



# ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(w.e.f. Academic Year 2023 – 24)

**Program: B.A. Honours in Political Science**

Semester	Paper	Hours	Credits
<b>I</b>	1. Fundamentals of Social Sciences 2. Perspectives on Indian Society		
<b>II</b>	3. Fundamentals of Political Science 4. Concepts & Ideologies of Political Science	4 4	4 4
<b>III</b>	5. Political Institutions 6. Indian Constitution 7. Western Political Thought: Ancient & Medieval 8. Indian Federal System	4 4 4 4	4 4 4 4
<b>IV</b>	9. Indian Government 10. Dynamics of Indian Political System 11. Indian Political Thought	4 4 4	4 4 4
<b>V</b>	12. E-Governance 13. Local Administration  14 A. Political Reporting (Or) 14 B. Legal literacy – Rights Awareness  15 A. Electoral Politics & Voting Behaviour (Or) 15 B. Legislative Procedures and Practices	4 4   4  4 4	4 4   4  4 4
<b>VI</b>	<b>Internship</b>		
<b>VII</b>	7.1. Western Political Thought: Modern (Or) 7.1. India's Foreign Policy 7.2. Modern Political Analysis (Or) 7.2. Local Governments in India 7.3. Comparative Politics (Or) 7.3. State Government and Politics in A. P  7.4 Research Methodology (Skill Enhancement) (Or) 7.4. International Law (Skill Enhancement) 7.5 Environmental Politics (Skill Enhancement) (Or) 7.5. Ethics and Politics (Skill Enhancement)	4  4 4 4 4 4 4 4 4 4 4	4  4 4 4 4 4 4 4 4 4 4
<b>VIII</b>	8.1. Public Policy Analysis (Or) 8.1. Theory of International Relations 8.2. Human Rights in India (Or) 8.2. Women and Political Process in India 8.3. Select Constitutions: U.K, U.S.A, Switzerland, China	4  4 4  4 4	4  4 4  4 4

	(Or)	4	4
	8.3. Social Movements and Revolutions in India		
	8.4. International Organizations & Global Issues		
	Or	4	4
	8.4. Media and Politics		
	8.5. Political Leadership: Special Reference to India		
	Or	4	4
	8.5. Elections and Political Process in India		
		4	4

**Paper – 1**  
**Fundamentals of Social Sciences**

**Learning objectives:** The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT.

**Learning Outcomes:** On successful completion of the course the student will be able to :

1. Learn about the nature and importance of social science.
2. Understand the Emergence of Culture and History
3. Know the psychological aspects of social behaviour
4. Comprehend the nature of Polity and Economy
5. Knowledge on application of computer technology

**Unit – I – What is Social Science?**

1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

**Unit -II: Understanding History and Society**

1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and Chronology of Indian History

**Unit – III – Society and Social Behaviour**

1. Definition , Nature and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society
4. Thought process and Social Behavior

**Unit – IV – Political Economy**

1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts
4. Economic Growth and Development - Various aspects of development

**Unit - V – Essentials of Computer**

1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals
4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques – Privacy and Data Protection

**Reference Books**

1. The social sciences: An Integrated Approach by James M. Henslin and Danniell F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson

**Activities:**

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis

6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.

## **Paper – II**

### **Perspectives on Indian Society**

**Learning objectives:** The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

**Learning Outcomes:** On successful completion of the course the student will be able to :

1. Learn about the significance of human behaviour and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy

#### **Unit – 1 – Man in Society**

1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns
4. Human Life – Social Influence and Social Impact

#### **Unit-II: Indian Heritage and Freedom Struggle in India**

1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music and Yoga
3. Rise of Nationalism Under British Rule in brief (1857-1947)
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

#### **Unit – 3 – Indian Constitution**

1. Philosophical Foundations of Indian Constitution
2. Elements of Indian Constitution
3. Study of Rights in Indian Constitution
4. Directive principles to State

#### **Unit – 4. Indian Economy**

1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

#### **Unit – 5 - Impact on Society & Analytics**

1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences

#### **References**

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

#### **Activities:**

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation

7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

## Semester II

### 3. Fundamentals of Political Science

**Learning Objective:** The student will be able to understand the nature, various approaches, knowledge of the state and its origin and evolution of the modern state in Political Science.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Learn nature, importance, and relationship with other social sciences.
- Understand the traditional and modern approaches.
- Know the origin and evolution of the state.
- Comprehend the development of social contract theory.
- Understand the birth of modern state.

#### Unit – I: Introduction:

1. Definition Nature of Political Science
2. Scope and Importance of Political Science
3. Relations with allied disciplines: History and Economics
4. Relations with allied disciplines: Philosophy and Sociology

#### Unit – II: Approaches:

1. Approaches to the study of Political Science:
2. Traditional Approaches: Philosophical, Historical.
3. Modern Approaches: Behavioural and Post-Behaviouralism
4. Modern Approaches: System Approach and Structural - Functional

#### Unit – III: State

1. Definition of the State, Nature
2. Elements of the State
3. Theories of Origin of the State: Divine Origin
4. Theories of Origin of the State: Force and Evolutionary

#### Unit – IV: Theory of Social Contract

1. Social Contract Theory: Origin of the theory
2. Social Contract Theory: Thomas Hobbes
3. Social Contract Theory: John Locke
4. Social Contract Theory: Jean Jacques Rousseau

#### Unit – V: Modern State

1. Concepts of Modern State: Meaning, Origin
2. Nature of Modern State
3. Welfare State: Origin
4. Nature of Welfare State

#### Unit-wise proposed activities & evaluation:

1. **Assignments:** A two-minute presentation on the topic.
2. **Discussion:** Team evaluation by the faculty.
3. **Quiz Program:** Based on the scores.
4. **Classroom Seminar:** Faculty evaluation.
5. **Open forum:** A PPT presentation

#### References:

1. Political Ideologies-An Introduction: Andrew Heywood
2. Principles of Political Science: A.C. Kapoor
3. Contemporary Political Theory: J.C.Johari
4. An Introduction to Political Theory: O.P.Gauba
5. Political Theory: Eddy Ashirvadam & K.K.Misra

## 4. Concepts & Ideologies of Political Science

**Learning Objectives:** The student will be able to learn the concepts like law, liberty, equality, rights, and power, Ideologies like liberalism, individualism, anarchism, and fascism and various Isms like Socialism, Marxism, multiculturalism, and nationalism.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Learn the significance of concepts.
- Understand the law and liberty.
- Know equality and power and its constituents.
- Experience the rights and its theories.
- Understanding of political ideologies.

### Unit – I: Law & Liberty:

- 1 Law: Meaning, Definition, Nature
- 2 Law: Types of Law - Sources of Law
- 3 Liberty: Meaning, Definition, Nature
- 4 Liberty: Types of Liberty

### Unit – II: Equality & Power:

- 1 Equality: Meaning, Definition, Nature
- 2 Equality: Types of Equality
- 3 Power: Meaning, Definition, Nature
- 4 Authority and Legitimacy: Meaning, Definition, Nature

### Unit – III: Rights:

1. Rights: Meaning, Nature
2. Rights: Classification of Rights
3. Theories of Rights: Natural, Legal, Historical
4. Theories of Rights: Idealistic, Social & Welfare

### Unit – IV: Ideologies:

1. Liberalism
2. Individualism
3. Anarchism
4. Fascism

### Unit – IV: Isms

1. Socialism
2. Marxism
3. Multiculturalism
4. Nationalism

### Unit-wise proposed activities & evaluation:

#### Celebrations on International Human Rights Day

1. **Group Discussion:** Team evaluation by the faculty.
2. **Debate:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Faculty evaluation.
5. **Peer Teaching:** A PPT presentation.

### References:

1. Modern Political Theory: S.P.Varma
2. Principles of Political Science: A.C. Kapoor
3. Contemporary Political Theory: J.C.Johari
4. An Introduction to Political Theory: O.P.Gauba
5. Political Theory: Ideas & Concepts: Sudheela Ramaswamy

## 5. Political Institutions

The student will have a vivid picture of various political institutions like legislature, executive, judiciary, forms of government, democratic system, and pressure groups.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Understand the organs of the government.
- Learn the theory of separation of powers.
- Comprehend the forms of government.
- Know the rights and its theories.
- Acquaint with political ideologies.

### **Unit – I: Organs of Government:**

1. Legislature: Unicameral and Bicameral
2. Legislature: Power and Functions
3. Executive: Types, Powers, and Functions
4. Judiciary: Powers and Functions

### **Unit – II: Separation of Powers:**

1. Theory of Separation of Powers: Meaning, Nature
2. Montesquieu's doctrine of separation of powers
3. Advantages & Disadvantages
4. Case study of USA & UK

### **Unit – III: Forms of Government:**

1. Unitary form of Governments: Merits and Demerits
2. Federal form of Government: Merits and Demerits
3. Parliamentary form of Government: Merits and Demerits
4. Presidential form of Government: Merits and Demerits

### **Unit – IV: Democracy:**

1. Democracy: Meaning, Definition, Significance
2. Theories and Principles of Democracy
3. Types of Democracy
4. Condition for the success of democracy

### **Unit – V: Political Parties, Pressure Groups and Public Opinion:**

1. Political Parties: Meaning, Definition, Classification of Political Parties: National
2. Classification of Political Parties: Regional, Functions of Political Parties.
3. Pressure Groups: Meaning, Definition, and Types
4. Public Opinion: Meaning, Definition, and Significance

### **Unit-wise proposed activities & evaluation:**

#### **Celebrations on International Day of Democracy**

1. **Quiz Program:** Marks scored by teams.
2. **Debate:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Study Project:** Faculty evaluation.

### **References:**

1. Modern Political Theory: S.P.Varma
2. Principles of Political Science: A.C. Kapoor
3. Contemporary Political Theory: J.C.Johari
4. An Introduction to Political Theory: O.P.Gauba
5. Political Theory: R.C.Agarwal

## 6. Indian Constitution

The student will understand the intricacies of the Constitution, its evolution, development, and insights of feature of Indian Constitution with due stress on fundamental rights, duties, and directive principles of state policy.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Know the origin and evolution of the Constitution.
- Understand of Constitutional Development of India.
- Comprehend the feature of Indian Constitution.
- Identify the rights and duties.
- Understanding the notion of theory of basic structure.

### Unit – I: Constitution:

1. Constitution: Meaning, Definition, & Origin
2. Evolution of Constitution
3. Classification of the Constitutions: Written and Unwritten
4. Classification of the Constitutions: Rigid and Flexible

### Unit – II: Ideological Base of the Indian Constitution:

1. Constitutional Development in India during British Rule
2. Minto-Morley Reforms, 1909
3. Montague-Chelmsford Reforms, 1919
4. Government of India Act, 1935

### Unit – III: Features of Indian Constitution:

1. Constituent Assembly: Nature, Composition,
2. Constituent Assembly: Socio-Economic, Philosophical Dimensions
3. Indian Constitution: Preamble
4. Indian Constitution: Salient Features

### Unit – IV: Rights & Duties:

1. Fundamental Rights
2. Directive Principles of State Policy
3. Differences between Fundamental Rights and Directive Principles of State Policy
4. Fundamental Duties

### Unit – V: Theory of Basic Structure:

1. Doctrine of Basic Structure of the Constitution: Origin & Growth
2. Judicial Interpretations: Golaknath Case, 1967
3. Judicial Interpretations: Kesavananda Bharathi Case, 1973
4. Judicial Interpretations: Minerva Mills Case, 1980

### Unit-wise proposed activities & evaluation:

#### Celebrations on Indian Constitutional Day.

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

#### References:

1. An Introduction to the Constitution of India: D. D. Basu
2. Constitutional Government in India: M. V. Pylee
3. Politics in India: Rajani Kothari
4. Indian Government and Politics: B.L. Fadia
5. Concise Encyclopaedia of Indian Constitution: Subhash Kashyap

## 7. Western Political Thought: Ancient & Medieval

**Learning Objectives:** The student gets a holistic understanding of the ancient and medieval times prevailed in Europe and, influence of religion on the State.

**Learning Outcomes:** On successful completion of the course the students will be able to:

1. Understand the fundamental contours classical, western political philosophy,
2. Understand the concepts of Plato and Aristotle
3. Understand the basic features of medieval political thought and shift from medieval to modern era.
4. Understand the influence of religion and its impact on the State.
5. Critically analyse the evolution of western political thought.

### Unit: I:

1. History of Western Political Thought
2. Plato: Rule of Philosopher Kings
3. Theory of Justice
4. Ideal State and Education

### Unit: II:

1. Aristotle: Theory of State
2. Classification of Governments
3. Citizenship and Slavery
4. Theory of Revolutions

### Unit: III:

1. Cicero: On Law and Justice
2. Cicero: Influence on Western Political Thought
3. St. Augustine of Hippo: Religious and Political conditions in Europe & Africa
4. St. Augustine of Hippo: Theory of Two Cities

### Unit: IV:

1. St. Thomas Aquinas: Political Philosophy
2. St. Thomas Aquinas: Four Cardinal Principles
3. William of Ockham: Political Philosophy
4. William of Ockham: Influence and legacy

### Unit: V

1. Niccolo Machiavelli: Conditions of Europe and Italy
2. Niccolo Machiavelli: Human Nature
3. Niccolo Machiavelli: Suggestions to Prince
4. Niccolo Machiavelli: State and Statecraft

### Unit-wise proposed activities & evaluation:

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

### References:

1. A History of Political Theory: George H. Sabine
2. A History of Political Thought-Plato to Marx: S. Mukherjee & Sushila Ramaswamy
3. Ancient and Medieval Political Thinkers-From Plato to Padua: P.B.Rathod
4. Political Thought: C.L.Wayper
5. Western Political Thought: B.N.Ray

## **8. Indian Federal System**

The student will get awareness on Union – State relations, federal process, electoral system, constitutional development in the local governments with 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Know the importance of Centre – State Relations.
- Learn the Indian federal process.
- Assess the electoral process in India.
- Estimate the Panchayat Raj System.
- Understand 73<sup>rd</sup> & 74<sup>th</sup> Constitutional Amendment Acts.

### **Unit – I: Centre - State Relations:**

1. Features of Indian Federal System
2. Centre-State Relations: Legislative
3. Centre-State Relations: Administrative
4. Centre-State Relations: Financial

### **Unit – II: Federal Processes:**

1. Emerging Trends in Centre-State Relations
2. Recommendations of Sarkaria Commission
3. Recommendations of M.M.Punchi Commission
4. Role of Governor

### **Unit – III: Electoral Processes:**

1. Election Commission of India: Powers and Functions
2. Issues of Electoral Reforms
3. Determinants of Voting Behaviour
4. Problems of Defections: Anti-Defection Law

### **Unit – IV: Panchayati Raj System:**

1. Evolution of Panchayati Raj System
2. Recommendations: Balwanta Rai Committee, Ashok Mehta Committee
3. Rural Governments: Structure, Powers, and Functions
4. Urban Governments: Structure, Powers, and Functions.

### **Unit – V: Constitutional Amendment Act: 73<sup>rd</sup> & 74<sup>th</sup> :**

1. Democratic Decentralization
2. 73<sup>rd</sup> Constitutional Amendment Act
3. 74<sup>th</sup> Constitutional Amendment Acts
4. Challenges and Prospects

### **Unit-wise proposed activities & evaluation:**

#### **Celebrations on Panchayati Raj Day. Collection of Election statistics.**

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

### **References:**

1. An Introduction to the Constitution of India: D. D. Basu
2. Democratic Political Process: M.R. Biju
3. Indian Polity: Laxmikanth
4. Democratic Decentralisation and Grassroot Leadership in India: Subharata Dutta
5. Panchayat raj System and Development Planning: Hari Prasad Chhetri

## 9. Indian Government

The student gets a glimpse of the nominal and real executive, legislatures of the Union and the States, and the judiciary system.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Know the President and Parliament of India.
- Understand the Prime Minister & Council of Ministers.
- Assess the Governor and his role.
- Reflect the role of Chief Minister and Council of Ministers.
- Judge the role of Judiciary.

### **Unit – I: President & Parliament:**

1. President of India: Mode of Election & Impeachment
2. President of India: Powers and Functions
3. Parliament: Composition – Lok Sabha & Rajya Sabha
4. Parliament: Powers and Functions

### **Unit – II: Prime Minister & Council of Ministers:**

1. Prime Minister: Powers and Functions
2. Prime Minister: Role in Coalition Politics
3. Council of Ministers: Powers and Functions
4. Legislative Committees: PAC, Estimates Committee, CPE

### **Unit – III: State Executive:**

1. Governor: Powers and Functions
2. Governor: Role
3. Legislature: Composition – Legislative Council & Legislative Assembly
4. Legislature: Powers and Functions

### **Unit – IV: State Executive:**

1. Chief Minister: Powers and Functions
2. Council of Ministers: Powers and Functions
3. Business Advisory Committee
4. Standing committees

### **Unit – V: Judiciary:**

1. Supreme Court-Composition and
2. Appointments, Powers, and Functions
3. Judicial Review, Judicial Activism
4. National Judicial Appointments Commission and Judicial Reforms

### **Unit-wise proposed activities & evaluation: Role Play on Mock Parliament**

1. **Assignments:** A two-minute presentation on the topic.
2. **Discussion:** Team evaluation by the faculty.
3. **Open forum:** A PPT presentation
4. **Quiz Program:** Based on the scores.
5. **Classroom Seminar:** Faculty evaluation. **References:**
  1. An Introduction to the Constitution of India: D. D. Basu
  2. Government and Politics of India: Morris Jones
  3. Indian Polity: Laxmikanth
  4. Indian Government and Politics: B.L. Fadia
  5. Concise Encyclopedia of Indian Constitution: Subhash Kashyap

## 10. Dynamics of Indian Political System

**Learning Objectives:** The student gets an outline of the social and political dynamics, various regulatory institutions, governing mechanisms, and significance of civil services.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Know the social dynamics of India.
- Understand the political dynamics.
- Measure the regulatory institutions in India.
- Acquaint with the governing mechanisms.
- Learn the role of Civil Services.

### **Unit – I: Social Dynamics:**

1. Role of Caste
2. Role of Religion
3. Role of Language
4. Social Media & Politics

### **Unit – II: Political Dynamics:**

1. Politics of Reservation
2. Criminalization of Politics
3. Regionalism in India
4. Internal threats to Security

### **Unit – III: Regulatory Institutions:**

1. NITI Ayog
2. Finance Commission
3. Comptroller and Auditor General of India
4. Central Vigilance Commission

### **Unit – IV: Governing Mechanisms:**

1. Central Information Commission
2. Lokpal
3. Lok Ayukta
4. Right to Information Act, 2005

### **Unit – V: Civil Services:**

1. UPSC: Powers & Functions
2. Neutrality and integrity of Civil Services: All India Services
3. Administrative Reforms Commission: I ARC Recommendations, 1966
4. Administrative Reforms Commission: II ARC Recommendations, 2005

### **Unit-wise proposed activities & evaluation: Celebrations on Civil Services Day.**

#### **Webinar on Social – Political dynamics**

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

### **References:**

6. Social Justice and the Constitution of India: C.B.Raju
7. Caste and Reservation in India: V.K.Garg
8. Indian Polity: Laxmikanth
9. Indian Administration: Vishnoolal Bhagwan & Vidya Bhushan
10. Government and Politics in India: S.H.Patil

## 11. Indian Political Thought

### Learning Outcomes:

- Enriches about variety of ancient Indian political thoughts.
- Understands the contributions of Kautilya.
- Creates awareness on political ideologies of 19<sup>th</sup> century social reformers.
- Familiarizes the political philosophy of religious reformers.
- Imparts knowledge on nationalist political thinkers.

### Unit I: Sources of Ancient Indian Political Thought

1. Sources of Ancient Indian Political Thought (Vedas, Upanishads, Ramayana & Mahabharata)
2. Manu - Elements of State - Duties of King – Manu Dharma – Varna System

### Unit II: Kautilya and his Arta shastra

- 1 Kautilya – King & Kingship
- 2 Saptanga theory – Mandal Theory

### Unit III: Social Reformers

1. Raja Rammohan Roy – Brahma Samaj – Social and Religious reforms
2. Jyotiba Phule – Satya Shodak Samaj - Champion of Equal Rights
3. Ishwar Chandra Vidhya Sagar – Bethune Society – Women Education
4. Sarojini Devi – Women’s Indian Association – Women empowerment

### Unit IV: Religious Reformers

1. Vivekananda – Ramakrishna Mission – Speech at World Parliament of Religions
2. Swami Dayananda Saraswathi – Arya Samaj – Back to Vedas
3. Bala Gangadhar Tilak - Father of the Indian Revolution – National Education

### Unit V: Modern Nationalist Thinkers

- 1 M.K. Gandhi – Ahimsa – Satya – Satyagraha – Trusteeship
- 2 Dr. B.R. Ambedkar – Views on Indian Society – Social Movements
- 3 Jawaharlal Nehru – Panchasheela – Non-Alignment Movement
- 4 Sardar Patel – Unification of India
- 5 Pandit Deen Dayal Upadhyaya – Integral Humanism

### References:

1. Modern Indian Political Thought, H.R Mukhi, SBD Publishers, Delhi, 2004.
2. Indian Political Thought, R.C Gupta, Ram Chandra Gupta, Lakshmi Narain Agarwal, Agra, 2005.
3. Indian Political Thinkers, Dr. Vishnoolal Bhagwan, Atma Ram & Sons, Delhi, 1996.
4. Modern Indian Political Thought, V.P Verma, Lakshmi Narain Agarwal, Agra
5. Ancient Indian Political Thought & Institutions by H.R Mukhi, SBD Publishers, Delhi, 2008.
6. Modern Indian Political Thought, V.P. Verma, Lakshmi Narayan Agarwal, Agra, 1974.
7. Indian Political Thinking in the 20th Century, A. Appadurai, South Asia Publishers, New Delhi, 1987.
8. Dr. Baba sahib Ambedkar, writings and speeches vol: I, II, III and VIII

**Activities:** Assignments – Quiz – Group Discussion – Classroom Debates – Documentaries from You tube – Preparation of Albums

## **12. E GOVERNANCE**

### **Learning Outcomes:**

Students at the successful completion of the course will be able to:

1. Acquaint student with the introduction to good governance and how it can be achieved by information and communication technology.
2. Understand the growing needs of E-Governance, improving transparency in the system of governance
3. Have understanding of various government schemes and E-Governance projects and initiatives.
4. Provide the practical knowledge about the effective delivery of citizen services through online mode.
5. Realize the issues and challenges of E-Governance.

### **Unit: 1**

Brief Introduction to Governance-E-Governance –Meaning, Definition, Nature, Scope, Objectives and Significance-Domains of E-Governance- E-Governance and Good Governance-Global trends in the growth of E-Governance.

### **Unit: 2**

E-Governance in India- - National E-Governance Plan (NeGP)-National Informatics Centre-Strategies for E-Governance-E-Governance Implementations: Required infrastructure of Network, Computing, Cloud Governance, Data system, Human resources, Legal and Technological infrastructure- Major E-Governance Projects and Initiatives:Gyandoot, Echoupal, E-Bhoomi, E-Seva, CARD, E-Panchayat, Real Time Governance (RTG) etc.

### **Unit: 3**

Role of Information and Communication Technology in Administration, Effective delivery of services for public utilities through E-Governance-Online filing of complaints, application registration, issuance of certificates, issuance of land records, online payments of fees, dues etc, etendering, easy access to information and E-Governance in Social security and welfare schemes: Direct transfer of benefits, Biometric authentication through Aadhar, etc.

### **Unit: 4**

E-Governance under Information Technology Act-Legal status for digital transactions-Public Private Partnership and expansion of E-Governance.

### **Unit: 5**

E-Governance-Transparency and Accountability at gross root level-Issues and Challenges: Digital Divide, Capacity Building, Cyber Security in Cyber Crimes, Socio-political implications, Issues of integration, Networking with NGOs.

### **References:**

1. B.Sreenivas Raj, E-Governance Techniques-Indian and Global Experiences, New Century Publications, New Delhi, 2008.
2. Subhash Bhatnagar, Unlocking E-Government Potential-Concepts, Cases and Practical Insights, Sage Publications, New Delhi, 2009.

3. Y.Parthasaradhi, E-Governance and Indian Society, Kanishka Publications, New Delhi, 2009.
4. R.P.Sinha, E-Governance in India, Initiatives and Issues in India, Centre for Public Policy, 2006.Anil Kumar Dhiman, E-Governance –Good Governance using ICTs, S.K.Book Agency, New Delhi, 2017.
5. Ashok Aggarwal, Governance-Case Studies, University Press India Pvt. Ltd, Hyderabad, 2017.
6. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

**Co-Curricular Activities** (*Training of students by the teacher: Total 10 hours*): **a)**

**Mandatory:**

7. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on techniques of application of ICT for getting services from the government departments, filing of grievances through online mode, making digital transactions for issuance of certificates or payment of fees, identifying components in e-governance and techniques to handle cyber security etc.,
8. **FOR STUDENT:** Students have to visit urban or local administration offices and have practical study and assess the implementation of E-Governance initiatives, models, citizen centric services, citizen charter and interact with the beneficiaries about the fulfillment of their needs in time or not and if any lapses they noticed or visit to nearby government institution covering the various citizen centric services delivering through online mode and observe the citizen charter, mode of operation, time limitation, fees prescribed for services and observe the operation of Real Time Governance (RTG) in administration and record their experiences and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
9. **Suggested Fieldwork/Project work Format:**

Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

10. Max marks for Fieldwork/Project work Report: 05

11. Unit Tests /Internal Examinations

**Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Daily newspaper either print or online about the misuse of technology which leads to cybercrimes.
3. Reading articles, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent technological advancements.
6. Discuss the case laws and judgments reported on E-Governance initiatives.
7. Seminars, Group discussions, Quiz, Debates etc.
8. Invited lectures and presentations on related topics by experts in Cyber Security especially the Police personnel associated with the cases of IT Act.

### **13. Local Administration**

#### **Learning Outcomes:**

Students at the successful completion of the course will be able to;

1. Understand the existing context of Local Government Institutions in India.
2. Have knowledge on the need of empowerment and autonomy of LGIs.
3. Provide an overview on financial resources and constitutional provisions.
4. Analyse the issues, problems and conflicts in Local Administration.
5. Develop communication skills to interact with the elected members and officials.
6. Enhance skills for observation, organizing, networking, documentation.

#### **Unit: 1**

Local Government: Meaning, Nature and Importance, Thoughts on Local Governments by M.K.Gandhi, Jawaharlal Nehru and Dr.B.R.Ambedkar, Important Committees: Balwant Rai Mehta (1957), Ashok Mehta (1978), L.M.Singhvi(1986).

#### **Unit: 2**

Decentralization of powers (Political, Administrative and Economic) from the States to Local Institutions- 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts-Empowering Local Governments Decision making powers during crisis and disasters-Relationship between local government authorities and Central and State Government service providers-Role of District Collector in strengthening LGIs.

#### **Unit: 3**

Revenue raising avenues for Local Governments-Grants, Aid and support from Centre and State Governments-Public Private Partnerships-Concept of Local Development-Village as a unit, SWOC analysis of a village, existing conditions, expected developmental opportunities, the gap, natural, government and private resources, year-wise planning, finances required Role of Local Governments in implementation of welfare and developmental programmes i.e., (MGNREGS), (SGSY), (IAY) and (PURA).

#### **Unit: 4**

Challenges for Local Administration, Financial, administrative and Political ConstraintsPublic relations in Local Administration-Need for training for elected representatives and other stakeholders-Audit training and Participatory training.

#### **Unit: 5**

Preparation of Reports-Minutes and Documentation-Types of Reports, Content of Minutes Methods of Documentation-Best practices of Reporting on functioning of Local Administration Use of ICT in documentation.

#### **References:**

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018
2. Niraja Gopal Jayal, Representing India: Ethnic Diversity and Governance of Public Institutions, 2006, Palgrave Mc Millan Publications.
3. R Venkata Ravi, Empowering Rural India: Experiments and Experiences, Kanishka Publishers, New Delhi, 2006.
4. Sawalia Bihari Verma, Empowerment of the Panchayati Raj Institutions in India, Sarup and Sons, New Delhi, 2006.

5. World Bank, Empowerment in Practice: Analysis and Implementation, World Bank Institute, Washington D.C.
6. S.Chandrasekhar, Panchayati Raj and Financial Resources, Regal Publications, 2008, New Delhi.
7. Rajesh Tondon and Mohini Kak (Eds), Citizen Participation and Democratic Governance, New Delhi, 2016.
8. Anand Prakash, State and District Administration, Wisdom Press, New Delhi, 2008.
9. N.Lalitha, Rural Development in India: Emerging Issues and Trends, Dominant Publishers, New Delhi, 2014.
10. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

#### **IV. Co-Curricular Activities a)**

##### **Mandatory:**

1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on techniques of identifying financial resources to local bodies, skilling on various components involved in auditing of accounts, analyzing the data of beneficiaries of welfare schemes by using statistical tools, preparation of minutes and reports, imparting technical skills with regard to communication and procedures and practices in documentation.
2. **FOR STUDENT:** Students have to visit to a Rural Local Government Institution, understand its profile, sources of revenue and expenditure, identify major issues and challenges, analyse its development and welfare initiatives, record the experiences, collecting data on implementation of poverty alleviation, employment generation schemes sponsored by governments and interpretation of data and indicate suggestions for better functioning **(or)** Participate in regular Gram Sabha meeting observe and record the proceedings and outcome of the meeting, indicate suggestions for better functioning of Gram Sabha **(or)** students may take a village as a unit, make SWOC analysis and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Suggested Fieldwork/Project work Format:  
Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

##### **Max marks for Fieldwork/Project work Report: 05**

4. Unit Tests /Internal Examinations

#### **b) Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
6. Carry out a resource mapping of a selected area.
7. Plan and organize a capacity building session for the stakeholders
8. Seminars, Group discussions, Quiz, Debates etc.

9. Invited lectures and presentations on related topics by experts in Local Administration.
10. Make visit to a Self-Help Group or NGO, interact with its members and record their experiences.
11. Conduct an interview with an important person at the District Level using a structured schedule (District Panchayat Officer / CEO of Zilla Parishad / District Collector) and document their interventions in local administration and record their experiences.

#### **14. POLITICAL REPORTING Learning Outcomes:**

Students at the successful completion of the course will be able to:

1. Understand the need, scope and concepts in Political Reporting.
2. Identify various sources for Political Reporting.
3. Provide an overview of interpreting the political phenomena from the gross roots level to the Parliament.
4. Develop insights and enhance skills in a professional manner in the age of mass media.
5. Learn skills related to reporting, enlarge job opportunities, and make it as a career.

##### **Unit: 1**

Introduction to Political Reporting-Nature-The role of Mass Media in Political Reporting-Press, Radio and Television-State Meaning, Nature and role in Developments-Political Issues and Dynamics.

##### **Unit: 2**

Organs of the Government-Union, State and Local Governments and Judiciary-Reporting on their working and assessment- Ethics for political reporter-Role and responsibilities of Press-Freedom of press and its limitations.

##### **Unit: 3**

Political News-Meaning, Nature and Forms of Political News-Sources of Political News and its Limitations-Working of Lobbies and Pressure Groups in Political Reporting.

##### **Unit: 4**

Writing Reports-Background Information-Framing and crafting Political Stories-Watchdog of enforcement of States' Laws, Rules and Regulations-Political Reporting in deadline situations, Reporting on Political Campaigns.

##### **Unit: 5**

Political Reporting Skills-Interviewing-Types and Forms of Interviewing and Techniques Questionnaire – Opinion Polls-Writing Blogs-Role in citizen's civic engagement, political communication and political participation-Analyzing politician's media strategy.

##### **References:**

1. Raymond Kuhn, Political Journalism New Challenges, New York: New Practices, Rutledge, 2003
2. Gail Sedorkin and Judy Mc gregor, Interviewing – A Guide for Journalist and Writers, Crow's Nest, NSW: Allen and Unwin, 2002
3. R.T.Jangam, Political Analysis, New Delhi: Oxford and IBH Publication, 1997
4. J.C.Johari, Comparative Politics, New Delhi, Sterling Publishers, 2002
5. Robert A. Dahl, Modern Political Analysis, New Delhi : Prentice Hall of India, 2001

6. Davis Merrit, Public Journalism and Public Life, London, 2014
7. Erik Alback, Arjen Van Dalen, Neel Jebril & Claes H. de.Vreese, London, Cambridge University Press, 2014
8. Alok Mehta, Power, Press and Politics, 2021
  1. Claes H. de.Vreese, Frank Esser & David Nicolas Hopmann (editors), Comparing Political Journalism (Communication and Society)
  2. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

**Co-Curricular Activities** (*Training of students by the teacher : Total 10 hours*):

**a) Mandatory:**

1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on techniques on understanding political establishment, observing of procedures and practices, identifying sources of political reporting, framing and crafting of political stories, application of ICT in political writings, discuss about the components involved in political writings such as real world consequences, disturbances or peace, high taxes, jobs or unemployment, health care, use of social media and its impact on citizens political participation in political process i.e. political campaigns and democracy.
2. **FOR STUDENT:** Students have to go to the field, observe activities related to political reporting such as news reporting, report on political meeting or incident and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Suggested Fieldwork/Project work Format:  
Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.  
  
Max marks for Fieldwork/Project work Report: 05
4. Unit Tests /Internal Examinations

**Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online and visit political websites.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments (including technical assignments like identifying sources of political reporting).
5. A few minutes of each class period shall be devoted to the past week's major political stories and their coverage.
6. Seminars, Group discussions, Quiz, Debates etc.
7. Preparation of videos on Political popular personalities.

8. Collection of material/figures/photos related to political writings by experts covered in Dailies and magazines and organizing them in a systematic way in a file.
9. Visits to press, media houses, governmental offices etc.
10. Invited lectures and presentations on related topics by field experts such as political reporters, editors and professionals in political communication.

#### **14. LEGAL LITERACY- RIGHTS AWARENESS**

##### **Learning Outcomes:**

Students at the successful completion of the course will be able to;

1. Acquaint student with the structure and manner of functioning of the legal system in India.
2. Understand of the laws related to rights applicable in India.
3. Provide an overview of access to courts and enforcement of rights.
4. Develop an understanding of the formal and Alternate Dispute Redressal (ADR) mechanism that exist in India.

##### **Unit: 1**

Brief understanding of Legal Literacy-Rights and Duties of citizens-Indian Constitution Fundamental Rights and other constitutional rights and enforcement of certain rights under Article 21 with emphasis on Public Interest Litigation.

##### **Unit: 2**

Laws relating to criminal jurisdiction-Provisions relates to FIR, Arrest, Bail, Search and Seizure Important offences under Indian Penal Code-Offences against Women-Dowry, Sexual harassment and violence, Juvenile justice.

##### **Unit: 3**

Anti-terrorist laws-Implication of security and protection of Human Rights-Laws relating to Consumer rights and Cybercrimes.

##### **Unit: 4**

System of Courts and Tribunals and their jurisdiction in India-Civil and Criminal courts, Writ jurisdiction, specialized courts such as Juvenile courts, Mahila courts etc.

##### **Unit: 5**

Legal Services Authority Act, 1987 and Right to Free Legal Aid-Alternate Dispute Resolution Mechanism (ADR), Lok Adalats and Conduct of Legal Literacy camps-Role of NGOs in promoting legal awareness.

##### **References:**

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butter worths, 2018.
2. Kashyap, S, Our Constitution: An Introduction to India's Constitution and Constitutional Laws, New Delhi, National Book Trust, 1994.
3. D.Srivastava, Sexual Harassment and Violence against Women in India : Constitutional and Legal Perspectives in C.Kumar and C.Chockalingam (eds) Human Rights, Justice and Constitutional Empowerment, Delhi, Oxford University Press, 2015.

4. B.L.Wadhera, Public Interest Litigation- A Handbook, Universal Publications, New Delhi, 2016.
5. Aggarwal, N., Women and Law in India, New Century Publishing House, New Delhi, 2019.
6. Kamala Sankaran and Ujwal Singh (eds), Creating Legal Awareness, Oxford University Press, New Delhi, 2017.
7. Indian Social Institute, New Delhi, Legal Literacy Booklets.
8. P.C.Rao and William Sheffiled, Alternate Dispute Resolution: What it is and How it works, Universal Law Books and Publishers, New Delhi, 2012.
9. Parmanand Singh, Access to Justice and the Indian Supreme Court, 10& 11, Delhi Law Review, 1981-82.
10. J.Kothari, Criminal Law on Domestic Violence, Economic and Political Weekly, 2005, Vol.40 (46), pp., .4843-4849.
11. Centre for Good Governance, Right to Information Act,2005 : A Citizen's Guide
12. A.Pandey, Rights of the Consumer, New Delhi, Indian Social Institute, 2004.

**Co-Curricular Activities** (*Training of students by the teacher: Total 10 hours*):

**A). Mandatory:**

1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on understanding various rights enshrined in the Constitution, preparation of FIR, conduct of moot court, identifying techniques of ADR mechanism (Negotiation, Arbitration and Conciliation), drafting of a Public Interest Litigation etc.,
2. **FOR STUDENT:** Visit to either a court or a legal services authority set up by the LSA Act, observe the proceedings, interact with persons who are seeking legal remedy and interact/interview the advocates if possible and record their experiences and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Suggested Fieldwork/Project work Format:  
Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.
4. Max marks for Fieldwork/Project work Report: 05
5. Unit Tests /Internal Examinations

**b). Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.

6. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
7. Seminars, Group discussions, Quiz, Debates etc.
  8. Witness any incident occurred in surroundings that would be considered offensive under the penal code and make a class-room presentation on it. Example: Offenses relates to IPC, Consumer Protection Act, 1986, Filing a petition under RTI Act, 2005 etc.,
  9. Invited lectures and presentations on related topics by experts in jurisprudence and ADR Mechanism.
  10. Read the guidelines issued by Supreme Court in landmark cases relating to Child abuse, domestic violence, sexual harassment at work place.

## **15. (A) ELECTORAL POLITICS AND VOTING BEHAVIOUR**

### **I. Learning Outcomes:**

Students at the successful completion of the course will be able to;

1. Acquaint student with the structure and manner of functioning of Election Commission of India.
2. Understand the political issues in Electoral Politics.
3. Provide an overview on voter turnout, voting behavior in India.
4. Aware of the role of new media and technology in election campaign.
5. Develop an understanding of the required skills for data collection, research in election management.

### **Unit: 1**

Electoral Democracy - Electoral Politics in India- Pre and Post-Independence, Nature, Characteristics -Electoral Process: Nature and Significance.

### **Unit: 2**

Election Commission of India: Composition, Powers and Functions-Merits and Demerits of Electoral system in India-Political Participation-General Elections in India since 1952 Elections to Local Bodies-State Election Commission.

### **Unit: 3**

Issues in Electoral Politics: Corruption, Money power, rigging, booth capturing, undemocratic party system, politics of Political Defections and Reservations-Need of Reforms in present Electoral System-Reports of Tarkunde, Goswamy, Indrajeet Gupta Committees.

### **Unit: 4**

Public Opinion: Meaning and its role in Democratic Politics-Voting Behaviour: Meaning, Nature and determinants of voting behaviour: Caste, Religion, Language, Region etc.

### **Unit: 5**

Management of Elections: Moral Code of Conduct, Filing Election Nominations and Affidavits Use of new techniques and methods in election campaigns: Membership drive, Responsibility Management, Booth Management, New ways of generating funds, Polling research, Opinion Polls, Predictions, Techniques of interpreting collected election data, use of print, electronic and social media in elections.

### **References:**

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018.
2. P.R.Brass, The Politics of India since Independence, Cambridge, Cambridge University Press, 1974.

3. C.P.Bhambhari, Politics in India since Independence, Delhi, Shipra Publications, 1990.
4. J.C.Aggarwal&N.K.Choudari, Election in India, Shipra Publications, New Delhi, 1998.
5. R.Ali, Representative Democracy and Concept of Free and Fair Elections, Deep and Deep Publications, New Delhi, 2006.
6. D.Anand, Electoral Reforms-Curbing Role of Money Power, Indian Institute of Public Administration, New Delhi, 2005.
7. A.Bajpai, Indian Electoral System-An Analytical Study, Nardeen Book Centre, New Delhi, 2002.
8. A.K.Bhagat, Elections and Electoral Reforms in India, Vikas Publications, New Delhi, 2006.
9. R.P.Bhalla, The Electoral System, Its Operation, and Implications for Democracy in India, Teaching Politics, New Delhi, 1989.
10. R.Hegde, Electoral Reforms-Lack of Political Will, Bangalore, Karnataka State Janata Party, 1987.
11. P.N.Sharma, Elections and National Politics, Shipra Publications, New Delhi, 2004.
12. Eldersveld, S.J, Experimental Propaganda Techniques and Voting Behaviour, The American Political Science Review, New York, 1986.
13. Eldersveld, S.J, Theory and Method in Voting Behaviour Research, The American Political Science Review, New York, 1992.
14. Jain, S, State Funding of Elections and Political Parties in India Journal of the Indian Law Institute, Allahabad, 1999.
15. Sridharan, E, Toward State Funding of Elections in India : A Comparative Perspective on Possible Options, The Journal of Policy Reforms, 3:3, pp.229-254.
16. Rosenblum, N, Political Parties as Membership Groups, Columbia Law Review, 100(3), pp.813-844.
17. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

#### IV. Co-Curricular Activities (*Training of students by the teacher: Total 10 hours*):

##### A). Mandatory:

1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on collection of data relating to General Elections to Lok Sabha/Assembly or elections to Local bodies for a particular period, analysis of data by using statistical tools, preparation of questionnaire on voting behaviour, identifying techniques for interpretation of election data and imparting skills involved in political campaigning by using new media.
2. **FOR STUDENT:** Students have to visit to nearby residential colony or street or a village, collect data regarding their voting behaviour, voter turnout by interviewing the voters using formal and informal questionnaire, interaction with the voters and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

3. Max marks for Fieldwork/Project work Report: 05

4. Unit Tests /Internal Examinations

**b). Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
6. Discuss any contemporary practice or event that violates the true spirit of democracy and political equality.
7. Seminars, Group discussions, Quiz, Debates etc.
8. Witness any incident occurred in your surroundings that would be considered for obstacle for reforms in politics
9. Invited lectures and presentations on related topics by experts in Electoral Politics.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Political Defections, Anti-democracy acts of political parties.
11. Arrange Guest Lectures inviting election authorities such as District Returning Officer /Observers / Experts in Election Management.

**15. (B) Legislative Procedures and Practices**

**I. Learning Outcomes:**

Students at the successful completion of the course will be able to;

1. Make familiar with legislative procedures and practices.
2. Equip the students with the adequate skills of participation in deliberative processes and democratic decision making.
3. Understand complex policy issues, draft new legislation, analyse ongoing bills, make speeches and floor statements.
4. Provide skills to be part of a legislative support team and expose them to real life legislative work.
5. Enhance understanding of procedures, practices, different committees and motions in the House.

**Unit: 1**

Brief Introduction on Legislative bodies, roles and responsibilities-Constitutional Provisions of Legislative Procedures: Articles 107-122, Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Constitution Amendment Bills and Private Member Bills.

**Unit: 2**

Powers and Functions of People's Representatives in Legislative Process: Members of Parliament, Members of State Legislatures, Political Heads of Rural and Urban Local Governments.

**Unit: 3**

Drafting of the Bill-First Reading and Departmental Standing Committee-Second and Third Reading-Framing rules and regulations, Passage of the Bill, Consent by the President of India and Gazette Notifications.

**Unit: 4**

Legislative Committees in India: Role in reviewing government policies, finances, programmes and legislation, Types of Committees: Department Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee, Estimates Committee, Business Advisory Committee, Ethics Committee etc.

#### **Unit: 5**

Budget process: Reviewing the Union Budget, Examination of Demands for Grants of Ministries, Working of Ministries-Motions and Hours in the House: Question Hour : Rules of putting questions, Types of Questions-Rules relating to Calling Attention Motion, Adjournment Motion, Privilege Motion, Censure Motion, No-Confidence Motion, Cut Motion including Resolutions, Discussion and Short Discussion **References:**

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018.
2. Jayal, N.G., and Mehta, P. (eds), The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2007.
3. Bhambri, P.C., Parliamentary Control over State Enterprises in India, Delhi Metropolitan Book Dept, New Delhi, 1998.
4. H.Karla, Public Engagement with the Legislature Process, PRS Centre for Policy Research, New Delhi, 2011 available at <http://www.prsindia.org>.
5. Kaul, M.N. &S.L.Shakdher, Practice and Procedure of Parliament, New Delhi, Lok Sabha Secretariat, 2016.
6. Mehra, A.K, The Indian Parliament and Democratic Transformation, New Delhi, Routledge, 2017.
7. Pai, Sudha & Kumar, A, (eds), The Indian Parliament : A Critical Appraisal, Orient Black Swan, New Delhi, 2014.
8. Shankar, B. & Rodriguez V, The Indian Parliament : A Democracy at Work, Oxford University Press, New Delhi, 2011.
9. Singh, D, The Indian Parliament : Beyond the Seal and Signature of Democracy, Universal Law Publishing, Gurgaon, 2016.
10. Kapur, D and P.Mehta (eds), Public Institutions in India: Performance and Design, Oxford University Press, New Delhi, 2005.
11. Kapur, D., Mehta, P. &Vaishnab, M (eds), Rethinking Public Institutions in India, Oxford University Press, New Delhi, 2017.
12. Kashyap, S. Reviewing the Constitution, Shipra Publications, New Delhi, 2000.
13. Kashyap, S.Our Parliament, National Book Trust, New Delhi, 2015.
14. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

#### **IV. Co-Curricular Activities** (*Training of students by the teacher: Total 10 hours*):

##### **A). Mandatory:**

1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on conducting of a Mock Parliament, Conduct of Sessions, preparation of budget, formulation of policy, Collection and analysis of data for legislation, Imparting skills on asking questions and identifying communication skills.
2. **FOR STUDENT:** Students have to visit to a legislative/ local body unit nearby, observe legislative/ local body meetings, interact with stakeholders, monitor media and press releases, understanding political process and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

3. Max marks for Fieldwork/Project work Report: 05

4. Unit Tests /Internal Examinations

**b). Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Watching live stream of sessions of Parliament or State Legislature.
4. Reading Editorial pages, blogs and websites for various ideological perspectives.
5. Assignments.
6. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
7. Discuss any contemporary practice or event that violates the true spirit of democracy and political equality.
8. Seminars, Group discussions, Quiz, Debates etc.
9. Invited lectures and presentations on related topics by experts in Legislative Procedures.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Political Defections, Anti-democracy acts of political parties.

**7.1. Western Political Thought: Modern  
Fourth Year - Semester- VII**

**Learning Objectives:** The student gets a complete understanding of the modern period prevailed in Europe and, separation of religion from the State and other developments.

**Learning Outcomes:** On successful completion of the course the students will be able to:

1. Understand the modern western political thought and conditions of Europe.
2. Grasp Hobbesian thought.
3. Understand ideas of John Locke on human, state of nature and on property.
4. Comprehend the view of Rousseau on General Will and popular sovereignty.
5. Know the Utilitarian philosophy of Bentham and J.S. Mill on liberty.
6. Learn Marxian thought of philosophy and Gramsci's civil society.

**Unit: I:**

1. Thomas Hobbes: Prevailing conditions in Europe and England
2. Thomas Hobbes: Human Nature and State of Nature
3. Thomas Hobbes: Social Contract
4. Thomas Hobbes: Absolute Sovereignty

**Unit: II:**

1. John Locke: Human Nature and State of Nature
2. John Locke: Natural Rights & Social Contract
3. John Locke: Limited Government
4. John Locke: On Property

**Unit: III:**

1. Jean Jacques Rousseau: Human Nature
2. Jean Jacques Rousseau: State of Nature, Social Contract,
3. Jean Jacques Rousseau: General Will
4. Jean Jacques Rousseau: Popular Sovereignty

**Unit: IV:**

1. Jeremy Bentham: Theory of Utility
2. Jeremy Bentham: Law and Reforms
3. J.S.Mill: Theory of Liberty
4. J.S.Mill: Representative Government

**Unit: V:**

1. Karl Marx: Dialectical Materialism
2. Karl Marx: Theory of Surplus Value, Class Struggle
3. Antonio Gramsci: Hegemony
4. Antonio Gramsci: Civil Society

**Unit-wise proposed activities & evaluation:**

1. **Assignments:** A two-minute presentation on the topic.
2. **Discussion:** Team evaluation by the faculty.
3. **Open forum:** A PPT presentation
4. **Quiz Program:** Based on the scores.
5. **Classroom Seminar:** Faculty evaluation.

**References:**

1. A History of Political Theory: George H. Sabine
2. A History of Political Thought-Plato to Marx: S. Mukherjee & Sushila Ramaswamy
3. Western Political Thought -From Plato to Marx: Shefali Jha
4. Political Thought: C.L.Wayper
5. Western Political Thought: B.N.Ray

### **7.1. India's Foreign Policy SEMESTER- VII**

**Learning Outcomes:**

1. Understands the theoretical framework of foreign policy.
2. Enables the student to know the role of foreign policy and national interest.
3. Learns about the origin, principles and basics of Indian foreign policy.
4. Assess importance of Pancha Sheela agreement between India and China.
5. Understands the geo-political, geo-strategic determinants and cross-border terrorism in India.

**Unit I: Origin, Basic Principles of India's Foreign Policy**

1. Meaning, Nature, and Scope
2. Philosophical, Historical basis
3. Social and Cultural Basis, Pancha Sheela, Non-alignment

**Unit II: Institutional Framework**

1. Ministry of External Affairs - Background and Structure
2. Role of Ministry of External Affairs
3. Personality Factor in India's Foreign Policy

**Unit III: Relations of India to other Countries**

1. India and the USA
2. India and the Russia
3. India and the Israel

**Unit IV: India and her Neighbours**

1. India and China, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan
2. India and SAARC

3. India and SAFTA

#### **Unit V: India and Europe**

1. India and U.K.
2. India and France
3. India and Germany

#### **Books Recommended:**

1. Bandyopadhyaya. J, 'The Making of India's Foreign Policy', Allied Publishers, Mumbai First edition 1970.
2. Appadori.A, 'Domestic roots of India's Foreign Policy', Oxford University press, NewYark.1981
3. Dutt V.P, 'India's Foreign Policy – Since Independence', National Book Trust India, New Delhi
4. Sumit Ganguly, 'India's Foreign Policy: Retrospect and Prospect', Oxford University Press, India

#### **References:**

5. Kanna V.N. 'Foreign Policy of India' Oxford University Press, India
  6. Subhachandran, 'India's Foreign Policy: Old problems New Challenges'
- Activities:**  
 Assignments – Quiz – Group Discussion – Collection of News Paper Clippings – Classroom Debates – Documentaries from You tube – Database of Current Issues

## **7.2. Modern Political Analysis**

### **SEMESTER- VII**

#### **Learning Outcomes:**

1. Understands modern approaches to the study of politics.
2. Assess ongoing debates regarding the study of political systems.
3. Assimilates the importance of theoretical and methodological choices.
4. Grasps recent works and debates in the discipline.
5. Absorbs the holistic view of the present role of Political analysis.

#### **Unit I: Introduction**

1. Meaning, Nature, Scope, and Significance of Political Analysis
2. Earlier Approaches and Modern Approaches Normative and Empiricism
3. Fact-value Dichotomy -Elements of Scientific Method

#### **Unit II: Classification**

1. Political Systems: Types –Similarities and Differences
2. Classification of Political Systems
3. Aristotle, Max Weber, and Robert Dahl

#### **Unit III: Post – World War II**

1. Behaviourism – Meaning, Characteristics
2. Limitations of Behaviouralism
3. Post- Behaviouralism – later developments

#### **Unit IV: Power & Authority**

1. Power – Authority: Meaning, Significance
2. Differences between Power and Authority
3. Types of Authority

#### **Unit V: Approaches**

1. Different Approaches to the study of Politics – Structural – Functional Approach
2. Systems Theory – Communication Theory

### 3. Decision – Making Theory

#### **Suggested Books:**

1. J. Charlesworth, 'Contemporary Political Analysis', The University of Michigan Free Press, 1967
2. R. Dhal and Stinebrickner, 'Modern Political Analysis', Prentice Hall of India Pvt. Ltd.
3. S.P. Varma; 'Modern Political Theory', Vikas Publishing House, Hyderabad.
4. S.M. Lipset (Ed.), 'Politics and the Social Sciences', Oxford University Press, New York

#### **References**

5. Vernon Van Dyke, 'Political Science – A Philosophical Analysis', Stanford University Press, California.
6. M.D. Irish (Ed.), 'Political Science : Advance of the discipline', Canadian Journal of Political Science, New Jersey, prentice Hall 1988

#### **Activities:**

Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & MOOCS  
Lessons – Database of Current Issues - Power point Presentations

## **7.2 Local Governments in India SEMESTER- VII**

#### **Learning Outcomes:**

1. Knows the structure and operation of state and local governmental institutions.
2. Familiarizes with various Committees on Local Governments
3. Understands the rural Governance in India
4. Generates knowledge on Urban Local Government.
5. Estimates the challenges faced by the Local Self Governments.

#### **Unit I: Introduction and Evolution**

1. Local Government: Concept, Meaning, Nature, Scope
2. Brief History of Local Government: Ancient, Medieval, and Modern.
3. Importance of Local Governments

#### **Unit II: Committees and recommendations on Local Self Governments Post Independent:**

1. Balwant Roy Mehta
2. Ashok Mehta
3. G.V.K Rao
4. L.M. Sanghvi
5. P.K. Thungan

#### **Unit II: Rural Local Government Institutions**

1. Rural Local Government: Grama Panchayat Structure and Powers
2. Zilla Parishad: Powers & Functions
3. Concept of Smart Village - 73<sup>rd</sup> Constitutional Amendment Act.

#### **Unit III: Urban Local Government Institutions**

1. Urban Local Governments: Nagar Panchayat
2. Municipal Corporation: Powers & Functions
3. Concept of Smart City - 74<sup>th</sup> Constitutional Amendment Act

#### **Unit IV: Developmental Programs**

1. Local Government and Development - Rural Development Programs - Rural Problems

2. Urban Development Programs and Urban Problems

3. Women Empowerment in Local Government

#### **Unit V: Challenges to Local Government Institutions**

1. Challenges to Indian Local Governments

2. Local Leadership –Party politics

3. Village/ Ward Secretariat: Structure and functions

#### **Recommended Books**

1. S.R. Maheswari, ‘Local Government in India’, Laxmi Narayan Agarwal, Meerut

2. Hoshiar Singh, ‘Local Government; India, Britain France and America’; Kitab Mahal, Cuttack, Orissa

3. 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts.

4. S.R.Maheswari, ‘ Rural Development in India, Second Edition’, Sage Publications India

#### **References**

1. R.Mudgal, ‘ Local Self Government in India’, Book Enclave Publishers, Jaipur

2. Pradeep Sachdeva, ‘Local Government in India’, Pearson Publishers, Delhi

3. A.P Government Gazette.

#### **Activities:**

Assignments – Quiz – Group Discussion – Collection of News Paper Clippings – Classroom Debates – Identifying Rural Problems – Identifying Urban Problems - Visiting Ward/Village Secretariat – Power point Presentations – Field Visit to Government Establishments

### **7.3 Comparative Politics**

#### **SEMESTER- VII**

#### **Learning Outcomes:**

1. Able to understand meaning, nature scope of comparative politics.

2. Familiarize with political institutions

3. Understand importance of Political Parties, Pressure Groups and Political Participation.

4. Aware of Political Development and approaches.

5. Knowledge on Contemporary Issues

#### **Unit I Introduction:**

1. Meaning, Nature, Scope of Comparative Politics

2. Origin and growth of Comparative Politics

3. Approaches to the Study of Comparative Politics (Traditional and Modern)

#### **Unit II Political Institutions:**

1. Constitutionalism and Classification of Governments

2. Liberal Democracy & Marxist Democracy

3. Parliamentary and Presidential forms of Government

#### **Unit III Political Parties, Pressure Groups and Political Participation:**

1. Party-system Nature, Determinants and Functions

2. Pressure Groups: Functions

### 3. Political Participation: Importance

#### **Unit IV Political Development:**

1. Approaches of Gabriel Almond and G.S.Powell
2. Development Syndrome of Lucian Pye
3. Huntington's concept of 'Political Decay'
4. Marxian Model

#### **Unit V Political Process:**

1. Political Socialization
2. Political Modernization
3. Political Culture
4. Political Secularization

#### **Books Recommended**

1. G.A. Almond and J.S. Coloman, 'Politics of Development Areas', Prinecton University press, prinecton, New Jersey 1960
2. G.A. Almond and G.B. Powel, 'Comparative Politics today ; A world View 11<sup>th</sup> Edition', Pearson Publishing House, Delhi
3. L.W. Pye, 'Aspects of Political Development', Little Brown Company 1966, U K.
4. Rod Hague, Martin Harrop, 'Comparative Government and Politics; An Introduction,

#### **References**

5. S.R. Maheswari, 'Comparative Government and Politics', Sage Publications, New Delhi
6. G.A Almond, G. Bingham, 'Comparative Politics Today', Pearson Publishing Delhi 2010

#### **Activities:**

Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & Moocs Lessons –Current Developments - Power point Presentations

### **7.3 State Government and Politics in A.P**

#### **SEMESTER- VII**

#### **Learning Outcomes:**

1. Understand meaning, nature scope of State Reorganization Acts.
2. Acquaint with the subject matter of formation of new states.
3. Espouses Powers and Functions of the organs of state government.
4. Aware of Regional Political Parties.
5. Analyse on Socio-Political Movements in the State.

#### **Unit I: Introduction**

1. State Government and Politics: Meaning, Nature, Scope, and Significance
2. States Reorganization in India
3. Issues and Challenges to Federalism

#### **Unit II: States Reorganization**

1. Emergence of Andhra State; Formation of Andhra Pradesh.
2. Telangana and Andhra Bifurcation - Sri Krishna Committee
3. State Reorganization Act 2014

#### **Unit III: Organs of the Government**

1. Executive: Governor, C.M, and Council of Ministers

2. Legislature: Assembly and Council – Speaker and Chairman
3. Judiciary – High Court – Powers and functions

#### **Unit IV: Political Parties**

1. Political Parties: Regional and Sub-Regional Parties
2. Trends and Patterns in Electoral Politics – Voting Behaviour
3. Current Politics of A.P.: Religion and Region

#### **Unit V: Socio-Political Movements 1**

- Role of Caste in AP Politics.
- 2 Socio-Political Movements-Women Movements-Anti Arrack Movement-Dalit Movement
- 3 Naxalite Movement and Tribal Movements, Sub-Regional (Rayalaseema, Uttar Andhra)

#### **Recommended Books**

1. Iqbal Nariyan, 'State Politics in India', Meenakshi Prakasan, Meerut
2. G.Ram Reddy and BAV Sharma, 'Telangana and Andhra Agitations, State Government and A.P', Sterling Publications, New Delhi
3. Rasheeduddin Khan, 'Federal India; A design for Change', Vikas Publishing House, New Delhi
4. B.Kesava Narayana, 'Political and Social Factors in Andhra 1900-1956', Navodaya Publications, Vijayawada 1976

#### **References**

5. K.R.Acharya, 'Perspectives of Indian government and Politics'
6. A.Prasanna Kumar, 'Government and Politics in A.P', Sterling Publishing House, New Delhi

#### **Activities:**

Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & Moocs Lessons – Current Developments - Power point Presentations - Mock Assembly – Model Interviews – Discussion on Previous Question papers

### **7.4 Research Methodology**

#### **SEMESTER- VII**

#### **Learning Outcomes:**

1. Understand basics of research methodology.
2. Aware of research designs
3. Analyse collection of data
4. Interpret the data.
5. Testing tools and techniques.

#### **Unit I: Introduction:**

1. Meaning, Definition, Nature, and Significance of Social Science Research
2. Methods of Research - Hypothesis

#### **Unit II: Design:**

1. Research Design
2. Sample Design

#### **Unit III: Collection of data:**

- 1.Preparation of Questionnaire – Schedule, Observation
- 2.Interviews and Survey

**Unit IV: Analysis:**

1. Data Analysis and Interpretation
2. Report Writing

**Unit V: Tools & Techniques:**

1. Reference Management Software like Zotero/Mendeley
2. Software for paper formatting like LaTeX/MS Office, Software for detection of Plagiarism

**Books Recommended**

1. Goode and Hatt, 'Methods in Social Research', Surjeet Publications, New Delhi
2. S.V. Evera. 'Guide to methods for student of Political Science', Cornell University Press, New York.
3. Paul M. Kellstedt. 'The Fundamentals of Political Science Research', Cambridge University Press, UK
4. Alan C. Issak. 'Scope and Methods of Political Science' Cambridge University Press, UK

**References**

5. Peter Burnham. 'Research Methods in Politics' Mac Millan Press New Delhi
6. Partha Nath Mukherji. 'Methodology in Social Research; Dilemmas and Preventives', Sage Publishers New Delhi

**Activities:**

Collection of Data – Questionnaire – Statistical Analysis - Group Discussion –  
Current Trends in Research – Collection of Sampling – Preparation of Schedules

## 7.4 Environment/Green Politics

### SEMESTER- VII

**Learning Outcomes:**

1. Understand the concept of Environment and its literature.
2. Aware of development and environment.
3. Assess different environmental managements.
4. Articulate the dynamics of people's movements and environment.
5. Fastens with techno support for environment.

**Unit I: The Concept of Environment**

1. Man and Environment
2. Population and Environment
3. Health and Environment
4. Need to conserve and Protect Environment

**Unit II: Development and Environment**

1. Industrialization and Pollution
2. Infrastructure Project, Environment
3. Agriculture and Sustainable Development
4. Degradation and Development

**Unit III: Environmental Management**

1. Article 51 A (h) – Environmental Protection
2. Laws on Environment 1966 Law
3. Coastal Zone Rules
4. Wildlife Protection

**Unit IV: Peoples' Movement and Environment**

1. Chipko Movement
2. Narmada Bachaavo Movement
3. Green Peace International Movements
4. Role of Political Parties and NGOs in Environmental Movements and environmental courts

**Unit V: Technology and Environment**

1. Bio-Technology – Problems and Prospects
2. Bio-Technology – Ethics
3. International Conference on Environment – Kyoto Protocol
4. Sustainable Development Goals and Environment - Climate Action

**Recommended Books**

1. Sumi Krishna, 'Environment Politics', Sage Publications, New Delhi
2. Vandana Shiva 'Bio-Politics', Orient Longman, Hyderabad
3. M.S.Swaminathan, 'A century of hope', East West Books Pvt. Ltd, Madras
4. L. Hunter Lovins, Boyd Cohern (2011), 'Climate Capitalism: Capitalism in the Age of Climate Change', Hill and Wang Publications, New York

**References:** Guha, Ramachandra (2000), 'Environmentalism: A Global History', Oxford University Press, New York.

5. Walter A. Rosenbaum, 'Environmental Politics and Policy 9<sup>th</sup> Edition', Sage publications, New Delhi.

**Activities:** Assignments – Quiz – Field visits to nearby industries - Group Discussion – Classroom Debates – Current Policies - Discussion on Previous Question papers

**7.5 International Law****SEMESTER- VII****Learning Outcomes:**

1. Evaluate the substance and scope of international law.
2. Aware of development and environment.
3. Understand different environmental managements.
4. Assimilate the dynamics of people's movements and environment.
5. Familiarize with techno support for environment.

**Unit – 1: Introduction**

1. International Law: Nature, Scope, and Evolution
2. Sources of International Law: Treaties, Customs, Conventions
3. Differences between International Law and Municipal Law.

**Unit –II: International Organizations & Treaties**

1. Recognition of State
2. International Organizations and Sovereignty
3. International Treaties

**Unit – III: Basic Concepts of International Law**

1. Extradition and Asylum
2. Jurisdiction of States: Basic Principles and Issues
3. Problems of Jurisdiction over Waters, Land, Air Space and Outer Space

**Unit – IV: Privileges and Immunities**

1. Diplomatic Personnel: Classification, Privileges, and Immunities.
2. Individual as a Subject of International Law 1: Nationality, Citizenship, Aliens,
3. Individual as a Subject of International Law 2: Extradition, Exile, Asylum, Statelessness

**Unit – V: Displaced Persons**

1. Refugees and issues
2. Immigrants and issues
3. War and Prisoners of War

**References**

1. R.P. Anand, New States and International Law (Vikas,).
2. Adda Bozeman, The Future of Law in a Multicultural Work (Princeton, )
3. Charles De Visscher, Theory and Reality in Public International Law, trans. Percy E. Corbett (Princeton, )
4. David P. Forsythe, The Politics of International Law (Lynn Rienner, )

**Activities:**

Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies - Discussion on Previous Question papers – News Paper Clippings

**7.5 Ethics and Politics****SEMESTER- VII****Learning Outcomes:**

1. Understand the nature of ethical reasoning.
2. Aware of discrimination gender and caste.
3. Assess the nature and impact of poverty and hunger.
4. Sensitize on secularism and minority rights.
5. Familiarize with ethical and legal values of society.

**Unit I: The Nature of Ethical Reasoning**

1. The Domain of Ethics – Ethical Reasoning in Politics
2. Role of Family, Society and Educational Institutions in inculcating values.
3. Social Ethics: Basis of Human Conduct, Relation of Ethics with other fields

**Unit II: Gender, Racial and Caste Discrimination**

1. Gender Discrimination
2. Racial Discrimination
3. Caste Discrimination

**Unit III: Poverty and Hunger**

1. Hunger, Homelessness and Freedom
2. Hunger and Capabilities

3. International obligation to remove poverty

#### **Unit IV: Significant Issues**

1. Dirty hands and Democracy
2. Secularism and Minority rights
3. Ethics in politics

#### **Unit IV: Major Concerns**

1. Representation and the value of privacy
2. Legal Ethics
3. Ethical relation between people and political leaders

#### **Suggested Books:**

1. Beitz, Charles, R. Marshall Cohen, Thomas Scanlon and A. John Simmons, 'International Ethics', New Jersey, Princeton University Press, 1985
2. Cohen, Marshall, Thomas Nagel and Thomas Scanlon (eds.), 'Equality and Preferential Treatment', New Jersey, Princeton University Press, 1977
3. Emanuel, Ezekiel J., 'The Ends of Human Life: Medical Ethics in a Liberal Polity, Harvard Mass', Harvard University Press, 1994
4. Gutmann, Amy, 'Democratic Education', New Jersey, Princeton University Press, 1987

#### **References**

5. Honneth, Axel. 'The Struggle for Recognition', Cambridge Mass, MIT Press, 1996
6. Lafollette, Hugh, 'Ethics in Practice', Massachusetts, 1997

**Activities:**  
Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies – interaction with local political leaders – Discussion on Previous Question papers – News Paper Clippings

### **8.1 Public Policy Analysis**

#### **SEMESTER- VIII**

#### **Learning Outcomes:**

1. Understand concepts and models of public policy.
2. Familiarize with approaches and theories of public policy.
3. Study the dynamics of determinants of public policy.
4. Assimilates Process of Policy Formulation.
5. Analyse the review of policies.

#### **Unit I: Introduction of Public policy**

1. Public Policy: Meaning, Nature, Scope and Importance
2. Concepts: Meta Policy, Mega Policy, and Micro Policy
3. Models of Public Policy Making

#### **Unit II: Approaches and Theories**

1. Approaches/Models: Decision-Making Theory, Rational-Comprehensive

Theory, Incremental Theory

2. Muddling through Theory of Lindblom - Elite Theory, Systems Theory, Group Theory.
3. Policy Implementation and Evaluation: Techniques and Problems Policies for Sustainable Development

#### **Unit III: Determinants**

1. Determinants of Public Policy: Economy, Political Culture, Leadership and Technology
2. Role of Public Opinion, Media, political Parties
3. Professional Groups/Bodies in policy making.

#### **Unit IV: Policy Making Process**

1. Process of Policy Formulation: Policy Making in India
2. Policy making Institutions: Legislature, Executive, and Judiciary
3. Constraints in Policy Formulations

#### **Unit V: Review of Policies**

1. Review of Policies in India
2. Welfare Policies, Agricultural and Irrigation
3. Land Reform Policies: Post Independence
4. Education Policies: Post Independence

#### **Suggested Readings:**

1. R.K.Sapru. 'Public Policy', Sterling Publishers, New Delhi
2. H.J.Aaron, T.E.Mann and T.Taylor(eds.), 'Values and Public Policy' (Washington D.C: Brookings Institution, 1994)
3. J.E.Anderson. 'Public Policy Making' (Boston:Houghton Mifflin, 1990)
4. Ira Sharkansky (ed.). 'Policy Analysis in Political Science', Marham, 1970

#### **References:**

1. Joyce M.Mitchell and William Mitchell. 'Political Analysis and Public Policy: An Introduction to Political Science', Rond MC Nally 1969 University of Michigan
2. Charles E. Lindblom. 'The Policymaking Process, Prentice Hall

**Activities:** Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & MOOCS Lessons –Current Developments - Power point Presentations - Discussion on Previous Question papers

## **8.1 Theory of International Relations**

### **SEMESTER- VIII**

#### **Learning Outcomes:**

1. Understand nature and scope of theory of International Relations. 2. Familiarize with different theories of International Relations
3. Assess the concepts of power.
4. Debate the significance of Foreign Policy.
5. Speculate on security and disarmament.

#### **Unit I: Introduction**

1. Meaning, Nature, and Scope of International Relations
2. Emergence of International Relations

### 3. Idealism and Realism in International Politics

#### **Unit II: Theories**

1. Hans Morgenthau's Theory of Realism – Kenneth Waltz's NeoRealism
2. Systems Theory – Morton Kaplan
3. Game Theory

#### **Unit III: Concepts of Power**

1. Power and International Politics – Problem of Definition of Power
2. Elements of National Power - Method of Use of Power-Measurement of Power
3. Theory and Balance of Power –Meaning-Assumptions, Limitations National Interest

#### **Unit IV: Foreign Policy**

1. Foreign Policy and Diplomacy - Definition of Foreign Policy
2. Objectives and goals of Foreign Policy
3. Meaning of Diplomacy, Its Relevance in the nuclear age.

#### **UNIT V: Security & Disarmament**

1. The Concept of Collective Security: Meaning, Development of the Idea
2. U.N.O. and Collective Security
3. Disarmament and Arms Control; Nuclear Disarmament: Principles of NPT & CTBT

#### **Recommended Books**

1. Kenneth waltz, 'Man, The State and War: A Theoretical Analysis', Columbia University Press, New York 2001
2. David Allen Baldwin, 'Economic Statecraft', Princeton university Press, New Jersey
3. Robert Jerves, 'Perception and Misperception in International Politics', Princeton university Press, New Jersey
4. Morton Halperin, Priscilla A. Clapp, 'Bureaucratic Politics and Foreign Policy', Booking Institutions Press, Washington D C

#### **References**

5. Barrington Moore, 'Social Origins of Dictatorship and Democracy; Lord and Peasant in the making of modern World', Beacon Press 1993 Boston
6. Timdumme, Milja Kurki, 'International Relations', OUP, USA

**Activities:** Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & MOOCS Lessons –Current Developments - Power point Presentations - Discussion on Previous Question papers – News Paper Clippings – Visit to Library

## **8.2. Human Rights in India**

### **SEMESTER- VIII**

#### **Learning Outcomes:**

1. Understand analytical perception on human Rights.
2. Classify Human Rights
3. Highlight Human Rights abuses.

4. Reflect Constitutional Remedies for the protection of Human Rights.
5. Aware of Grievance and Redressal Mechanism

### **Unit I: Introduction**

- 1.Introduction to Human Rights Human Rights: Meaning, Definitions
- 2.Origin and Growth of Human Rights in World – Need and types
- 3.Constitutional Provision for Protection of Human Rights – UNHRC (United Nations Human Rights Commission); Universal Declaration of Human Rights, 1948

### **Unit II: Classification of Human Rights**

- 1.Right to Liberty – Right to life – Right to Equality – Rights to Dignity
- 2.Right against Exploitation – Right to work – Right to Clean Environment
- 3.Right to Personal Freedom – Right to Freedom of Expression – Right to Education – Right to information

### **Unit III: Rights of Women and Children**

- 1.Rights of Women – Gender Equity – Female Feticide and Infanticide and Sex Selective Abortion - Physical Assault and Sexual Harassment – Domestic Violence – Violence at Workplace – Right for Equal Pay – Remedial Measures
- 2.Rights to Children – Protection of Rights – Survival Rights – Participation Rights – Development Rights.
- 3.Role of UN Convention on Rights of Children.

### **Unit: IV: Constitutional Remedies**

- 1.Fundamental Rights & Directives Principles of State Policy
- 2.Protection of Human Rights Act 1993
- 3.National Human Rights Commissions – Powers and Functions of NHRC and SHRC – Critical evaluation

### **Unit V: Grievances and Redressal Mechanism**

- 1.Redressal Mechanisms at National and International Levels
- 2.National and State level Human Rights Commission: Structure and Functions
- 3.Human Rights Act,1993 **References**

- 1.`Baradat Sergio and Swaronjali Ghosh. Teaching of Human Rights: Dominant Publishers and distributors, New Delhi,2009.
- 2.Roy A.N. Human Rights Achievements and challenges: Vista international Publishing house, Delhi, 2005.
- 3.Asish Kumar das and Prasant Kumar Mohanty. Human Rights in India: Sarup and Sons. New Delhi. 2007.
- 4.Bani Borgohain. Human Rights Social Justice and Political Challenge. Kaniska Publishers and distributors New Delhi,2007

5. Velan, G. Human Rights and Development Issues: The associated publishers, Ambala cantt. 2008.
6. Meena, P.K. Human Rights theory and practice: Murali Lal and Sons, New Delhi, 2008.
7. Bhavani Prasad Panda. Human Rights Development.

**Activities:**

Assignments – Quiz – Group Discussion – Classroom Debates – Swayam & Moocs Lessons – Current Developments - Power point Presentations - Discussion on Previous Question papers – News Paper Clippings – Visit to Library

## **8.2. Women and Political Process in India SEMESTER- VIII**

**Learning Outcomes:**

1. Study women and gender as social categories.
2. Evaluate theoretical perspective of women studies.
3. Understand status of women and their role in society.
4. Assess relevance of women in political process
5. Aware of women moments across the globe

**Unit-I: Introduction:**

1. Women's Studies: Evolution, Nature
2. Scope and significance
3. Women's Studies and Political Science: Interrelationship.

**Unit- II: Theoretical Perspectives.**

Three waves of Feminism:

1. Voting Rights for Women
2. The personal is Political
3. Transversal Politics

**Unit- III: Status of Women and Determinants**

1. Political Determinants: Constitution and Laws; Plans and Policies; Programs and Administrative institutions
2. Women's Role in Social Reform and Nationalist Movements
3. Episodes and Issues in Women's Movement in Independent India.

**Unit- IV: Women and Political Process**

1. Politics of Caste and Gender
2. Women in electoral process: Voting behaviour, problems in representation, Women Reservation
3. Beijing Declaration and Platform of Action

**Unit V: Women's Movements**

1. Women role in Social Reform in Nationalist Movement
2. International Women's Movements – ILO and UNO on Women Issues
3. Beijing Declaration and Platform of action

**Recommended Books**

1. Neera Desai , Usha Thakkar, 'Women In Indian Society', National Book Trust of India
2. Vicky Randall "Women and Politics: An International Perspective" 1987 Palgrave Macmillan, U K
3. Shah G., Social Movements in India: A Review of Literature, Sage Publications, New Delhi (1990)
4. Sen I., Women's Politics in India. In Maitrayee Chaudhuri (Ed.), Feminism in India, Kali for Women and Women Unlimited, New Delhi (2004)

### References

1. Omvedt G., Women's Movement: Some Ideological Debates. In Maitrayee Chaudhuri (Ed.), Feminism in India, Kali for Women and Women Unlimited, New Delhi (2004)
2. Chaudhuri M., Feminism in India: Issues in Contemporary Indian Feminism. Kali for Women and Women Unlimited: New Delhi (2004)

### Activities:

Assignments – Quiz – Field visits to Women Clubs - Group Discussion – Classroom Debates – Swayam & MOOCS Lessons –Current Developments - Power point Presentations - Discussion on Previous Question papers – News Paper Clippings – Visit to Library

## 8.3. Select Constitutions (USA –UK- Switzerland –China) SEMESTER- VIII

### Learning Outcomes:

1. Understand the nature, scope and significance of Academic study of Constitutions.
2. Outline the Constitution of U.K.
3. Summarize Legislature, Executive and Judiciary powers of USA.
4. Review salient features and direct democracy in Switzerland.
5. Overview Legislative, Executive and Judiciary powers in China

#### Government Unit -I: Introduction

1. Constitution: Evolution, Growth
2. Nature, scope, and significance
3. Typology of constitutions.

#### Unit -II:

##### Constitution of U.K

1. Salient Features; customs and conventions
2. Legislature, Executive and Judiciary
3. Party System; Local Government

#### Unit- III: Constitution of USA

1. Salient Features; Federalism
2. Legislature, Executive and Judiciary
3. Party System; Local Government

#### USA Unit -IV: Constitution of Switzerland

1. Salient Features; Direct Democracy
2. Legislature, Executive and Judiciary
3. Party System; Local Government

#### Unit -V: Constitution of China

1. Salient Features; The two Chinas: One country two systems

2. Legislature, Executive and Judiciary
3. Party System; Local Government

### References

1. Select-Constitutions Anup-Chand-Kapur and K.K.Mishra.
2. Select World Constitutions J.C. Johari
3. Modern Political Constitutions C.F.Strong.
4. Select World Constitutions ( Vols.1 and 2 ) U. N. Gupta
5. World Constitutions A Comparative Study VishnoolBhagwan, VidyaBhushan
6. Comparative Politics Jeffrey Kopetein and Mark Lichbach
7. Comparative Politics Today G.A. Almond et.al. 2004
8. Comparative Government Finer E (2009), Harmondsworth, Penguin

### Activities:

Assignments – Quiz – Group Discussion – Classroom Debates – Power point Presentations - Discussion on Previous Question papers – News Paper Clippings – Visit to Library

## 8.3. Socio - Political Movements in India

### SEMESTER- VIII

#### Learning Outcomes:

1. Study political and social movements.
2. Aware peasant movements in India.
3. Understand social movements in India.
4. Analyse the dynamics of women movements in India.
5. Familiarize with political movements in India.

#### Unit I : Introduction

1. Theories of Social Movements
2. Characteristics of Socio-Political Movements

#### Unit II: Peasant Movements

1. Agrarian Movements
2. Workers' Movements

#### Unit III: Social Movements

1. Tribal Movements in India
2. Dalit Movements in India

#### Unit IV: Women Movements

1. Women Movements
2. Women reservations

#### Unit V: Political Movements

1. Regional and Sub-Regional Movements
2. Environmental Protection Movements

### Suggested Books

1. Mohanthy Mukharjee, Peoples's Rights and Social Movements in third World.

1. G.Shah, Social Movements in India
2. Krejci, Jaroslav, Great Revolutions Compared: The Search for a Theory, Sussex, Wheat sheaf Books, 1983.
3. MSA Rao Social Movements in India Vol. 1& 2

## References

1. Omvedt, Gail, Reinventing Revolutions: New Social Movements and the Socialist Tradition in India, New York, M. E. Sharp, 1993.
2. Shah, Ghanshyam edited, Social Movements in India: A Review of the Literature, New Delhi, Sage Publications, 1990.

### Activities:

Assignments – Quiz – Group Discussion – Classroom Debates – Power point Presentations - Discussion on Previous Question papers – News Paper Clippings

## 8.4. International Organizations and Global Issues

### SEMESTER- VIII

#### Learning Outcomes:

1. Understand the International Organization and global issues.
2. Aware of the organs of United Nations Organization.
3. Assess collective security and disarmament.
4. Measure human rights and global terrorism.
5. Review the growth of supranational organizations.

#### Unit I: International Organizations

1. Growth of the Idea of International Organization: Ancient to Modern
2. League of Nations – Origin– System of Collective Security
3. Causes for the failure of the League of Nations

#### Unit II: UNO and its Organs

1. Background of the formation of UNO
2. The General Assembly - Security Council - Economic and Social Council -The Trusteeship Council -The International Court of Justice - Secretariat: Role of the Secretary – General
3. Specialized Agencies of the U.N. and their Contribution

#### Unit III: Global Issues

1. International Organization and Global Issues
2. U.N: Collective security
3. Disarmament and Arms Race

#### Unit IV: Human Rights - Terrorism

1. U.N and Human Rights and Gender Issues
2. U.N and Environment
3. UN and Terrorism

## **Unit V: Multinational Organizations**

1. Growth of Supranational Organizations: EU – OPEC – NAFTA
2. APEC – ASEAN – SAARC
3. WTO – BRICS – Shanghai Cooperation Organization

### **Suggested Books:**

D.C.Gupta, 'The League of Nations', Vikas Publishing House, Hyderabad

Sydney Bailey, 'General Assembly; Some Procedural Problems in the United Nations' Royal Institute of International Affairs, London 1975.

H.G.Nicholas, 'The United Nations' The Oxford University Press, 1975

Benjamin V. Cohen, 'United Nations' Harword University Press, USA **References:**

Andrew Boyd, ' Fifteen Men of a Powder Keg' Hurlingham Books, London Mark

W. Zacher, 'International Conflicts and Collective Security 1946-77' Praeger Publishers, USA

### **Activities:**

Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies  
- Discussion on Previous Question papers – News Paper Clippings

## **8.4. Media and Politics SEMESTER- VIII**

### **Learning Outcomes:**

1. Focus on News media.
2. Aware of press and politics in India.
3. Understand print and electronic media and politics in India.
4. Expose Mass Media and the Government.
5. Grasp the role of social media.

### **Unit I : Introduction**

1. Concept and Functions of Media
2. Types of Media – Print Media, Electronic Media- Radio-Social Media (On live Media) and Journalism

### **Unit II: Press and politics**

1. Press and politics in India, role and impact of election campaigns,
2. Opinion polls, exit polls, relevance and reliability, agenda setting

### **Unit III: Print and Electronic Media**

1. Print and Electronic Media and politics in India
2. Role and impact on freedom of media; recent developments and Right to Information Act 2005 (RTI)

### **Unit IV: Mass Media and the Government**

1. Mass Media and the Government; Issues and Problems

2. Corporate Media, Executive Censorship, Judicial Interpretation and Legislation on Mass Media

#### **Unit V: Social Media**

1. Role of social media on Indian Electoral Politics
2. Globalization and Media

#### **Suggested Books:**

1. Yogesh Atal, 'Local Communities and National Politics: A Study in Communication Links and Political Involvement', National Publishing House, Delhi
2. B.D. Dhawan, 'Development of Television in India', Institute of Economic Growth, New Delhi
3. S.K. Goyal, 'Ownership and Control Structure of the Indian Press', Academic Foundation, New Delhi
4. Robert L. Hardgrave, 'Politics and the Film in Tamil Nadu: The Stars and the DMK', Asian Survey, (March 1973), Vol.13, No.3, University of California Press

#### **References**

1. Joshi Committee (1985), 'An Indian Personality for Television: Report of the Working Group on Software for Doordarshan', GOI, New Delhi
2. Sharad Karkhanis, 'Indian Politics and Role of the Press', Asia Book Corporation of America 1981. USA

#### **Activities:**

Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies - Discussion on Previous Question papers – News Paper Clippings

### **8.5. Political Leadership with Reference to India SEMESTER VIII**

#### **Learning Outcomes:**

1. Understand the study of political leadership.
2. Combine types, roles, styles.
3. Categorise classic and contemporary political elites.
4. Sensitize comprehensive importance of political leadership.
5. Familiarize with personalities of Indian political leaders.

#### **Unit I: Introduction**

1. Study of Political Leadership – A Comparative Perspective
2. Classical and Elite Views: Psychological, Sociological and Political Approaches

#### **Unit II: Types & Traits**

1. Emergence of Political Leadership – Types, Roles, Styles
2. Personality Traits, Functions, Performance

#### **Unit III: Levels of Political Leadership**

1. Political Leadership - Local, Regional and National Levels
2. Political Leadership and Communication

#### **Unit IV: Authority & Decision-Making**

1. Political Leadership in Decision-Making
2. Political Executive Authority and Nation Building in India

#### **Unit V: Eminent Personalities**

1. Study of Personalities: Mahatma Gandhi, B.R. Ambedkar, Jawaharlal Nehru
2. Indira Gandhi, Jaya Prakash Narayan, A.B. Vajpayee, P.V. Narasimha Rao
3. E.M.S. Namboodiripad, M.G. Ramchandran, N.T. Rama Rao

#### **Recommended Books**

1. S.P. Aiyar and R. Srinivasan, eds., 'Studies in Indian Democracy', India Allied Publishers Pvt. Ltd. Bombay
2. Yogesh Atal, 'Building a Nation: Essays on India', South Asia Books. New Delhi
3. Marie C. Carras, 'Indira Gandhi in the Crucible of Leadership', Bostan, Beacon Press 1979.
4. W.H. Morris – Jones, ed., 'The Making of Politicians: Studies from Africa and Asia' Athlone Press, London 2011

#### **References**

1. W.H. Morris – Jones, 'Politics Mainly Indian', Orient Longman, Michigan
2. R.L. Park and I. Tinker, eds., 'Leadership and Political Institutions in India', Princeton, New Jersey.

#### **Activities:**

Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies - Discussion on Previous Question papers – News Paper Clippings

### **8.5. Elections & Political Process in India SEMESTER- VIII**

#### **Learning Outcomes:**

1. Understand the elections and system.
2. Examine electoral process
3. Evaluate determinants of Voting Behavior
4. Recognise electoral reforms.
5. Summarise Election process and trends in India.

#### **Unit I: Elections in India**

1. Origin: Pre-Independence
2. Evolution in Post-Independent India

#### **Unit II: Electoral Process in India**

1. Election Commission – Structure – Powers & Functions
2. Role of Election Commission

#### **Unit III: Determinants of Voting Behaviour**

1. Caste, Community, Class, Gender
2. Region, Money & Muscle Power, Violence

#### **Unit IV: Electoral Reforms**

1. Funding of Elections – Campaign, funding reforms
2. Compulsory voting – Anti-Defection Law

#### **Unit V: Elections in India**

1. Political Parties and Representation of People's Interests: An Evaluation
2. Indian elections 1952 – 1977, 1980-1996, 1996-2014, and 2019

**Suggested Readings:**

1. Adeney Katharine and Lawrence Saez, Coalition Politics and Hindu Nationalism, Routledge, 2005.
2. Chandra Kanchan, Why Ethnic Parties Succeed? : Patronages and Ethnic Head Counts in India, Cambridge University Press, Cambridge, 2004.
3. Hasan, Zoya (ed), Parties and Party Politics in India, Oxford University Press, New Delhi, 2001
4. Jafferlot, Christophe, The Hindu Nationalist Movement in India, Part I and Part II, Penguin India, New Delhi, 1996.

**References**

5. Kanungo Pralay, RSS' Tryst with Politics: From Hedgewar to Sudarshan, Manohar, New Delhi, 2002.
6. Kohli, Atul, Centralization and Powerlessness: India's Democracy in a Comprehensive Perspective, in Joe Midgal, Atul Kohli and Vivenne Shue, (eds), State Power and Social Forces, Cambridge University Press, 1994.

**Activities:**

Assignments – Quiz – Group Discussion – Classroom Debates – Current International Policies - Discussion on Previous Question papers – News Paper Clippings