



**GALGOTIAS  
UNIVERSITY**

## **Course Book**

---

NAME OF SCHOOL:

**School of Liberal Education**

PROGRAMME:

**MA Political Science**

YEAR:

**2020-21**

**PRAGRAMME STRUCTURE 2020-2022**

**PROGRAM STRUCTURE**

First Year – Semester – I

First Semester I									
SN	Course Code	Course Title	L	T	P	C	IA	MTE	ETE
1	MSL24T1001	Political Theory	4	0	0	4	20	30	50
2	MSL24T1002	Political Thought: Plato to Kant	4	0	0	4	20	30	50
3	MSL24T1003	Indian Constitutional System	4	0	0	4	20	30	50
4	MSL24T1004	Theories of International Politics	4	0	0	4	20	30	50
5	MSL24T1005	Indian Political Thought	4	0	0	4	20	30	50
		Total	20	0	0	20	20	30	50

First Year – Semester – II

Semester II/			Assessment Pattern						
SN	Course Code	Course Title	L	T	P	C	IA	MTE	ETE
1	MSL24T1011	Global Politics	4	0	0	4	20	30	50
2	MSL24T1012	Public Administration	4	0	0	4	20	30	50
3	MSL24T1013	Political Thought: Hegel to contemporary thinkers	4	0	0	4	20	30	50
4	MSL24T1014	Media and Politics	4	0	0	4	20	30	50
5	MSL24T1015	State and Local Governments in India	4	0	0	4	20	30	50
6	MSL24T1016	Experiential Learning - I	0	0	8	4	50	0	50
		Total	20	0	8	24			

Summer Internship / Project / Seminar									
SN	Course Code	Course Title	L	T	P	C			
1	MSL24T1020	Summer Project	0	0	4	2			
2	MSL24T1021	Seminar	0	0	4	2			
		Total	0	0	8	4			

Second Year – Semester – III

Second Year - Semester _ III			Assessment Pattern						
SN	Course Code	Course Title	L	T	P	C	IA	MTE	ETE
1	MSL24T1051	Research Methods in Political Science	4	0	0	4	20	30	50
2	MSL24T1052	Political Sociology	4	0	0	4	20	30	50
3	MSL24T1053	Experiential Learning - II	0	2	0	4	20	30	50
4		Elective 1.1	4	0	0	4	20	30	50
5		Elective 2.1	4	0	0	4	20	30	50
6	MSL24T1054	Thesis Phase - I	0	2	0	4	50		50
		<b>Total</b>	<b>16</b>			<b>24</b>			

#### Second Year – Semester – IV

Semester IV/		Assessment Pattern							
SN	Course Code	Course Title	L	T	P	C	IA	MTE	ETE
1		Elective 1.2	4	0	0	4	20	30	50
2		Elective 2.2	4	0	0	4	20	30	50
3	MSL24T1055	Thesis	0	2	0	4	20	30	50
		<b>Total</b>	<b>13</b>	<b>0</b>	<b>14</b>	<b>16</b>			

TOTAL CREDITS = 20+24+04+24+16 = 88

#### ELECTIVE GROUPS:

Group A	Human Rights and International Law	L	T	P	C	IA	MTE	ETE
MSL24T5005	Human Rights	4	0	0	4	20	30	50
MSL24T5006	Gender issues in developing societies	4	0	0	4	20	30	50
MSL24T5007	International Law	4	0	0	4	20	30	50

Group - B	Indian Politics	L	T	P	C	IA	MTE	ETE
MSL24T5008	Elections and Political Process in India	4	0	0	4	20	30	50

MSL24T5009	Federal Politics with Special Reference of UP & Tamil Nadu	4	0	0	4	20	30	50
MSL24T5010	Contemporary Issues in Indian Politics	4	0	0	4	20	30	50

Group - C	Global Political Issues	L	T	P	C	IA	MTE	ETE
MSL24T5011	Post-cold war world politics	4	0	0	4	20	30	50
MSL24T5012	South Asia in the World Affairs	4	0	0	4	20	30	50
MSL24T5013	West Asia and World Affairs	4	0	0	4	20	30	50

Group - D	Public Administration and Public Policy	L	T	P	C	IA	MTE	ETE
MSL24T5021	Indian Administration	4	0	0	4	20	30	50
MSL24T5022	Public Policy	4	0	0	4	20	30	50
MSL24T5023	Administrative Thinkers	4	0	0	4	20	30	50

## SEMESTER I

<b>Name of The Course</b>	<b>Political Theory</b>			
<b>Course Code</b>	MSL04T1001			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	none			
<b>Antirequisite</b>	none			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objective

Ability to debate on key concepts of political theory. Understanding of critical and contemporary trends in political theory

### Course Outcomes:

CO1	To enable students to understand political theory
CO2	To able Understand approaches in political theory
CO3	To examine theories of state
CO4	competent to know the concepts in political theory
CO5	Understanding the political ideas
CO6	To understand the Changing concepts and problems

### Reference Books:

- Gellner, Ernest (Ed.), Culture, Identity and Politics, London, Cambridge University Press
- O.P Gauba, Political Theory, OUP, 1970

<b>Module _ I</b>	<b>8 Hours</b>
<b>Unit_1.</b> State of Political Theory Today 2. Decline or Resurgence; 3. Approaches to Political Theory: Normative, Institutional, Behavioural, Marxist, Post-Marxist, Feminist 4. Positivism and Scientific Method and its Critique	
<b>Module _ II</b>	<b>8 Hours</b>
<b>Unit_1.</b> Theories of the State 2. Classical, Pluralist and neo-Pluralist; Elitist, Marxist and neo-Marxist	
<b>Module _ III</b>	<b>8 Hours</b>
Key Concepts: 1. Power, Authority, Legitimacy and Political Obligation; Legitimacy and Political Obligation	
<b>Module _ IV</b>	<b>8 Hours</b>
Political Ideas: Law, Liberty and Rights, Justice, Equality and Civil Society	

<b>Module V.</b> Nationalism: Changing concepts and problems of Identity, Ethnicity and Citizenship.	<b>8 Hours</b>
<b>Module VI:</b> <b>Recent Development</b>	<b>8 Hours</b>

**Text Books :**

- Shapiro, Ian and Kymlicka, Will (Eds.), Ethnicity and Group Rights, New York, New York University Press
- Mahajan, Gurpreet (Ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press

**Reference Book:**

- Hey wood, Andrew. Political Ideologies: An Introduction, Houndmills, Macmillan

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	<b>Political Thought: From Plato to Kant</b>			
<b>Course Code</b>	MSL04T1002			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	none			
<b>Antirequisite</b>	none			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objective:**

Political thought, is the study of questions concerning power, justice, rights, law, and other issues pertaining to governance. Political science assumes that these concepts are what they are, political thought asks how they have come about and to what effect. Just as Socrates’s simple question “How should we be governed?” led to his execution, the question “What makes a government legitimate?” leads to political turmoil when posed at critical times. Political thought asks what form government should take and why; what duties citizens owe to a legitimate government, if any; and when it may be legitimately overthrown, if ever. This course examines major texts in the history of western thought. Many of these texts pose difficult questions concerning the political community, social order, and human nature. It also considers the ways in which thinkers like Plato, Machiavelli, Thomas Hobbes, John Locke, Rousseau and Kant responded to the political problems of their times, and the ways in which they contributed to a broader conversation about human goods and needs, justice, democracy, and the ever-changing relationship between the citizen and the state

**Course Outcomes:** After completion of this course students will be enabling to

CO1	Understanding of political thought through the classical period based on the works of Plato, and Aristotle
CO2	Ability to compare and contrast the differences between Plato and Aristotle with regard to their understandings of the nature of the person, ethics, society, citizenship, and governance
CO3	Understanding of political thought through the works of Machiavelli, Hobbes and Locke.
CO4	Understanding of political thought through the works of Rousseau and Kant
CO5	Historical and intellectual context in which the western political thought helped to develop the modern state
CO6	Comparison and contrast of the concepts of justice, freedom, equality, citizenship, and sovereignty in the works of different philosophers

**Reference Books:**

- G.H.Sabine(1937) A History of Political Theory, New York, Henry Holt & Company
- E. Barker (1906) The Political Thought of Plato and Aristotle, G. P. Putnam and Sons, London
- C. L. Wayper (1974) Political Thought, C.W.Pitkins, London.

- Subrata Mukherjee and Susheela Ramaswamy (2011), A History of Political Thought from Plato to Marx, New Delhi.

**Text Books :**

- S. Hall (1992), Formations of Modernity, UK: Polity Press,
- D. Boucher and P. Kelly, (2009) (eds) Political Thinkers: From Socrates to the Present, Oxford: Oxford University Press,

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Module _ I</b>	<b>8 Hours</b>
<b>Unit_1.</b> Features of Greek Political Thought 2. Plato’s Republic: Ideal State, Education, Communism and Justice 3. Aristotle’s Politics: Classification of Governments, State and causes of revolution 4. Comparison of Plato and Aristotle <span style="float: right;">8 hours</span>	
<b>Module _ II</b>	<b>8 Hours</b>
<b>Unit_1.</b> Salient features of medieval political thought 2. Machiavelli: State, Sovereignty, Power Politics, Separation of Ethics and Politics	
<b>Module _ III</b>	<b>8 Hours</b>
<b>Unit_1.</b> Thomas Hobbes: State of nature, Social contract, Sovereignty and Leviathan 2. John Locke: State of nature, Social contract, Natural rights, the idea of limited government 3. Comparison of Hobbes and Locke, state of nature, social contract theory	
<b>Module _ IV</b>	<b>8 Hours</b>
<b>Unit_1.</b> Understanding the ideas of Rousseau— General Will; local or direct democracy; self-government; origin of inequality. 2. Social Contract theory of Rousseau 3. Comparison of early and later Social Contract Theory	
<b>Module _ V</b>	<b>8 Hours</b>
<b>Unit_1.</b> What is Enlightenment? 2. Learning Kantian Philosophy	
<b>Module _ VI</b>	<b>8 Hours</b>
Contemporary Issues	

<b>Name of The Course</b>	<b>Indian Constitutional System</b>			
<b>Course Code</b>	MSL04T1003			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objective:**

.The course seeks to analyze and probe the diverse aspects Indian Constitutional System It discusses the constitution making process, philosophy of constitution, nature of Indian state, social structure and democratic process. Analysis of the governmental institutions: how do they work and what are their powers. To study the role of Supreme court of India, nature and scope of judicial review

**Course Outcomes:**

CO1	To enable students to understand the constitutional system in India
CO2	To able Understand function of constitutional setup
CO3	To examine role of constitution in government functioning
CO4	competent to know law of the land
CO5	Understanding the role of rule of law
CO6	To understand the rights and duties an individual carry

**Reference Books:**

- Fadia B. L (2013), Indian Government and Politics, tenth edition, Sahitya Bhawan, New Delhi.
- Austin, Granville (1999), The Indian Constitution: Corner stone of a nation, Oxford University Press, Bombay.
- Singh M.P and Rekha Saxena, Indian Politics: Constitutional Foundations and Institutional Functioning, Prentice Hall of India, New Delhi.
- Hasan Zoya (2000), Politics and the state in India, Sage publications, New Delhi.

**Text Books :**

- Basu D. D (1989), Introduction to the Constitution of India, New Delhi.

<b>Module _ I</b>	<b>8 Hours</b>
<b>Unit_1.</b> Meaning of Indian Constitution System	
2. Features, Sovereign, Secular, Democratic Republic,	
<b>Module _II</b>	<b>8 Hours</b>

<b>Unit_ 1.</b> Parliamentary-federal democracy, 2. Citizenship, Fundamental rights and Duties	
<b>Module_ III</b>	<b>8 Hours</b>
<b>Unit_1.</b> Directive Principles of State policy, 2. Powers, function and role of The President, 3. Prime Minister and Council of Ministers	
<b>Module_ IV</b>	<b>8 Hours</b>
<b>Unit_ 1,</b> Indian Parliament, Constitutional Amendments, The Supreme Court of India 2. Composition, Functions & Jurisdiction, 3. Role of High Courts, Nature and Scope of Judicial Review, Judicial Activism, 4.Role of Governor, Constitutional status, Powers & Functions.	
Module V	(8 Hours)
Role of High Courts, Nature and Scope of Judicial Review, Judicial Activism,	
Module VI	(8 Hours)
Role of Governor, Constitutional status, Powers & Functions.	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	<b>Theories of International Politics</b>			
<b>Course Code</b>	MSL04T1004			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	none			
<b>Antirequisite</b>	none			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objective:

Understand the key terms, evolution of IR as an Academic discipline, scope and approaches etc. related to world politics. Introduce you to major traditional theories like Realism, Liberalism to understand world politics

Introduce you to draw contemporary approaches to explore various dimensions of world politics.

CO1	Understand the key terms, evolution of IR as an Academic discipline, scope and approaches etc. related to world politics.
CO2	To understand major traditional theories like Realism, Liberalism to understand world politics
CO3	To understand contemporary approaches to explore various dimensions of world politics.
CO4	To understand world politics through a gender perspective that produces counter knowledge of world politics.
CO5	To understand contemporary politics in the global order
CO6	To familiarise with changing global politics and its influence upon India

### Text Book (s)

- Baylish and smith (1997), Globalization of World Politics: An Introduction to International Relations, Oxford: Oxford University Press, pp. 451-478.

### Reference Book (s)

- Heywood. Andrew, (2011), Global Politics, Palgrave Macmillan, New York
- Viotti, P.R. and Kauppi, M.V. (2007) International Relations and World Politics
- Porter, G. and Brown, J.W. (2002) Global Environmental Politics. 3rd edn. Boulder.

<b>Module _ I</b>	<b>8 Hours</b>
<b>Unit_ 1.</b> Introducing International Relations	
2. Evolution of International Relations as an Academic Discipline	
<b>Module _ II</b>	<b>8 Hours</b>
<b>Unit_ 1.</b> Scope and Approaches to IR	
2. Realism: Classical Realism,Dependency Theory;Social Constructivism,	
<b>Module_ III</b>	<b>8 Hours</b>

<b>Unit_1</b> Overview of International System: From Old World to Emergence of New World Order	
<b>Module _ IV</b>	<b>8 Hours</b>
<b>Unit_ 1.</b> Global Politics Through Gender Perspective II.	
<b>Module _ V</b> Post-Cold War era, Emergence of Bipolar World	8 Hours
<b>Module _ VI</b> Recent Development in International Politics	<b>8 Hours</b>

### Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	Indian Political thought			
<b>Course Code</b>	MSL04T1005			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

The objective of this course is to provide the students with a comprehensive understanding of Indian Political thought and thinkers. The focus, therefore, is to revive our political heritage. This course tries to examine the historical narratives, which moulded our social and political structures. Students to understand a sense of broad streams of Indian thoughts. To introduce them with selected texts which are reflection of our past and present

### Course Outcomes

<b>CO1</b>	Demonstrate the knowledge of Indian political thought.
<b>CO2</b>	Critically evaluate the role of different political thinkers in shaping the democratic system in India.
<b>CO3</b>	Analyse the historical narratives, which moulded our social and political structures.
<b>CO4</b>	Examine the different political thinkers view on state and on other issues.
<b>CO5</b>	Aware them with selected texts which are reflection of our past and present
<b>CO6</b>	Analyze recent developments.

### Text Book (s)

- T. Pantham, and K. Deutsch (eds.) (1986) , Political Thought in Modern India, New Delhi: Sage Publications.
- The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London:University of Chicago Press.
- V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass.

### Reference Book (s)

- S. Collins (ed) (2001) Agganna Sutta: An Annotated Translation, New Delhi: Sahitya Academy.
- Habib, (1998) ‘Ziya Barni’s Vision of the State’, in The Medieval History Journal, Vol. 2, (1), pp. 19- 36.
- M. Alam, (2004) ‘Sharia Akhlaq’, in The Languages of Political Islam in India 1200- 1800, Delhi: Permanent Black, pp. 26- 43.

<b>Unit-1 Introduction</b> 1. Brief introduction: Indian Political Thought	<b>8 hours</b>
<b>Unit-2 Traditions of Pre-colonial Indian Political Thought</b> Brahmanic Shramanic Islamic and Syncretic	<b>8 Hours</b>
<b>Unit-3 Social laws</b> Islamic Laws Theory of State (Shantiparva): Rajadharm, Manusmriti,	
<b>Unit-4 Theories</b> Theory of kingship, Theory of kingship	<b>8 Hours</b>
<b>Unit-5 Monarchy</b> Monarchy, Syncreticism	<b>8 hours</b>
<b>Unit-6</b> <b>Recent Trends</b>	<b>8 hours</b>

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

## SEMESTER II

<b>Name of The Course</b>	<b>Global politics</b>			
<b>Course Code</b>	MSL04T1011			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

This course introduces students to the key terms, meaning and nature of Global Politics and its related debates and issues in the contemporary time. It seeks to be genuinely global while not ignoring the international dimension of world affairs, accepting that ‘the global’ and ‘the international’ complement one another and are not rival or incompatible modes of understanding. In this view, global politics encompasses not just politics at the ‘global’ level – that is, worldwide processes, systems and institutional frameworks – but politics at, and, crucially, across all levels – the worldwide, the regional, the national and the sub national.

**Course Outcomes:** After completion of this course students will be enabling to

<b>CO1</b>	Comprehend and analyze the contemporary issues and challenges
<b>CO2</b>	Know the reason expansion of terrorism in the world
<b>CO3</b>	Understand the influence of great power game in the world politics
<b>CO4</b>	Discuss and debate issues regarding the human rights violation committed by hegemon power
<b>CO5</b>	Give comprehensive understanding on theoretical aspects of global order
<b>CO6</b>	Enable students to relate changing global politics and its influence upon India

### Text Book (s)

- Baylish and smith (1997), Globalization of World Politics: An Introduction to International Relations, Oxford: Oxford University Press, pp. 451-478.

### Reference Book (s)

- Heywood. Andrew, (2011), Global Politics, Palgrave Macmillan, New York
- Viotti, P.R. and Kauppi, M.V. (2007) International Relations and World Politics
- Porter, G. and Brown, J.W. (2002) Global Environmental Politics. 3rd edn. Boulder.

<b>Module-I</b>	<b>8 Hours</b>
<b>Unit-1 Introduction</b> Introduction:	
Main features significant issues and debates of the Global Politics, Various Dimensions of Global Politics (past & present): Security, Power, Justice	
<b>Module-II</b>	<b>8 Hours</b>
<b>Unit-2</b> Making of Modern World	
From ancient to Modern and rise of the west, Age of Imperialism	
<b>Module-III</b>	<b>8 Hours</b>
<b>Unit-3</b> Origin of the world war	
Origin of WW I, Origin of WW II, Decade of Cold War: Mapping out Power Structure, New World Order: US Hegemony and after	
<b>Module-IV</b>	<b>8 Hours</b>
<b>Unit-4</b> Foreign Policy in Global Politics	
The State and Foreign Policy in Global Politics: State and Sovereignty, The State and Foreign Policy in Global Politics: National Government to Multi-Level Governance, India's Foreign Policy and Global Politics.	
<b>Module-V</b>	<b>8 Hours</b>
<b>Unit-5</b> Contemporary Issues and Challenges	
Contemporary Issues and Challenges: War on Terrorism' and Beyond, Contemporary Issues and Challenges: Issues and Challenges of Climate Change, Regional Integration and Global Politics: Case Study of BRICS, etc.	
<b>Module-VI</b>	<b>8 Hours</b>
<b>Unit-6</b> Recent Trends in Global Politics	

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	Public Administration			
<b>Course Code</b>	MSL04T1012			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

Understand different aspects of Public administration. Ability to discuss about administration and public policy. Discuss and debate issues related to organization and management.

### Course Outcomes

<b>CO1</b>	To familiarize you with the ideas and concepts related to Public Administration. (K1)
<b>CO2</b>	To make you understand the various aspects of administration. (K2)
<b>CO3</b>	To make students capable of applying different approaches practically. (K3)
<b>CO4</b>	Ability to analyze the principles and theories of organization and management. (K4)
<b>CO5</b>	To be able to evaluate the principles of public administration in current scenario. (K5)
<b>CO6</b>	To be able to know emerging trends.

### Text Book (s)

- Fadia, B.L & Fadia. Kuldeep Public Administration: Administrative Theories and Concepts
- Arora, Ramesh K. (ed.). Public Administration in India: Tradition, Trends and Transformation. New Delhi: Paragon, 2006.

### Reference Book (s)

- Rumki Basu: Public Administration: Concepts and Theories
- Laxmikanth: Public Administration

<b>Module-1 Introduction</b>	<b>8 hours</b>
Public Administration: Meaning Nature Scope Importance	
<b>Module 2 Perspectives</b>	<b>8 hours</b>
Public Administration and Private Administration Public Administration and Development Role of Public Administration in developing societies	
<b>Module -3 Impact</b>	<b>8 hours</b>

Public Administration in democracy Case studies	
<b>Module -4</b> New Public Administration Public Administration and Policy Making	<b>8 hours</b>
<b>Module -5</b> Theories of Organization Theories of Management	<b>8 hours</b>
<b>Module-6</b> Recent Development	<b>8 hours</b>

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>Political Thought: Hegel to Contemporary Thinkers</b>			
<b>Course Code</b>	MSL24T1013			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

### Course Outcomes

<b>CO1</b>	A familiarity with the principal modes of political thought in the west and contemporary knowledge
<b>CO2</b>	Understanding of political thought through the classical, Renaissance, and Enlightenment periods based on the works of Hegel, John Rawls, Mao Tse-Tung, Lenin, Gramsci, Marx
<b>CO3</b>	Compare and contrast the differences between John Rawls and social contract theory
<b>CO4</b>	Historical and intellectual context in which the western and Indian political thought helped to develop the modern state came to be;
<b>CO5</b>	Understanding of political thought through the classical, Renaissance, and Enlightenment periods based on the works of Hegel, John Rawls, Mao Tse-Tung, Lenin, Gramsci, Marx.
<b>CO6</b>	Compare and contrast the differences between Hegel and Marx and their effect on contemporary society

### Text Book (s)

- Chester C. Maxey (1948) Political Philosophy, Mcmillan Co. London.

### Reference Book (s)

- G.H.Sabine(1937) A History of Political Theory, New York, Henry Holt & Company
- E. Barker (1906) The Political Thought of Plato and Aristotle, G. P. Putnam and Sons, London
- C. L. Wayper (1974) Political Thought, C.W.Pitkins, London.
- Subrata Mukherjee and SusheelaRamaswamy (2011), A History of Political Thought from Plato to Marx, New Delhi.

<b>Unit-1 Introduction</b> HEGEL	<b>8 hours</b>
Absolute Idea of Hegel, Evolution of reality – Organic theory, Dialectic method, Hegel as an idealist	
<b>Unit-2</b> J.S. MILL	<b>8 Hours</b>
Equal rights for women, importance of individual liberty, representative government, utilitarianism	
<b>Unit-3</b> Karl Marx	<b>8 Hours</b>
Alienation, Historical Materialism, Class War, Surplus Value	
<b>Unit-4</b> V. I. Lenin	<b>8 Hours</b>
Party as Vanguard of the Proletariat, Democratic Centralism, Imperialism, Weakest Link of the Chain	
<b>Unit-5</b> Mao Tse-Tung	<b>8 Hours</b>
Peasant revolution, Contradictions, On Practice, United Front and New Democracy	
<b>Unit-6</b>	<b>8 Hours</b>
John Rawls and Recent Developments Rawls's Liberal-Egalitarian Principles of Social Justice, The Social Contract Procedure, Impact of Covid 19 on concepts of Justice, Equality and Rights	

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	Media and Politics			
<b>Course Code</b>	MSL04T1014			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

Ability to recognize the fundamental role of media in shaping the perceptions of masses about politicians, government and the political structures. Understanding of the importance of Internet and social media in the modern age of information technology and the profound effect it has on media coverage, campaigns and privacy. Ability to evaluate the strengths and weaknesses of certain media sources and develop ways to ascertain the validity of information from media sources. Ability to Identify how political figures are affected by the media and ways in which political figures respond to, influence or even manipulate news coverage.

### Course Outcomes

<b>CO1</b>	Ability to understand the relationship between media and politics.
<b>CO2</b>	To probe whether media is an agency of political socialization.
<b>CO3</b>	Understand and explain the factors influencing the content of the media
<b>CO4</b>	Analyse the interaction of the news media and politicians/campaigners
<b>CO5</b>	Understand and explain the effects of the news media on the public
<b>CO6</b>	Understanding recent trends

### Text Book (s)

- Gadi Wolfsfeld (2011) Making sense of Media and Politics: Five Principles in Political Communication (available on Google play) [https://books.google.co.in/books/about/Making\\_Sense\\_of\\_Media\\_and\\_Politics.html?id=YwxIAwAAQBAJ&printsec=frontcover&source=kp\\_read\\_button&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.in/books/about/Making_Sense_of_Media_and_Politics.html?id=YwxIAwAAQBAJ&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false)
- Edited by Bogdan Pătruț, Monica Pătruț (2014) Social Media in Politics, Springer.
- Iyengar, S. (2011) Media politics: A citizen's guide (2nd ed.). New York: W. W. Norton & Co.

### Reference Book (s)

- E-Political Socialization, the Press and Politics: The Media and Government in the USA, Europe and China, Christ'l De Landtsheer, Russell F. Farnen, Daniel B. German, Henk Dekker, Heinz Sünker, Yingfa Song, Hongna Miao
- Adam J. Schiffer,(2018) Evaluating Media Bias, Rowman and Littlefield

<b>Unit-1 Introduction</b>	<b>8 hours</b>
<b>Unit-2</b> Media and politics Nature and scope of Media Functions of media Types of Media (print, visual and social) Media reach 8 hours	<b>8 hours</b>
<b>Unit-3</b> Media and voting behaviour Media and political socialization Role of TV serials, news channels in shaping the thought process Regional media and national media (Case Studies)	<b>8 hours</b>
<b>Unit-4</b> Political communication: concept and features. Electorate and electoral behaviour (with reference to India). Alternative forms of media and its impact	<b>8 hours</b>
<b>Unit-5</b> Yellow Journalism Media Bias Agenda setting Media as representative of people (Watch dog journalism)	<b>8 hours</b>
<b>Unit-6</b> Recent Development	<b>8 hours</b>

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>State and Local Governments in India</b>			
<b>Course Code</b>	MSL04T1015			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

The objective of this course is to provide the students with a comprehensive understanding of the local government in India. The course is to try and examine the decentralization of power between centre and the state. To introduce students with the basic structure of the Indian constitution. Enable them to require more information regarding Panchayati raj institution. Changing role of the Centre-state relations and its influence on federal structure of India. Inform students about their fundamental rights and their duties towards the Indian state.

### Course Outcomes

<b>CO1</b>	Familiarity with concepts and approaches to Federalism, and various aspects related to it.
<b>CO2</b>	Knowledge of Centre-State relations in the Legislative, Administrative and Financial spheres and will identify inherent unifying and contesting factors that define the relationship.
<b>CO3</b>	Understanding concepts and approaches related to democratic decentralization in India and its implications.
<b>CO4</b>	Practical understanding of structure and function of Panchayati Raj Institutions and Urban Local Government and various aspects related to it.
<b>CO5</b>	To understand different aspects of federalism.
<b>CO6</b>	Understanding contemporary issues related to Indian govt. and politics

### Text Book (s)

- R. Bhargava (2008), Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press
- S. Chaube, (2009) The Making and Working of the Indian Constitution, Delhi: National Book Trust.
- Laxmikant. M, (2017), Indian Polity, McGraw Hill Education, India.

### Reference Book (s)

- Laxmikant. M, (2017), Indian Polity, McGraw Hill Education, India.
- Buch, Nirmala (2005), 'Women and Panchayat: Opportunities, Challenges and Supports' in George Mathew and L.C.Jain (2005), Decentralisation and Local Governance, Orient Blackswan.

- S. Chaube, (2009) The Making and Working of the Indian Constitution, Delhi: National Book Trust.

<b>Unit-1 Introduction</b>	<b>8 hours</b>
Brief introduction: Local Governments in India & Conceptual Understanding of Federalism.	
<b>Unit-2 Evolution</b>	<b>8 Hours</b>
Evolution of Federalism in India, Centre-State Relations in India, Structure and Functions of State Government and Administration.	
<b>Unit-3 Decentralization &amp; Panchayati Raj</b>	<b>8 Hours</b>
Democratic decentralization in India, Panchayati Raj: Background and Evolution, and function of PRIs in India, Structure and Function of Local Governments in India.	
<b>Unit-4 Panchayati Raj</b>	<b>8 Hours</b>
Relations between State and Panchayati Raj Institutions: Control and Coordination of PRIs & Problem areas.	
<b>Unit_5 Urban Local Governance</b>	<b>8 hours</b>
Evolution of Urban Local Government in India: Pre-Post Independence Period.	
<b>Unit_6 Recent Developments</b>	<b>8 hours</b>
Recent developments during covid at Local level	

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	<b>EXPERIENTIAL LEARNING-I</b>			
<b>Course Code</b>	MLA04T2033			
<b>Prerequisite</b>	None			
<b>Co requisite</b>	None			
<b>Anti requisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	0	1	4	4

### Course Objective:

Experiential learning focuses on learners reflecting on their experience of doing something, so as to gain conceptual insight as well as practical expertise. The objective of this course is to make it personally meaningful and have some significance to the student. Students will have opportunities to reflect on and discuss their learning experience throughout the process of the assignments.

**Course Outcomes** After Successful completion of the course students will be able to:

<b>CO1</b>	The student will be able to combine direct experience with focused reflection
<b>CO2</b>	Student will be able to Build on past knowledge and experiences;
<b>CO3</b>	Student will be able to actively involved in meaning construction;
<b>CO4</b>	Student will be able to exchange ideas and perspectives;
<b>CO5</b>	Student will be able to creates a new idea/concept or modifies an existing abstract concept
<b>CO6</b>	Student will be able to apply the new knowledge to other situations

### Text Book (s)

- Bhagat A.K. Elections and Electoral Reforms in India. Delhi, Vikas, 1996.
- Bajpayee A. Indian Electoral System: An Analytical study, New Delhi, Nardeen Book Centre, 1992.
- Gehlot N.S. Elections and Electoral Administration in India, New Delhi, Deep and Deep, 1982

### Reference Book (s)

- Kothari Rajni Party System and Elections Studies, Bombay, 1967

Unit_1	<b>8 Hours</b>
<b>Recent Developments in Indian Politics:</b> Incumbency and Anti-Incumbency, Changing Voting Behaviour, Rise of Female Voters	
Unit-2	<b>8 Hours</b>
<b>Issues in Indian Elections:</b>	

Anti-Defections Laws, Concept of NOTA, Use of EVMs	
Unit-3	<b>8 Hours</b>
<b>Disaster management:</b> Understanding Natural and Man-Made Disasters, Disaster Response NDRF	
Unit 4	<b>8 Hours</b>
<b>Rights of the specific groups:</b> Refugees: UNHCR, HRLN, Rohingya refugees, Institutional framework to protect the rights of the refugees.	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
50	0	50	100

### SEMESTER III

<b>Name of The Course</b>	<b>Research Methods in Political Science</b>			
<b>Course Code</b>	MSL04T1051			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	none			
<b>Antirequisite</b>	none			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objective:**

To develop scientific skills of research in political science. To understand sampling and data analysis. To learn the tools of research in political science. To use the research tools in articles and essays

**Course Outcomes:** After completion of this course students will be enabling to

CO1	Students would acquire necessary research skills
CO2	Students will be able to develop proper research designs
CO3	Be able to do sampling and data collection
CO4	Ability to create questionnaires.
CO5	Ability to assess social political problems through empirical research
CO6	Capability to provide solutions of the problems.

**Reference Books:**

- Dyer, C. (2001) Research in Psychology: A Practical guide to Research Methodology and Statistics, Oxford : Blackwell Publishers
- SIS Research Manual, Jawaharlal Nehru University, [https://www.jnu.ac.in/sites/default/files/SIS\\_Research\\_Manual.pdf](https://www.jnu.ac.in/sites/default/files/SIS_Research_Manual.pdf)

**Text Books :**

- Neuman, W.L. (2006), Social Research Methods: Qualitative and Quantitative Approaches, Boston: Pearson Education
- University Writing Centre, The University of Texas at Austin, <http://uwc.utexas.edu/handouts/>
- University of New South Wales, Learning Centre Resources, <http://www.lc.unsw.edu.au/node/7>
- **Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Module _ I</b>	<b>8 hours</b>
<b>Unit_1.</b> Research Method and Research Methodology. 2. Scientific Method: features and limitations. 3. Hypothesis: functions and importance; Characteristics of good Hypothesis. 4. Concepts and variables: A brief analysis	
<b>Module _II</b>	<b>8 hours</b>
<b>Unit_ 1.</b> Types of Research: Pure and Applied, Historical and Analytical. 2. Survey Research: features, merits and demerits. 3. Research Design. Meaning and importance. 4. Types of Research Design: Exploratory, Descriptive, And Experimental and Action Research	
<b>Module _ III</b>	<b>8 hours</b>
<b>Unit_1.</b> Sampling: Meaning and importance. 2. Types of sampling – Random Sampling, Stratified sampling and Systematic sampling.	
<b>Module _ IV</b>	<b>8 Hours</b>
<b>Unit_ 1.</b> Data collection, Processing and Analysis. 2. Report Writing. 3. Role of internet and computers in Political Science Research.	
<b>Module _V</b>	<b>8 hours</b>
<b>Unit_1</b> Writing skills- Article, essay, research paper 2. Reference and Bibliography	
<b>Module _VI</b>	<b>8 hours</b>
Recent Developments in methods of research	

## SEMESTER IV

### ELECTIVES

<b>Name of The Course</b>	Political Sociology			
<b>Course Code</b>	MSL04T1052			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

#### Course Objectives:

To analyse the relationship between society and state. Relationship between civil society and state. Process of state formation. The institutionalization of local, national, and global political regimes

#### Course Outcomes

<b>CO1</b>	Ability to define the relationship between state and society. (K1)
<b>CO2</b>	Ability to compare and analyse the process of state formation.(K4)
<b>CO3</b>	Ability to assess the role of power and social identities.(K5)
<b>CO4</b>	Ability to analyse the factors responsible for political participation and political socialization.(K4)
<b>CO5</b>	Ability to interpret the impact and difference in the role of civil and military governments on state.(K3)
<b>CO6</b>	To understand the contemporary issues pertaining to politics and society in India

#### Text Book (s)

- Nisbet, R.A. 1967. The Sociological Tradition. London: Heinemann.
- Abrams, P. 1968. The Origins of British Sociology. Chicago: University of Chicago Press.
- Marx, K. 1964. Pre-capitalist Economic Formations. London: Lawrence and Wishart.
- Marx, K. 1954. Capital - Vol. I. Moscow: Progress Publishers. (Chapter 1,10 and 14).
- Marx, K. 1924. The Class Struggle in France (1848-1850). New York: New York Labour News.
- Marx, K. and F. Engels. 1976. The Manifesto of the Communist Part, in Marx & Engels Collected Works - Vol. 6. London: Lawrence and Wishart.
- Weber, M. 1978. Economy and Society: An outline interpretative sociology (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters

#### Reference Book (s)

- Weber, M. 1949. The Methodology of the Social Sciences. New York: Free Press.
- Weber, M. 2002. The Protestant Ethic and the Spirit of Capital. Los Angeles: Blackwell Publishers.
- Durkheim, E. 1982. The Rules of Sociological Method. London: Macmillan.
- Durkheim, E. 1933. The Division of Labour in Society. Glencoe: The Free Press.

- Durkheim, E. and M. Mauss. 1969. Primitive Classifications. London: Cohen & West

<b>Unit-1 Introduction</b>	<b>8 hours</b>
<b>Unit-2</b>	<b>8 hours</b>
Social bases of politics. Process of State formation and nationalism in West Europe and third world. Social stratification and politics: caste, class, elite.	
<b>Unit-3 Impact</b>	<b>8 hours</b>
Gender and politics: basic issues. Power, Authority and Legitimacy. Religion, Society and Politics – religion in society: different views	
<b>Unit-4</b>	<b>8 hours</b>
Classification and types of political systems. Political culture and Political socialization: nature, types and agencies. Political participation: concept and types. Groups in politics: Parties and Pressure groups	
<b>Unit-5</b>	<b>8 hours</b>
Political communication: concept and features. Electorate and electoral behaviour (with reference to India). Military and politics: conditions and modes of intervention. Political development and social change – role of tradition and modernity	
<b>Unit-6</b>	<b>8 hours</b>
Recent Trends in political sociology	

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

## COURSE: EXPERIENTIAL LEARNING II

<b>Name of The Course</b>	<b>EXPERIENTIAL LEARNING-II</b>			
<b>Course Code</b>	MLA04T2034			
<b>Prerequisite</b>	None			
<b>Co requisite</b>	None			
<b>Anti requisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	0	1	4	4

### Course Objective:

Experiential learning focuses on learners reflecting on their experience of doing something, so as to gain conceptual insight as well as practical expertise. The objective of this course is to make it personally meaningful and have some significance to the student. Students will have opportunities to reflect on and discuss their learning experience throughout the process of the assignments.

<b>CO1</b>	Student will be able to combines direct experience with focused reflection
<b>CO2</b>	Student will be able to Build on past knowledge and experiences;
<b>CO3</b>	Student will be able to actively involved in meaning construction;
<b>CO4</b>	Student will be able to exchange ideas and perspectives;
<b>CO5</b>	Student will be able to creates a new idea/concept or modifies an existing abstract concept
<b>CO6</b>	Student will be able to apply the new knowledge to other situations

### Text Book (s)

- Bhagat A.K. Elections and Electoral Reforms in India. Delhi, Vikas, 1996.
- Bajpayee A. Indian Electoral System: An Analytical study, New Delhi, Nardeen Book Centre, 1992.
- Gehlot N.S. Elections and Electoral Administration in India, New Delhi, Deep and Deep, 1982

### Reference Book (s)

- Kothari Rajni Party System and Elections Studies, Bombay, 1967

Unit_1	8 Hours
<b>Recent Developments in Indian Politics:</b> Incumbency and Anti-Incumbency, Changing Voting Behaviour, Rise of Female Voters	
Unit_2	8 Hours
<b>Issues in Indian Elections:</b> Anti-Defections Laws, Concept of NOTA, Use of EVMs	

Unit_3	8 Hours
<b>Disaster management:</b> Understanding Natural and Man-Made Disasters, Disaster Response NDRF	
Unit_4	8 Hours
<b>Rights of the specific groups:</b> Refugees: UNHCR, HRLN, Rohingya refugees, Institutional framework to protect the rights of the refugees.	

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
50	0	50	100

<b>Name of The Course</b>	<b>Elections and Political Process in India</b>			
<b>Course Code</b>	MSL24T5008			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

**Course Outcomes:** After completion of this course students will be enabling to

<b>CO1</b>	Enlarge their understanding on electoral behavior in different part of India
<b>CO2</b>	Enable to understand the political structure and function of Indian society to comprehend their understanding at nuanced level.
<b>CO3</b>	Understanding concepts and approaches related to democratic decentralization in India and its implications.
<b>CO4</b>	Familiarity with concepts and approaches to Federalism, and various aspects related to it.
<b>CO5</b>	Knowledge of Centre-State relations in the Legislative, Administrative and Financial spheres and their implications at grassroots level electoral politics.
<b>CO6</b>	Enable to understand the changing trends in party system in India

- Enlarge their understanding on electoral behavior in different part of India
- Enable to understand the political structure and function of Indian society to comprehend their understanding at nuanced level.
- Understanding concepts and approaches related to democratic decentralization in India and its implications.
- Familiarity with concepts and approaches to Federalism, and various aspects related to it.
- Knowledge of Centre-State relations in the Legislative, Administrative and Financial spheres and their implications at grassroots level electoral politics.
- Enable to understand the changing trends in party system in India

**Text Book (s)**

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.

**Reference Book (s)**

- R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman
- *and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.
- M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

#### Detailed Syllabus

<b>Module-I</b>	<b>8 Hours</b>
<b>Unit-1 Introduction</b>	
Political Parties and the Party System	
Trends in the Party System; From the Congress System to Multi-Party Coalitions	
<b>Module-II</b>	<b>8 Hours</b>
<b>Unit-2</b>	
Determinants of Voting Behaviour	
Caste, Class, Gender and Religion	
<b>Module-III</b>	<b>8 Hours</b>
<b>Unit-3</b>	
Religion and Politics	
Debates on Secularism; Minority and Majority Communalism	
<b>Module-IV</b>	<b>8 Hours</b>
<b>Unit-4</b>	
Caste and Politics	
Caste in Politics and the Politicization of Caste	
<b>Module-V</b>	<b>8 Hours</b>
<b>Unit-5</b>	
The Changing Nature of the Indian State	
Developmental, Welfare and Coercive Dimensions	
<b>Module-VI</b>	<b>8 Hours</b>
<b>Unit-6</b>	
Recent Trends	

<b>Name of The Course</b>	<b>Federal Politics with Special Reference of UP &amp; Tamil Nadu</b>			
<b>Course Code</b>	MSL24T5009			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

Political parties have proliferated in India since the 1980s. A marked feature of the growth of parties has been the competitiveness of regional parties. Political entrepreneurs have broken away from established parties and formed separate parties that have competed at both state and national levels of the Indian political system. A few of the newly formed parties became strong competitors in their home units, sometimes leading state governments, demonstrating that they were large parties in their own region. A larger number of regional parties won representation in the Lok Sabha after 1989, but most of these newer parties, and some of the older ones, remained small. In the context of coalition politics many small parties were welcomed into national coalitions. The objective of this course is to enlighten students about the significance of larger states UP and Tamilnadu in the Indian politics and their key role in determining the frugality of central government.

**Course Outcomes:** After completion of this course students will be enabling to

<b>CO1</b>	Enlarge their understanding on federal structure of Indian states
<b>CO2</b>	Enable to understand the reason behind asymmetrical distribution of power among the Indian states
<b>CO3</b>	Develop understanding, concepts and approaches on Centre-state relations
<b>CO4</b>	Familiarity with local political dynamics and their factors in Tamilnadu
<b>CO5</b>	Familiarity with local political dynamics and their factors in Uttar Pradesh
<b>CO6</b>	Enable to understand the changing trends in party system in India

**Text Book (s)**

- P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.

**Reference Book (s)**

- Chatterjee, Partha. 2010. "The state," in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds). *The Oxford companion to politics in India*. New Delhi.
- Jodhka, Surinder Singh. 2013. *Caste*. New Delhi: OUP short introduction series.
- Pai, Sudha. 2013. *Dalit assertion*. New Delhi: OUP short introduction series.
- Shah, Ghanshyam (ed.). 2001. *Dalit identity and politics*. New Delhi: Sage.

- Xaxa, Virginius. 2005. "Politics of language, religion and identity: Tribes in India," *Economic and Political Weekly*, 40(13).
- Austin, Granville. 1966. "Language and the constitution: The half-hearted compromise," in Granville Austin. *The Indian constitution: cornerstone of a nation*. Oxford: Clarendon Press.
- Kaviraj, Sudipta. 2010. "Writing, speaking, being: Language and the historical formation of identities in India," in Sarangi (ed.), *Language and politics in India*, chapter 9.

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

### Detailed Syllabus

<b>Module-I</b>	<b>8 Hours</b>
<b>Unit-1 Introduction</b>	
Federalism and Center-State Relations	
Legislative, Administrative and Financial relations	
<b>Module-II</b>	<b>8 Hours</b>
<b>Unit-2</b>	
State Government	
Governor: Role, Powers and Functions, Chief Minister: Power, Role and Position	
<b>Module-III</b>	<b>8 Hours</b>
<b>Unit-3</b>	
Regionalism and secessionism	
Language, region, and ethnicity: Demand for separate states; salience of regional parties at the national and state level	
<b>Module-IV</b>	<b>8 Hours</b>
<b>Unit-4</b>	
<b>Governance in UP</b>	
Centre-state relations with specific reference to Uttar Pradesh	
<b>Module-V</b>	<b>8 Hours</b>
<b>Unit-5</b>	
<b>Governance in Tamilnadu</b>	
Centre-state relations with specific reference to Tamilnadu	
<b>Module-VI</b>	
<b>Unit 6</b>	<b>8 Hours</b>
Recent Developments	

<b>Name of The Course</b>	<b>Contemporary Issues in Indian Politics</b>			
<b>Course Code</b>	MSL24T5010			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

This course is designed to introduce students to Contemporary Issues in Indian Politics. India is a plural and diverse country with many religions, regions, classes, castes and communities. Also, India, after its independence, has adopted parliamentary democracy and has become the largest democracy in the world. Thus, the vibrant domain of Indian political process is fiercely contentious as it has to negotiate with a wide range of diversities and pluralities within a democratic framework in order to arrive at some kind of consensus. This course presents the multifaceted process of change in India since 1947. The course will begin by analyzing the process of political change and nation-building in India, and how state and civil society's presence have changed the secular, religious, politics in India. We will end the course with a brief focus on the contemporary global changes and its impact on Indian politics.

**Course Outcomes:** After completion of this course students will be enabling to

<b>CO1</b>	Enlarge their understanding on electoral behavior in different part of India
<b>CO2</b>	To understand Election Process including Voting Patten
<b>CO3</b>	To make candidates/students as Political Evaluator/Analyst
<b>CO4</b>	To learn about Organization, Functions and Procedures of Government/Ministries at National and State/Regional level.
<b>CO5</b>	To know more about the reality of Indian society such as caste, gender, language, religion.
<b>CO6</b>	Enable to understand the changing trends in party system in India.

### Text Book (s)

- Kaviraj, Sudipta,(2009)"Indian Political System", Oxford University Press
- Narang, A.S,(1993)"Indian Government & Politics, geetanjali Publishing House, New Delhi

### Reference Book (s)

- Chandok Neera (2011) ' Contemporary India' Pearson India, New Delhi
- Nariman fali S ( 2012) The state of Nation, hay House publishing, New Delhi
- Brass Paul(1989), the Politics of India since Independence, Orient Longman, New Delhi

- Singh M.P, Roy Himanshu (1988) Indian Political system: structure, policies , development, Ganada Prakashan, New Delhi
- K S Subramanian Political Violence and the Police in India, Sage, New Delhi

#### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

#### Detailed Syllabus

<b>Module-I</b>	<b>8 Hours</b>
<b>Unit-1 Introduction</b>	
Political Parties and the Party System	
Transition from one party dominance to multiparty system in India	
<b>Module-II</b>	<b>8 Hours</b>
<b>Unit-2</b>	
Election commission and Electoral Reforms	
Report of the National Commission to Review the working of the constitution and electoral reform	
<b>Module-III</b>	<b>8 Hours</b>
<b>Unit-3</b>	
Religion and Politics	
Debates on Secularism; Minority and Majority Communalism	
<b>Module-IV</b>	<b>8 Hours</b>
<b>Unit-4</b>	
Caste and Politics	
Caste in Politics and the Politicization of Caste and political violence	
<b>Module-V</b>	<b>8 Hours</b>
<b>Unit-5</b>	
India's development strategy and Inclusive growth	
<b>Module-VI</b>	<b>8 House</b>
Regional Politics, Politics of Identity, changing voting Behavior pattern	

**Course Name: Post-cold war World Politics**

<b>Name of The Course</b>	Post-cold war World Politics			
<b>Course Code</b>	MSL24T5011			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

This course introduces students to some of the most important theoretical approaches for studying international relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones of world politics and equip them with the tools to understand and analyze the same from different perspectives.

**Course Outcomes:** After completion of this course students will be enabling to

<b>CO1</b>	Awareness about the theoretical aspects of world politics
<b>CO2</b>	India’s involvement against war on terrorism
<b>CO3</b>	US imposition of its agenda
<b>CO4</b>	Role of non-state actors against the world powerful states
<b>CO5</b>	Changing world order in post-cold war politics
<b>CO6</b>	Develop comprehensive understanding on the importance of human security in international politics

**Text Book (s)**

- Smith, M. and Little, R. (eds.) (1991) ‘Introduction’ in Michael Smith, R. Little (eds.) Perspectives on World Politics. New York: Routledge.

**Reference Book (s)**

- Baylis, J. and Smith, S. (eds.) (2008) the Globalization of World Politics. An Introduction to International Relations.4th edn. Oxford: Oxford University Press.
- Cox, M. (2005) ‘From the Cold War to the War on Terror’ in Baylis, J. and Smith, S. (eds.) (2008) the Globalization of World Politics. An Introduction to International Relations.4th edn. Oxford University Press.
- Goldstein, J.S. (2003) International Relations. New Delhi: Pearson Education.
- Vanaik, A. (2007) ‘Political Terrorism and the US Imperial Project’, in Masks of Empire, New Delhi: Tulika Books.
- Halliday, F. (2004) ‘Terrorism in Historical Perspective’, Open Democracy, 22 April.[Online] DOI: [http://www.opendemocracy.net/conflict/article\\_1865.jsp](http://www.opendemocracy.net/conflict/article_1865.jsp)

- Buzan, B. and Herring, E. (1998) The Arms Dynamic in World Politics. London: Lynne Rienner.

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

### Detailed Syllabus

<b>Module _ I</b>	<b>8 Hours</b>
<b>Unit-1 Introduction</b> India's foreign policy	
Determinants of Indian foreign policy, India's policy towards its neighbouring states.	
<b>Module _ II</b>	<b>8 Hours</b>
<b>Unit-2</b> India and world affairs	
NAM, India's action against terrorism and insurgency.	
<b>Module _ III</b>	<b>8 Hours</b>
<b>Unit-3</b> Theoretical aspects of international politics	
Classical Realism, neo-realism, neo-classical realism, world system theory, dependency theory, neo-liberal order.	
<b>Module _ IV</b>	<b>8 Hours</b>
<b>Unit-4</b> End of History	
Cold War, Post & After cold war politics, Liberal Democracy, Capitalism, Economic Affairs, End of Bipolarity.	
<b>Module _ V</b>	<b>8 Hours</b>
<b>Unit-5</b> International Relations After the Twin Towers	
Terrorism, Insurgency, clash of civilization.	
<b>Module _ VI</b>	<b>8 Hours</b>
New development in world politics	
War on Terror, US afghan policy, rise of religious extremism, Patterns of conflict.	

<b>Name of The Course</b>	<b>South Asia in the world affairs</b>			
<b>Course Code</b>	MSL04T5012			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objectives:**

This course is designed to make students aware about the role of South Asia in international politics. The main thrust is to transcend distinction between the study of international relations and the study of domestic politics in the specific case of South Asia by focusing upon the global political system of which the states system and the national political systems are both part. As such this course focuses on the connections between the national, regional and international arenas as mediated through the institutions of state and government, particular cultural and ideological values, and particular desire and aspirations of peoples in this region. The course also throws light on the role of great powers in the region and India's bilateral ties with its neighbours in the light of global and domestic milieu. Finally, course examines the links between South Asia and international economy in the era of globalisation and liberalisation as also on evolution, achievements and limitations of South Asian Association for Regional Cooperation (SAARC).

**Course Outcomes:** After completion of this course students will be enabling to

<b>CO1</b>	To enable students to understand the relevance of south Asian region in world politics
<b>CO2</b>	able to understand the socio-ethnic dimensions of south Asian states
<b>CO3</b>	examine the role of regional organisations in mitigating regional conflicts
<b>CO4</b>	competent to know reasons behind powerful states involvement in south Asia
<b>CO5</b>	Understanding role of India in bringing peace and stability in South Asian region
<b>CO6</b>	Illuminate students on theoretical perspective in south Asian region

- To enable students to understand the relevance of south Asian region in world politics
- able to understand the socio-ethnic dimensions of south Asian states
- examine the role of regional organisations in mitigating regional conflicts
- competent to know reasons behind powerful states involvement in south Asia
- Understanding role of India in bringing peace and stability in South Asian region
- Illuminate students on theoretical perspective in south Asian region

**Text Book (s)**

- Navnita Chadha Behera (2008), *International Relations in South Asia: Search for an Alternative Paradigm*, Sage Publications, Delhi.

**Reference Book (s)**

- Babu, B Ramesh (2004), *Glocalization and the Indian Nation State: Jurisdiction and Loyalties in Flux*, New Delhi, South Asian Publishers.

- Buzan, Barry (2002), South Asian Moving towards Transformation: Emergence of India as a GreatPower, *International Studies* (vol.39, no.1, New Delhi, January-March 2002) pp1-24.
- Chapman, Graham (2003), *The Geopolitics of South Asia: From Early Empires to the Nuclear Age*, Ashgate Publishing.
- Chari, P., Perception (2003), *Politics and Security in South Asia* (London, Routledge.
- Hewitt, Vernon Marston (1992), *The International Politics of South Asia* (Manchester, ManchesterUniversity Press.

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

### Detailed Syllabus

<b>Module-I</b>	<b>8 Hours</b>
<b>Unit-1 Introduction</b>	
Introduction:	
South Asia as a Region; a Brief Profile of South Asian States; andProblems of Irredentism.	
<b>Module-II</b>	<b>8 Hours</b>
<b>Unit-2</b>	
Roots of Conflict in South Asia:	
Geography, History, Ideology, Social Structure,Politics and External Intervention.	
<b>Module-III</b>	<b>8 Hours</b>
<b>Unit-3</b>	
Bilateral Relations in South Asia:	
India and Pakistan; India and Bangladesh, India andHimalayan Kingdoms of Nepal and Bhutan, and India and Sri Lanka.	
<b>Module-IV</b>	<b>8 Hours</b>
<b>Unit-4</b>	
International relations:	
The United States and South Asia; the former SovietUnion/Russia and South Asia,China and South Asia, and South Asia and theInternational Politics of the Muslim World.	
<b>Module-V</b>	<b>8 Hours</b>
<b>Unit-5</b>	
Regional organisation: SAARC	
Evolution, Achievements and Limitations.	
<b>Module-VI</b>	<b>8 Hours</b>
Unit-6	
Recent Developments	

<b>Name of The Course</b>	West Asia and World Affairs			
<b>Course Code</b>	MSL04T5013			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

To familiarize the students with the various identities of West Asia. To study the environmental issues ravaging the region. To discuss the rights of women and minorities. To enable critical thinking about the rise of terrorism in the region. To understand the reasons behind constant upheaval in the region

### Course Outcomes

<b>CO1</b>	Demonstrate knowledge of the key concepts pertaining to West Asia
<b>CO2</b>	Critically evaluate the changing ideas and politics which impact the peace and stability of the region
<b>CO3</b>	Analyse the importance of environmental issues, rights of women and minorities in the region
<b>CO4</b>	Examine the causes and consequences of various conflicts taking place across the region
<b>CO5</b>	Develop a nuanced understanding of the role of Oil Politics and interference of External players in the region
<b>CO6</b>	To analyse contemporary issues related to West Asia and its Geopolitics

### Text Book (s)

- Lewis, Bernard (1994), Shaping of the Modern Middle East, New York, Oxford University Press, London.
- Dawoody, Alexander (2016), Eradicating Terrorism from the Middle East, Springer, Washington D C.
- Tareq Y. Ismael (2000), The International Relations of the Middle East in the 21st Century: Patterns of Continuity and Change, Ashgate Publishing, London.

### Reference Book (s)

- Yergin, Daniel (1990), The Prize: the Epic Quest For Oil, Money and Power, Simon and Schuster, New York
- Sadiqi, Fatima (2013), Women in the Middle East and North africa: Agents of Change, Routledge, London

- Roy, Olivier (2007), The Politics of the Chaos in the Middle East, Hurst & Company,

<b>Unit-1 Introduction to Geo Politics</b>	<b>8 hours</b>
History of the region Cradle of three main Religions: Islam, Judaism and Christianity Political Structures: Monarchy, Democracy and Dictatorship	
<b>Unit-2 Contemporary Issues</b>	<b>8 hours</b>
Environmental Issues in the Region Status of Women in the Region Who are the Minorities in the Region?	
<b>Unit-3 Conflicts and Terrorism</b>	<b>8 hours</b>
Different Conflicts in the Region Terrorism- Al Qaeda to ISIS	
<b>Unit-4 External Players</b>	<b>8 hours</b>
The US The EU China	
<b>Unit-5 Economic Relation</b>	<b>8 hours</b>
Economic Features: Hydrocarbons Oil Politics	
<b>Unit -6 Recent Development</b>	<b>8 Hours</b>
Recent development in Word Affairs	

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	Human Rights			
<b>Course Code</b>	MSL24T5005			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

The course seeks to familiarize the students with the basic concept of human rights. The course aims to study the violation of human rights global and national context and the specific situations leading to human rights violations. This course tries to understand the nature and functions of international law. This course also focuses on the underlying values of human rights and to explore various international and national legal frameworks which embody human rights and promote them in practice. This course attempts to increase the knowledge of law students with respect to human rights. The main objective of this course is to provide an insight into the meaning and significance of various human rights in the contemporary era and the mechanisms developed at the international and national level for protection and promotion of such rights.

### Course Outcomes

<b>CO1</b>	Demonstrate the knowledge of the Origin and Development of Human Rights.
<b>CO2</b>	Critically evaluate the role of the UN and its affiliated agencies in promotion and the protection of human rights.
<b>CO3</b>	Analyse and understand the importance of the international human rights instruments in protection of human rights.
<b>CO4</b>	Examine the foundation of the regional protection system of human rights.
<b>CO5</b>	Demonstrate the human rights system in India.
<b>CO 6</b>	Demonstrate recent developments in the field of Human Rights

### Text Book (s)

- Alston, Phillip, The United Nations and Human Rights, Clarendon Press, London (1995).
- Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations, D.K. Publishers, New Delhi (1996).
- Basu, D.D., Human Rights in Constitutional Law, Prentice Hall, New Delhi (1994).
- Sehgal, B.P.Singh, ed., Human Rights in India: Problems and Perspectives, Deep and Deep Publications, New Delhi (1999).
- S.K.Avesti and R.P.Kataria, Law Relating to Human Rights, Orient Publications, New Delhi (2000).

- SK Kapoor, Human Rights under International and Indian Law, Central Law Agency, Allahabad, (1999).

**Reference Book (s)**

- HO Agarwal, Human Rights, Central Law Publications, Allahabad, (12th Edn. - 2012)
- Justice Palok Basu, Law Relating to Protection of Human Rights, Modern Law Publications, Allahabad (2002).
- Sircar, V.K., Protection of Human Right in India, Asia Law House, Hyderabad (2004-05.)
- Symmonides, J., Human Right: International Protection, Monitoring and Enforcement, Rawat publications, New Delhi (2005)
- Mamata Rao, Law Relating to Woman and Children, Eastern Book Co., Lucknow (2008)
- G B Reddy, Woman and the Law, Gogia Law Agency, Hyderabad (2001)
- SC Tripathi, Law Relating to Woman and Children, Central Law Publishers, Allahabad, (2001)
- Paramjit S. Jaswal, Nishtha Jaswal, Human Rights and the Law, APH Publishing, New Delhi (1996).

<b>Unit-1 Introduction :</b>	<b>8 hours</b>
Brief introduction: Meaning and Concept of Human Rights.	
<b>Unit-2 Human Rights &amp; UN:</b>	<b>8 Hours</b>
Theoretical Foundation of Human Rights - Natural Law and Natural Rights History and Development of Human Rights Modern Developments Generations of Human Rights - Civil and Political Rights - Economic, Social and Cultural Rights - Solidarity Rights UN Charter , United Nations Commission on Human Rights (Human Rights Council), Sub commission on Prevention of Discrimination and Protection of Minorities, Commission on Status of Women, UN Centre for Human Rights & UN Commissioner for Human Rights Office of UN High Commissioner for Human Rights, UNHCR, Role of UN in Protection and Promotion of Human Rights.	
<b>Unit_3 International Human Rights Instruments:</b>	<b>8Hours</b>
International Bill of Human Rights Universal Declaration of Human Rights, 1948 – Influence – Legal Significance, International Covenant on Civil and Political Rights, 1966, First Optional Protocol, Second Optional Protocol to ICCPR, International Covenant on Economic, Social and Cultural Rights, 1966, Optional Protocols to ICESCR  UN Commission on Human Rights (Human Rights Council), The Human Rights Committee (CCPR) under ICCPR, The Committee on Economic, Social and Cultural Rights (CESCR) under, ICESCR Treaty Bodies and Other Bodies.	

<b>Unit _4 Regional System for Protection of Human Rights:</b>	
The European Convention on Human Rights, 1950, The American Convention on Human Rights, 1969, African Charter on Human and Peoples Rights, 1981, Arab Charter, 2004, Asian Human Rights Charter, 1998.	
Human Rights of Vulnerable Groups Women, Children, Minorities, Disabled person.	
<b>6 Hours</b>	
<b>Unit_ 5Human Rights in India</b>	
<b>8 hours</b>	
Rights under Indian Constitution, Application of International Human Rights Law in India, Role of Indian Judiciary, The Protection of Human Rights Act, 1993, Powers and Functions of NHRC	
Unit-6 Recent Development	<b>8 Hours</b>
Recent Development in the field of Human Rights	

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

<b>Name of The Course</b>	Gender issues in developing societies			
<b>Course Code</b>	MSL24T5006			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

The objectives of the course are to introduce students with thematic and conceptual debates on gender and developing societies. The course aims to understand basic issues, trends, and concepts in the field of gender inequality. This course tries to identify and critically analyze the relevance and influence of gender in a range of development issues. This course also attempts to understand various theories on gender justice in details. Students to understand the construction of gender and its history. Moreover, the course provides an overview of different efforts related to the gender justice.

### Course Outcomes

<b>CO1</b>	Demonstrate the knowledge of the Gender issues in developing societies.
<b>CO2</b>	Be familiar with thematic and conceptual debates on gender and developing societies.
<b>CO3</b>	Understand basic issues, trends, and concepts in the field of gender inequality.
<b>CO4</b>	Possess a heightened capacity to identify and critically analyze the relevance and influence of gender in a range of development issues, including economic development, poverty, sexual and reproductive health, masculinity and engaging men, LGBT+, the environment and climate change, microfinance, agriculture, and migration.
<b>CO5</b>	Demonstrate a greater understanding of the role gender relations can play in project planning and management, and a basic knowledge of some gender analysis tools and frameworks
<b>CO6</b>	Demonstrate recent changes.

### Text Book (s)

- Bolt, C. The Women's Movements in the United States and Britain from the 1790s to the 1920s. New York & London: Harvester Wheatsheaf, 1993.
- Burton, A. Burdens of History: British Feminists, Indian Women and Imperial Culture. University of North Carolina Press, 1994.
- Holton, S. Suffrage Days: Stories from the Women's Suffrage Movement. London: Routledge, 1996.

- Legates, M. In Their Time: A History of Feminism in Western Society. London: Routledge, 2001.
- Rendall, J. The Origins of Modern Feminism: Women in Britain, France and the United States, 1780-1960. Basingstoke: Macmillan, 1985.

**Reference Book (s)**

- Kemp, Sandra and Judith Squires. Feminisms, Oxford: Oxford University Press, 1997.
- Ramusack, Barbara N., and Sharon Sievers. Women in Asia. Bloomington: Indiana University Press, 1999.
- Bhasin, Kamala and Nighat Said Khan. Some Questions on Feminism and Its Relevance in South Asia., Kali For Women, New Delhi, 1986.
- Chaudhuri, Maitrayee (Ed.) Feminism in India, Kali for Women, New Delhi, 2004.
- Menon ,Nivedita. Gender and Politics In India, OUP, New Delhi. 1999.
- Sangari, Kumkum and Suresh Vaid (eds.). Recasting Women: Essays in Colonial India, New Delhi: OUP, 2003.

<b>Unit-1 Introduction</b>	<b>8 hours</b>
Feminist Epistemology and the field of Women’s Studies.	
<b>Unit-2 Gender</b>	<b>8 Hours</b>
Core concepts of Gender Studies, Theories of Gender Studies, Growth and challenges of Women’s Studies in India, Approaches: Liberal, Socialist, Marxist, Radical Feminism, New Feminist Schools/ Traditions. Gender, Conflict and International Peace Building. Gender Justice and International Labour Organization. Transforming Feminist Theory Eco-feminism Feminist SemioticsThe Notions of the Anthropocene and Resilience	
<b>Unit_3 Gender its Construction and History.</b>	<b>8 Hours</b>
Gendering History/ Her story, Gender and Religion Scope and Challenges of Women’s Education.Constructing Gender: Caste, Class and Gender, Gender and Sexuality in Contemporary Debates. Women, State and Law.	
<b>Unit _4 Gender, Development and Empowerment</b>	<b>8 Hours</b>
Approaches to the Study of Gender and Development (WID, WAD, GAD), Labour, Gender and Work& Social Protection Policies for Women in India, Political Participation and the Debate on Reservation Education and Labour Market Participation Women and Grassroots Movements Gender and Health	
<b>Unit_ 5Gender, Exclusion and Inclusion: International Interventions with Regards to Women and Gender Rights.</b>	<b>8 hours</b>

Gender and the politics of security, Gender and Disability, Gender and Migration. Gender and media in the Digital Age. The United Nations Conferences on Women, Gender and International Security.

Unit-6 Recent Developments

**8 hours**

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Name of The Course</b>	International Law			
<b>Course Code</b>	MSL24T5007			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

- The objectives of the course are to equip the graduate student with the necessary knowledge and skills of international law
- The course aims to study more specialized courses of international law and develop capacity to apply international law in concrete cases
- This course tries to understand the nature and functions of international law.
- This course also attempts to understand various sources of international law in details.
- Students to understand the basic principle of international law as well.
- Moreover, the course provides a background of the state responsibility and state practice in international law.

### Course Outcomes

<b>CO1</b>	Demonstrate the knowledge of the Origin and Development of international law.
<b>CO2</b>	Critically evaluate the necessary knowledge and skills of international law.
<b>CO3</b>	Analyse and understand the importance of the basic principles of international law.
<b>CO4</b>	Examine the foundation of the essential knowledge of the law of state responsibility.
<b>CO5</b>	Demonstrate the relevance of international law to the contemporary developments at the international.
<b>CO6</b>	To analyse contemporary issues related to International Law

### Text Book (s)

- J.G.Starke, Introduction to International law, Aditya Books, New Delhi.
- S.K.Varma, An Introduction to International Law, Printice Hall of India, New Delhi
- International Law; Sir Robert Jennings and sir Arthur Watts (ed) Longman

### Reference Book (s)

- 1. Ian Bronnlie, Principles of Public Internal Law Oxford University pres.
- 2. Malcom N Shaw, International Law, Cambridge Publication.
- 3. H.O Agarwa;. International Law and Human Rights, Central Law Publications Allahabad.
- 4. S.K.Kapoor, Public International Law, Central Law Agency.

<b>Unit-1 Introduction</b>	<b>8 hours</b>
Brief introduction: <b>Introduction to the International Law.</b>	
<b>Unit-2 The nature and functions of International law:</b>	<b>8 Hours</b>
<b>Unit</b> Basic Aspects of International Law:: Nature and basis of International Law, definition of International Law, Relationship between Municipal Law and International Law, Sources of International Law (Treaties custom, general principles, recognized by civilized Nation, ICJ decisions).	
<b>Unit_3 State as subject of international law:</b>	<b>8 Hours</b>
Essentials of statehood, Not fully sovereign states and other entities, Right and duties of states, Modes of acquisition and loss of state territory, State responsibility, State practice. Concept of recognition, Kinds and consequences of recognition, Basis of jurisdiction sovereign immunity, diplomatic privileges and immunities.	
<b>Unit _4 Individual as a subject of International Law:</b>	<b>8 Hours</b>
The Basic modification, post charter in the position: Nationality, extradition, UNO & Human Rights, UDHR, Covenant on Civil Political Rights, 1966, Covenant on Economic Social and Cultural Rights, 1966. Laws of sea air space, law of outer space, common heritage of mankind.	
<b>Unit_ 5 UNO</b>	<b>8 hours</b>
UNO, Principles and Purpose of UNO, Security Council (Composition, powers and functions), General Assembly (Composition, powers and functions, ECOSOC (Composition, powers and functions) Trusteeship Council, ICJ ( Composition, types of jurisdiction)	
<b>Unit_6 Recent Developments</b>	<b>8 hours</b>
Recent Developments in the field of International law	

### Continuous Assessment Pattern

Internal Assessment (IA)	Mid Term Test (MTE)	End Term Test (ETE)	Total Marks
20	30	50	100

## Course Name: Public Policy

<b>Name of The Course</b>	Public Policy			
<b>Course Code</b>	MSL24T5022			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	none			
<b>Antirequisite</b>	none			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objective:

The aim of this course is to acquaint the students to the broad outlines of public policy in India. This course will help our students studying in various programs to understand basic understanding of public policy in India that will enable them to relate, grasp and critical thinking in their disciplines.

**Course Outcomes:** After completion of this course students will be enabling to

CO1	Develop a broad understanding of basic features of public policy
CO2	Develop a understanding of policy cycle
CO3	Develop a critical understand to models of public policy
CO4	Competent to know importance of public policy
CO5	Understanding role of policy making bodies like NITI Aayog
CO6	To understand the broader role of Institutions in policy making in Covid 19 era

### Reference Books:

- Dror, Y, 1968, Public Policy Making Re-examinecl, Scranton, Pennsylvania.
- Dye, Thomas R., 1978, Understanding Public Policy, Prentice Hall, Englewood Cliffs.
- Gonnley, W.T., 1983, The Politics of Public Utility Regulation, University of Pittsburg Press, Pittsburgh.
- Hogwood, B.W. and L.A. Gunn, 1984, Policy Analysis for the Real World, Oxford University Press, London.
- Lowi, T.J., "Four Systems of policy, politics and choice", Public Administrative Review, Vol. 32, No. 4, 1972.
- Muel ler, D., 1 989, Public Choice, CUP, Cambridge.

### Text Books :

- Robin, Jack (Ed.), 2005, Encyclopedia of Public Administration and Public Policy, Taylor & Frincis, London.

### Continuous Assessment Pattern

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100

<b>Module _ I</b>	<b>8 hours</b>
<b>Unit_1.</b> Understanding of Public Policy 2. The Policy Cycle 3. Models of Public Policy	
<b>Module _ II</b>	<b>8 hours</b>
<b>Unit_ 1.</b> Importance of Public Policy in contemporary context 2. Role of Inter-Governmental Relations in Public Policy	
<b>Module _ III</b>	<b>8 hours</b>
Role of Public Institutions Part I Role of NITI Aayog Role of IIPA	
<b>Module _ IV</b>	<b>8 hours</b>
Role of Public Institutions Part II Role of Cabinet Secretariat and PMO Role of Civil Society	
<b>Module _ V</b>	<b>8 hours</b>
Constraints in Public Policy Formulations. Policy implementation problems	
<b>Module _ VI</b>	<b>8 hours</b>
Recent development in the field of Public Policy Effect of Covid 19 on Public Policy	

## Detailed Syllabus

<b>Name of The Course</b>	Indian Administration			
<b>Course Code</b>	MSL24T5021			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	None			
<b>Antirequisite</b>	None			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

### Course Objectives:

The objective of the course is to discuss the scope and the challenges of administration in today's India. The course also focuses on different levels of administration at the central, state and local levels besides discussing rights and duties of administrators in a democratic context. Students through their respective projects will clearly highlight their own understanding of the subject

### Course Outcomes

<b>CO1</b>	Students will be able gain necessary research skills (K1)
<b>CO2</b>	Students will be able to explain scientific methods and techniques (K2)
<b>CO3</b>	Students will be able to develop proper research designs (K3)
<b>CO4</b>	Students will be able to construct sampling and data collection(K4)
<b>CO5</b>	Students will be able to outline various types of research methods (K5)

<b>CO6</b>	A requisite for project based learning
------------	--

**Text Book (s)**

- Bakshi, P.M. The Constitution of India, Delhi. Universal Law Publishing Co., 2018.
- Arora, Ramesh K. (ed.). Public Administration in India: Tradition, Trends and Transformation. New Delhi: Paragon, 2006.
- Arora, Ramesh K. and R. Goyal. Indian Administration: Institutions and Issues. New Delhi: New Age, 2016.
- Kautilya. The Arthashastra. New Delhi ; New York, N.Y., USA :Penguin Books India, 1992.
- Local, revenue and military administration. Srivastava, M. P. The Mughal administration, Chugh Publications, 1995

**Reference Book (s)**

- Barthwal, C.P. Indian Administration Since Independence. Lucknow: Bharat Publishers, 2003.
- Basu, Rumki. Indian Administration: Structure, Performance and Reform. New Delhi: Adroit Publishers, 2019.
- Chakravarty, Bidyut and Prakash Chand. Indian Administration: Evolution and Practice. New Delhi: Sage, 2016.
- Das, S.K. The Civil Services in India. New Delhi: OUP, 2013.

<b>Unit-1</b>	<b>8 Hours</b>
Indian Administration Evolution of Indian Administration Kautilya Arthashastra and Saptanga Theory	
<b>Unit-2</b>	<b>8 Hours</b>
Law and Order, control and reforms Control over administration: Legislative, Executive and Judicial	
<b>Unit-3</b>	<b>8 Hours</b>

Parliament and Prime Minister Office Union-state administrative relations	
<b>Unit-4</b>	<b>8 Hours</b>
Judiciary: Structure and Function Judicial Activism and Judicial Review, PIL	
<b>Unit-5</b>	<b>8 Hours</b>
Local Government: Panchayati Raj and Municipalities	
<b>Unit-6</b>	<b>8 Hours</b>
Recent Developments in Indian Administration	

#### **Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
50		50	100

**Course Name: Administrative Thinker**

<b>Name of The Course</b>	Administrative Thinker			
<b>Course Code</b>	MSL24T5023			
<b>Prerequisite</b>	None			
<b>Corequisite</b>	none			
<b>Antirequisite</b>	none			
	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	4	0	0	4

**Course Objective:**

The course seeks to analyze and probe the diverse origins of Public Administration. It discusses the various approaches to public administration. Analysis of different models of bureaucracy. To study the difference between Politics and administration

**Course Outcomes:** After completion of this course students will be enabling to

CO1	Understand the development of Public administration as a separate stream of thought from Politics
CO2	Develop a understanding of Role of Bureaucracy
CO3	Develop a critical understand of origins of Public administration theories
CO4	Competent to know different models of Public Administration
CO5	Understanding role of Public Administration
CO6	To understand overall application of principles

**Reference Books:**

- Ali, Shum Shun Nisa. Eminent Administrative Thinkers. New Delhi: Associated Publishing House, 1998
- Goel, S.L. Administrative and Management Thinkers: Relevance in New Millennium. New Delhi: Deep & Deep, 2008
- 
- Kumar, Umesh. Kautilya's Thought on Public Administration. Delhi: NBO, 1990.
- Mahashwari, M. Administrative Thinkers. New Delhi: Macmillan, 2009.
- Mehta, V.R. Foundations of Indian Political Thought. Delhi: Manohar, 1999.
- Fry, Brian (2013), Mastering Public Administration: From Max Weber to Dwight Waldo, CQ Press, Ohio
- Prasad, Ravinder (2011), Administrative Thinkers, Sterling Publishers, New Delhi

**Text Books :**

- A Prasad, Ravindra D., V.S. Prasad, P. Satyanarayana & Y. Pardhasaradhi (eds.). Administrative Thinkers. New Delhi: Sterling, 2010.
- Sapru, R.K. Administrative Theories and Management Thought. New Delhi: PHI, 2013.

- Sharma, Manoj. Administrative Thinkers. New Delhi: Anmol Publication, 2004.

<b>Module _ I</b>	<b>8 Hours</b>
<b>Unit_1.</b> Introduction to Public Administration 2. Kautilya: Statecraft and Governance. 3. Woodrow Wilson: Politics Administration – Dichotomy	
<b>Module _II</b>	<b>8</b>
<b>Hours</b>	
<b>Unit_ 1</b> Administrative Thinkers I 2. Henri Fayol: Principles of Management 3. F.W. Taylor: Scientific Management 4. Max Weber: Model of Bureaucracy	
<b>Module _III</b>	<b>8</b>
<b>Hours</b>	
<b>Unit_1. :</b> Administrative Thinkers II 2. Luther Gullick and Lyndall Urwick: Administrative Principles 3. M.P. Follett: Leadership and Conflict 4. Elton Mayo: Human Relations Theory	
<b>Module _IV</b>	<b>8</b>
<b>Hours</b>	
<b>Unit_ 1.</b> Administrative Thinkers III 2. Chester Barnard: Contribution Satisfaction Equilibrium	
<b>Module _V</b>	<b>8</b>
<b>Hours</b>	
<b>Unit_ 1.</b> Administrative Thinkers III 2. Herbert Simon: Theory of Decision-Making	
<b>Module _VI</b>	<b>8</b>
<b>Hours</b>	
<b>Unit_ 1.</b> Administrative Thinkers III 2. F.W. Riggs: Administrative Models and Approaches	

**Continuous Assessment Pattern**

<b>Internal Assessment (IA)</b>	<b>Mid Term Test (MTE)</b>	<b>End Term Test (ETE)</b>	<b>Total Marks</b>
20	30	50	100