevance in contemporary India
 - b. Understand Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted.

Reading Lists:

- B.K. Ambedkar, Dr. Ambedkar and the Hindu Code Bill, Babasaheb Ambedkar writing and Speeches. Vol.14, Part I, II, Maharashtra: Education Department Government of Maharashtra, 1995.
- B.R. Ambedkar, Who Were the Shadras? How they came to be the Fourth Varna in the Indo-Aryan Society? Vol. 7The Untouchable: Who were They and Why they Became Untouchables? Babasaheb Ambedkar Writing and Speeches, Education Department Government of Maharashtra, Vol.1,1990.
- B.R. Ambedkar, Buddha and His Dhamma, Babasaheb Ambedkar Writing and Speeches, Vol.11. Maharashtra: Education Department Government of Maharashtra, 2010.
- B.R. Ambedkar, Castes in India: Their Mechanism, Genesis and Development. New Delhi: Critical Quest, 2013.
- Brajranjan Mani, De-brahmanising History: Dominance and Resistance in Indian Society, Delhi: Manohar, 2011.
- G Aloysius, Nationalism without a Nation in India. Delhi: Oxford University Press, 2014.
- Gail Omvedt, Liberty Equality and Community: Dr. Ambedkar's Vision of New SocialOrder, Delhi: Navyana Publication 2013
- Gail Omvedt, Seeking Begampura, Delhi: Navyana Publication, Delhi, 2011.
- Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond, Delhi: Orient Black Swan, 2011.
- M.S. Gore, The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, 1993.
- Pandita Ramabai, The High Caste Hindu women, New Delhi: Critical Quest, 2013.
- Ronki Ram, Dr. Ambedkar, Neo Liberal Market-Economy and Social Democracy in India, Human Rights Global Focus,5 (384), pp, 12-38, available at roundtableindia.co.in (Part-I,II) 2010.

COURSE TITLE	:	INDIAN LEGISLATIVE PROCEDURES
COURSE CODE	:	POSCSEC-2013
NATURE OF COURSE	:	SEC
TOTAL CREDITS	:	3
DISTRIBUTION OF MARKS	:	80 (End -Sem) +20 (In-Sem)

COURSE OBJECTIVES:

- a. To develop skills amongst the learners to make them employable.
- b. To impart operational skills to students by familiarizing them with functioning of legislature

UNIT	COURSE CONTENTS	L	T	TOTAL HOURS
UNIT I (20 Marks)	Indian Parliament : <ul style="list-style-type: none"> • Composition, Powers and Functions Parliamentary Sessions: <ul style="list-style-type: none"> • Budget, Monsoon and Winter Devices of Parliament Proceedings: <ul style="list-style-type: none"> • Zero Hour & Questions Hour 	9	3	12
UNIT II (20 Marks)	Motions in Parliament: <ul style="list-style-type: none"> • Call Attention, No- Confidence, Adjournment, Prorogation and Dissolution Law Making Procedure in the Parliament: <ul style="list-style-type: none"> • Legislative Committees: Standing and Adhoc 	9	2	11
UNIT III (20 Marks)	Budgeting: <ul style="list-style-type: none"> • Procedure of Formulation and Passing of Budget Parliamentary Committees on Finances: <ul style="list-style-type: none"> • Estimate Committee, Public Accounts Committee and Committee on Public Undertaking 	9	2	11
UNIT IV (20 Marks)	Practical: <ul style="list-style-type: none"> • Mock Parliament (Students shall perform mock parliament with each student assigned with specific role as per parliamentary procedures. A detailed report shall have to be prepared for record) 	9	2	11

- **Modes of In-Semester Assessment** : 20 Marks
1. One Unit Test : 10 Marks
 2. Any one of the activities listed below: : 10 Marks
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce
 - e. Seminar
- **Learner's Outcome:** On completion of this course, a student will be able to:
- a. Understand the devices used in the working of Parliament.
 - b. Be familiarized with the legislative procedure which enables them to understand the role media in the legislative process and its impact on governance.

Suggested Readings:

- Kashyap Subhash C, Our Parliament, National Book Trust
- Madhavan, M.R. &N.Wahi Financing of Election Campaigns PRS, Centre for Policy Research, New Delh, 2008:
http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf
- Vanka, S. Primer on MPLADS Centre for Policy Research, New Delhi, 2008. can be accessed on: <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>
- Kalra, H. Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on:
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>
- Government of India (Lok Sabha Secretariat) Parliamentary Procedures (Abstract Series), 2009. Can be accessed on:
<http://164.100.47.132/LssNew/abstract/index.aspx>
- Government of India, (Ministry of Parliamentary Affairs) Legislation, Parliamentary Procedure, 2009. Can be accessed on:
http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm
- Government of India, (Ministry of Parliamentary Affairs) Subordinate Legislation, Parliamentary Procedure, 2009. Can be accessed on:
http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm
- Kapur, Devesh and Pratap Banu Mehta, “The Indian Parliament as an Institution of Accountability,” Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed on:
[http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf)

SEMESTER- III

COURSE TITLE : INTERNATIONAL RELATIONS IN GLOBAL PERSPECTIVES
COURSE CODE : POSCMA-3014
MANATURE OF COURSE : MAJOR
TOTAL CREDITS : 4
DISTRIBUTION OF MARKS : 80 (End -Sem) +20 (In-Sem)

COURSE OBJECTIVES:

- a. To enable students to understand the different perspectives and historical background in the study of International Relations.
- b. Unit wise the course starts with evaluation of international state system and level of analysis approach to contextualize state at the heart of International Relation.
- c. Hence, mainstream theories are considered in the next part. However, the alternate discourses are also equally emphasized in the course, focusing on critical theory and presence of these theoretical explanations is examined in the broader context of World Wars, Cold War and Post- Cold War World.

UNIT	COURSE CONTENTS	L	T	TOTAL HOURS
UNIT I (16 Marks)	Understanding International Relations: <ul style="list-style-type: none">• Its Meaning, Nature and Scope Rise of International State System– <ul style="list-style-type: none">• Pre-Westphalia; Post-Westphalia	8	2	10
UNIT II (16 Marks)	Theoretical Dimensions: <ul style="list-style-type: none">• Classical Realism & Neo-Realism• Liberalism & Neo-liberalism	9	2	11
UNIT III (16 Marks)	Approaches: <ul style="list-style-type: none">• Approaches to Marxism• Approaches to Feminism• Approaches to Global South	10	2	12
UNIT IV (16 Marks)	20th Century IR History: A Overview <ul style="list-style-type: none">• World War I: Causes and Consequences• Bolshevik Revolution & Its Significance• Rise of Fascism / Nazism• World War II: Causes and Consequences	12	2	14
UNIT V (16 Marks)	Cold War and Post-Cold War <ul style="list-style-type: none">• Phases of Decolonization• Emergence of the Third World• Disintegration of the USSR and the End of Cold War• Post-Cold War Developments and Emergence of Other Centers of Power	11	2	13

- **Modes of In-Semester Assessment** : **20 Marks**
 - 1. **One Unit Test** : **10 Marks**
 - 2. **Any one of the activities listed below:** : **10 Marks**
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

- **Learner's Outcome:** On completion of this course, a student will be able to:
 - a. Apply theoretical lens to current and ever-changing international events which will help them contribute to new -knowledge systems and the growth of the subject.
 - b. Develop an interdisciplinary outlook which dovetails with such objectives laid out in the new National Education Policy 2020 which will increase their employability.

Essential Readings:

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave,pp. 1-4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
- S.Joshua. Goldstein and J. Pevehouse,(2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
- C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp.1-17.
- J. Baylis and S. Smith(eds),(2008) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
- R. Mansbach and K. Taylor,(2012) *Introduction to Global Politics*, New York: Routledge, pp.33-68.
- P.Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

COURSE TITLE : **CLASSICAL POLITICAL PHILOSOPHY**
COURSE CODE : **POSCMA-3024**
NATURE OF COURSE : **MAJOR**
TOTAL CREDITS : **4**
DISTRIBUTION OF MARKS : **80 (End -Sem) +20 (In-Sem)**

COURSE OBJECTIVES:

- a. This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed.
- b. The course familiarize students to understand the evolution of various themes of political science like justice, democracy, state, power, state of nature, rights, sovereignty and liberty etc..

UNIT	COURSE CONTENTS	L	T	TOTAL HOURS
UNIT I (16 Marks)	Interpretations : <ul style="list-style-type: none"> • Marxian • Totalitarian • Feminist • Postmodernist 	10	2	12
UNIT II (16 Marks)	Ancient Political Thinkers: <ul style="list-style-type: none"> • Plato-Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism • Aristotle- Citizenship, Justice, State and Revolution 	10	2	12
UNIT III (16 Marks)	Machiavelli: <ul style="list-style-type: none"> • Virtue • Religion • Republicanism • Morality and Statecraft 	10	2	12
UNIT IV (16 Marks)	Hobbes: <ul style="list-style-type: none"> • Human Nature • State of Nature • Social Contract • State; atomistic individuals 	10	2	12

UNIT V (16 Marks)	Locke: <ul style="list-style-type: none"> • Laws of Nature • Natural Rights • Property 	10	2	12
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- **Modes of In-Semester Assessment** : **20 Marks**
1. **One Unit Test** : **10 Marks**
 2. **Any one of the activities listed below:** : **10 Marks**
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

➤ **Learner's Outcome: On completion of this course, a student will be able to:**

- a. Be familiarized with the manner in which the political questions were first posed during the Greek antiquity
- b. Understand the evolution of various themes of political science like justice, democracy, state, power, state of nature, rights, sovereignty and liberty etc.

Reading List:

- T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.
- B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.
- J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
- Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
- R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press.
- D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50

COURSE TITLE : SOCIAL MOVEMENTS AND DEVELOPMENT IN CONTEMPORARY INDIA
COURSE CODE : POSCMI-3014
NATURE OF COURSE : MINOR
TOTAL CREDITS : 4
DISTRIBUTION OF MARKS : 80 (End -Sem) +20 (In-Sem)

COURSE OBJECTIVES:

- a. Under the influence of Globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. Keeping this in view this course proposes:
- b. To introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

UNIT	COURSE CONTENTS	L	T	TOTAL HOURS
UNIT I (16 Marks)	Development Process since Independence: <ul style="list-style-type: none"> • State and Planning • Liberalization and reforms 	10	2	12
UNIT II (16 Marks)	Industrial Development Strategy on Social Structure: <ul style="list-style-type: none"> • Mixed Economy • Privatization • Impact on organized and unorganized labour 	10	2	12
UNIT III (16 Marks)	Agrarian Development Strategy on the Social Structure <ul style="list-style-type: none"> • Land Reforms, Green Revolution • 1990s Agrarian Crisis and its impact on farmers 	10	2	12

UNIT IV (16 Marks)	Social Movements-I <ul style="list-style-type: none"> • Tribal, Peasant, Dalit • Maoist Challenge 	10	2	12
UNIT V (16 Marks)	Social Movements-II <ul style="list-style-type: none"> • Civil Rights Movements • Women's Movements • Environmental Movements 	10	2	12

➤ **Modes of In-Semester Assessment : 20 Marks**

1. **One Unit Test : 10 Marks**

2. **Any one of the activities listed below: : 10 Marks**

- a. Group Discussion
- b. Home Assignment
- c. Fieldwork/Project
- d. Viva-Voce

➤ **Learner's Outcome:** On completion of this course, a student will be able to:

- a. Understand the influence of Globalization on the development processes in India which have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power.
- b. Understand the variety of protest movements which has emerged to interrogate and challenge this development paradigm
- c. Understand the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens

Reading List:

- Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.
- Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.
- P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.
- P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalisation and Politics in India*. Delhi: Oxford University Press, pp. 218-240.
- P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.

COURSE TITLE	:	PUBLIC POLICY IN INDIA
COURSE CODE	:	POSCGEC-3013
NATURE OF COURSE	:	GEC
TOTAL CREDITS	:	3
DISTRIBUTION OF MARKS	:	80 (End -Sem) +20 (In-Sem)

COURSE OBJECTIVES:

- To provide a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy.
- To understand policy as well as understand politics as it is shaped by economic changes.
- The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

UNIT	COURSE CONTENTS	L	T	TOTAL HOURS
UNIT I (20 Marks)	Understanding Public Policy: <ul style="list-style-type: none"> • Meaning and Concept • Models and Approaches 	9	3	12
UNIT II (20 Marks)	State and Public Policy in India: <ul style="list-style-type: none"> • Nature of State and Public Policy • State-Directed Policy in India • Pre and Post Economic Reform (1991) periods 	9	2	11
UNIT III (20 Marks)	Political Economy, Interest Groups and Social Movements: <ul style="list-style-type: none"> • Global Financial Institutions and Public Policy • Interest Groups • Peoples' Movements 	9	2	11
UNIT IV (20 Marks)	Policy Making Process in India: <ul style="list-style-type: none"> • Legislative and Executive Processes • Issues and Challenges in Policy formulation • Economic Liberalization • Recent developments: UPA and NDA Regimes 	9	2	11

- **Modes of In-Semester Assessment** : **20 Marks**
- One Unit Test** : **10 Marks**
 - Any one of the activities listed below** : **10 Marks**
 - Group Discussion
 - Home Assignment
 - Fieldwork/Project
 - Viva-Voce

- **Learner's Outcome:** On completion of this course, a student will be able to:

- Understand the theoretical and practical concepts and methods that can be employed in the analysis of public policy.
- Understand the uses of the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes.
- Seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

READING LIST

- Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) *The Policy Process: A Reader* (2nd Edition). London: Prentice Hall, pp. 30-40.
- Dye, T.R. (2002) *Understanding Public Policy*. Tenth Edition. Delhi: Pearson, pp.1-9,32-56 and 312-329.
- Sapru, R.K.(1996) *Public Policy : Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers, pp. 26-46.
- IGNOU. *Public Policy Analysis*. MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.
- Wildavsky, A.(2004), ' Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*. 5th Edition. Belmont: Wadsworth,pp.271-284.
- Dunleavy, P. and O'Leary, B. (1987) *Theories of the State*. London: Routledge.
- McClelland, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 53-61.
- Simmie, J. & King, R. (eds.) (1990) *The State in Action: Public Policy and Politics*. London: Printer Publication, pp.3-21 and 171-184
- Skocpol, T. et al (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.
- Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*. Cambridge: Polity Press, pp. 27-64 and 99-118.
- Hogwood, B. & Gunn, L. (1984) *Policy Analysis for the Real World*. U.K: Oxford University Press, pp. 42-62.
- Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in *Policy Analysis*, vol. 5, pp. 481-504.
- Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 163-174.
