

Learning Outcomes based Curriculum Framework
(LOCF)

B.A Multidisciplinary
(Four Year Degree Programme)
Scheme A



Department of Political Science
Chaudhary Ranbir Singh University Jind
w.e.f. 2024-25

Detail of UG Programme (Multidisciplinary): Scheme A

Table 1: Core Courses

Semester	Course Code	Name of Course	Credits		
			L	T	P
I	B23-POL-101	Principles of Political Science – I	3	1	0
II	B23-POL-201	Principles of Political Science – II	3	1	0
III	B23-POL-301	Indian Constitution	3	1	0
IV	B23-POL-401	Indian Government and Politics	3	1	0
V	B23-POL-501	International Relations	3	1	0
VI	B23-POL-601	International Organization	3	1	0

Table 2: Minor & Vocational Courses

Semester	Course Code	Name of Course	Credits		
			L	T	P
I	B23-POL-103	Fundamentals of Political Science-I	2	0	0
II	B23-POL-204	Fundamentals of Political Science-II	2	0	0
III	B23-POL-302	Western Political Thought	3	1	0
IV	B23-POL-402	Comparative Political Analysis	3	1	0
V	B23-POL-505	Local Self-Government in India	3	1	0
VI	B23-POL-606	Contemporary Issues in International Politics	3	1	0

Table 3: Multi-Disciplinary Courses

Semester	Course Code	Name of Course	Credits		
			L	T	P
I	B23-POL-104	Indian Polity	2	1	0
II	B23-POL-203	Indian Constitution	2	1	0
III	B23-POL-303	International and Regional Organizations	2	1	0
IV		Nil			
V		Nil			
VI		Nil			

Table 4: Ability Enhancement Courses

Semester	Course Code	Name of Course	Credits		
			L	T	P
I	-	<i>Choose from the common pool</i>	2	0	0
II	-	<i>Choose from the common pool</i>	2	0	0
III		<i>Choose from the common pool</i>	2	0	0
IV		<i>Choose from the common pool</i>	2	0	0
V		<i>Nil</i>			
VI		<i>Nil</i>			

Table 5: Skill Enhancement Courses

Semester	Course Code	Name of Course	Credits		
			L	T	P
I	-	<i>Choose from the common pool</i>	2	1	0
II	-	<i>Choose from the common pool</i>	2	1	0
III		<i>Choose from the common pool</i>			
IV		<i>Nil</i>	0	0	0
V		<i>Internship</i>	0	0	4
VI		<i>Nil</i>			

Table 6: Value Added Courses

Semester	Course Code	Name of Course	Credits		
			L	T	P
I	-	Human Value and Ethics/ Environment Studies	2	0	0
II	-	Environment Studies/ Human Value and Ethics/	2	0	0
III	B23-VAC-301	Constitutional Values and Duties	2	0	0
IV		Choose from the common pool	2	0	0
V		Nil			
VI		Nil			

Course Title: Principles of Political Science – I

Course Code BA/POL/101

Total Credits: 4

Time: 3 Hrs.

Marks: 100

External: 70

Internal: 30

Note: Total NINE Questions will be set and students will be required to attempt FIVE questions.

Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory.

Unit- 1

Meaning, Nature, Scope and Significance of Political Science; Relationship of Political Science with Philosophy, History, Economics and Sociology

Unit- 2

State: Meaning, Definition and Elements; Origin and Development of the State: Divine Origin Theory, Force Theory, Social Contract Theory and Evolutionary Theory

Unit- 3

Functions of the State, State and Society, State and Government, State and Nation

Unit- 4

Sovereignty: Meaning, Types and Main Characteristics; Monistic and Pluralist Theories of Sovereignty

Recommended Books:

- A.C. Kapur. (2017). Principles of Political Science. S. Chand Publishing.
- Ball, T., Dagger, R., & O'Neill, B. (2020). Political Ideologies and The Democratic Ideal. Pearson.
- Beetham, D. (2013). The Legitimation of Power. Palgrave Macmillan.
- Beetham, D., & Boyle, K. (2019). Introducing Democracy: 80 Questions and Answers. Polity Press.
- Bidyut Chakrabarty. (2019). Indian Politics. Pearson.
- Bodin, J. (1992). On Sovereignty: Four Chapters from the Six Books of the Commonwealth (J. H. Franklin, Trans.). Cambridge University Press.

- Copley, A. (2018). *Essentials of Political Science*. Oxford University Press.
- Dahl, R. A. (1957). The Concept of Power. *Behavioral Science*, 2(3), 201-215.

- Easton, D. (2013). *The Political System: An Inquiry into The State of Political Science*. University Of Chicago Press.
- Garner, R., Ferdinand, P., Lawson, S., & Wilkinson, A. (2016). *Introduction to Politics*. Oxford University Press.
- Heywood, A. (2013). *Political Ideologies: An Introduction*. Palgrave Macmillan.
- Heywood, A. (2013). *Politics*. Palgrave Macmillan.

- Heywood, A. (2017). *Political Theory: An Introduction (5th Ed.)*. Palgrave Macmillan.
- Heywood, A. (2019). *Politics (5th Ed.)*. Palgrave Macmillan.
- Hoffman, J. (2005). Sovereignty. In W. Carlsnaes, T. Risse, & B. A. Simmons (Eds.), *Handbook of International Relations* (Pp. 70-88). SAGE Publications.
- Kelsen, H. (2000). *The Essence and Value Of Democracy*. Rowman & Littlefield.
- M.P. Jain. (2021). *Political Theory: An Introduction*. Lexis Nexis.
- M.V. Pylee. (2018). *Political Theory: Ideas and Concepts*. SAGE Publications India.
- Mill, J. S. (2002). *On Liberty*. Dover Publications.
- Rajeev Bhargava. (2019). *Political Theory: An Introduction*. Pearson.
- Rawls, J. (1971). *A Theory of Justice*. Harvard University Press.
- Raz, J. (1986). *The Morality of Freedom*. Oxford University Press.
- Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2017). *Political Science: An Introduction*. Pearson.
- Skocpol, T. (1979). *States and Social Revolutions: A Comparative Analysis Of France, Russia, and China*. Cambridge University Press.
- Weber, M. (1969). Politics as a Vocation. In H. H. Gerth & C. Wright Mills (Eds.), *From Max Weber: Essays In Sociology*. Oxford University Press.
- Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology*. University of California Press.

Course Title: Fundamentals of Political Science-I

Course Code: B23-POL-103

Total Credits: 2

Time: 2 Hrs.

Max. Marks: 50

Theory Marks: 35

Internal Marks: 15

Note: Total three Questions will be set and students will be required to attempt three questions.

Question No. 1 will be compulsory and will consist of 7 short answer type questions of one mark each spread over the entire syllabus. The remaining two questions will be taken from each of the two units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory.

Unit-1

Meaning, Nature, Scope and Significance of Political Science. State: Elements and Functions; Origin and Development of State

Unit-2

Key Concepts: Power, Authority, Legitimacy. Key Concepts: Rights, Liberty, Equality

Recommended: Books

- Ball, T., Dagger, R., & O'Neill, B. (2020). Political Ideologies and the Democratic Ideal. Pearson.
- Beetham, D. (2013). The Legitimation of Power. Palgrave Macmillan.
- Beetham, D., & Boyle, K. (2019). Introducing Democracy: 80 Questions and Answers. Polity Press.
- Copley, A. (2018). Essentials of Political Science. Oxford University Press.
- Dahl, R. A. (1957). The Concept of Power. Behavioral Science, 2(3), 201-215.
- Garner, R., Ferdinand, P., Lawson, S., & Wilkinson, A. (2016). Introduction to Politics. Oxford University Press.
- Heywood, A. (2013). Political Ideologies: An Introduction. Palgrave Macmillan.
- Heywood, A. (2013). Politics. Palgrave Macmillan.
- Heywood, A. (2017). Political Theory: An Introduction. Palgrave Macmillan.
- Kapur, A.C., (2017). Principles of Political Science. S. Chand Publishing.
- Kelsen, H. (2000). The Essence and Value of Democracy. Rowman & Littlefield.
- M.P. Jain. (2021). Political Theory: An Introduction. Lexis Nexis.
- M.V. Pylee. (2018). Political Theory: Ideas and Concepts. SAGE Publications India.
- Mill, J. S. (2002). On Liberty. Dover Publications.

Course Title: Indian Polity

Course Code: B23-POL-104

Total Credits: 3

Time: 2 Hrs.

Max. Marks: 75

Theory Marks: 50

Internal Marks: 25

Note: Total four Questions will be set and students will be required to attempt four questions.

Question No. 1 will be compulsory and will consist of 4 short answer type questions of two marks each spread over the entire syllabus. The remaining three questions will be taken from each of the three units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory.

Unit-1

Indian Constitution: Salient Features, Fundamental Rights and Fundamental Duties

Unit-2

Union Executive: President, Prime Minister and Council of Ministers, Union Legislature: Lok Sabha and Rajya Sabha

Unit-3

Judiciary: Supreme Court, Judicial Review and Judicial Activism

Recommended Books:

- Austin, G. (1966). *The Indian Constitution: Corner Stone of a Nation*. Oxford, Oxford University Press.
- Austin, G. (2000). *Working a Democratic Constitution: The Indian Experience*. Delhi, Oxford University Press.
- Basu, D. D. (1994). *An Introduction to the Constitution of India*. New Delhi, Prentice Hall.
- Bhushan, R., & Katju, M. (2012). *Supreme but not Infallible: Essays In Honour of The Supreme Court of India*. Hay House India.
- Pylee, M. V. (1998). *An Introduction to the Constitution of India*. New Delhi.

Course Title: Principles of Political Science – II

Course Code BA/POL/201

Total Credits: 4

Time: 3 Hrs.

Marks: 100

External: 70

Internal: 30

Note: Total NINE Questions will be set and students will be required to attempt FIVE questions.

Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory.

Unit-1

Theory and Practice of Government: Legislature, Executive and Judiciary; Separation of Powers and Rule of Law

Unit-2

Forms of Government: Unitary and Federal; Parliamentary and Presidential

Unit-3

Operational Dynamics of Political System: Political Parties, Pressure Groups, Representation and Bureaucracy

Unit-4

Political Regimes: Monarchy, Totalitarianism, Military Rule and Democracy

Recommended Books:

- Kapur, A.C. (2017). Principles of Political Science. S. Chand Publishing.
- Ball, T., Dagger, R., & O'Neill, B. (2020). Political Ideologies and The Democratic Ideal. Pearson.
- Beetham, D. (2013). The Legitimation of Power. Palgrave Macmillan.
- Beetham, D., & Boyle, K. (2019). Introducing Democracy: 80 Questions and Answers. Polity Press.
- Bidyut Chakrabarty. (2019). Indian Politics. Pearson.
- Bodin, J. (1992). On Sovereignty: Four Chapters from the Six Books of the Commonwealth (J. H. Franklin, Trans.). Cambridge University Press.

- Copley, A. (2018). *Essentials of Political Science*. Oxford University Press.
- Dahl, R. A. (1957). The Concept of Power. *Behavioral Science*, 2(3), 201-215.
- Easton, D. (2013). *The Political System: An Inquiry into The State of Political Science*. University Of Chicago Press.
- Garner, R., Ferdinand, P., Lawson, S., & Wilkinson, A. (2016). *Introduction to Politics*. Oxford University Press.
- Heywood, A. (2013). *Political Ideologies: An Introduction*. Palgrave Macmillan.
- Heywood, A. (2013). *Politics*. Palgrave Macmillan.
- Heywood, A. (2017). *Political Theory: An Introduction (5th Ed.)*. Palgrave Macmillan.
- Heywood, A. (2019). *Politics (5th Ed.)*. Palgrave Macmillan.
- Hoffman, J. (2005). Sovereignty. In W. Carlsnaes, T. Risse, & B. A. Simmons (Eds.), *Handbook of International Relations* (Pp. 70-88). SAGE Publications.
- Kelsen, H. (2000). *The Essence and Value Of Democracy*. Rowman & Littlefield.
- M.P. Jain. (2021). *Political Theory: An Introduction*. Lexis Nexis.
- M.V. Pylee. (2018). *Political Theory: Ideas and Concepts*. SAGE Publications India.
- Mill, J. S. (2002). *On Liberty*. Dover Publications.
- Rajeev Bhargava. (2019). *Political Theory: An Introduction*. Pearson.
- Raz, J. (1986). *The Morality of Freedom*. Oxford University Press.
- Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2017). *Political Science: An Introduction*. Pearson.
- Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology*. University of California Press.

Total Credits: 2

Time: 2 Hrs.

Max. Marks: 50

Theory Marks: 35

Internal Marks: 15

Note: Total three Questions will be set and students will be required to attempt three questions.

Question No. 1 will be compulsory and will consist of 7 short answer type questions of one mark each spread over the entire syllabus. The remaining two questions will be taken from each of the two units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory of 14 Marks of each.

Unit-1

Institutions: Executive, Legislature, Judiciary. Types of Government: Unitary and Federal, Parliamentary and Presidential

Unit-2

Operational Dynamics: Political Parties, Pressure Groups, Bureaucracy. Regimes: Democracy, Monarchy, Totalitarianism

Recommended Books

- Ball, T., Dagger, R., & O'Neill, B. (2020). Political Ideologies and the Democratic Ideal. Pearson.
- Beetham, D. (2013). The Legitimation of Power. Palgrave Macmillan.
- Beetham, D., & Boyle, K. (2019). Introducing Democracy: 80 Questions and Answers. Polity Press.
- Copley, A. (2018). Essentials of Political Science. Oxford University Press.
- Dahl, R. A. (1957). The Concept of Power. Behavioral Science, 2(3), 201-215.
- Garner, R., Ferdinand, P., Lawson, S., & Wilkinson, A. (2016). Introduction to Politics. Oxford University Press.
- Heywood, A. (2013). Political Ideologies: An Introduction. Palgrave Macmillan.
- Heywood, A. (2013). Politics. Palgrave Macmillan.
- Heywood, A. (2017). Political Theory: An Introduction. Palgrave Macmillan.
- Kapur, A.C., (2017). Principles of Political Science. S. Chand Publishing.
- Kelsen, H. (2000). The Essence and Value of Democracy. Rowman & Littlefield.
- M.P. Jain. (2021). Political Theory: An Introduction. Lexis Nexis.

- M.V. Pylee. (2018). Political Theory: Ideas and Concepts. SAGE Publications India.
- Mill, J. S. (2002). On Liberty. Dover Publications.
- Rajeev Bhargava. (2019). Political Theory: An Introduction. Pearson.
- Rawls, J. (1971). A Theory of Justice. Belknap Press.
- Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2016). Political Science: An Introduction. Pearson.

Course Title: Indian Constitution

Course Code: B23-POL-203

Total Credits: 3

Time: 2 Hrs.

Max. Marks: 75

Theory Marks: 50

Internal Marks: 25

Note: Total four Questions will be set and students will be required to attempt four questions.

Question No. 1 will be compulsory and will consist of 4 short answer type questions of two marks each spread over the entire syllabus. The remaining three questions will be taken from each of the three units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory.

Unit-1

Indian Constitution: Sources and Features, Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy

Unit -2

Union and State Executive: President, Prime Minister and Council of Ministers,

State Executive: Governor, Chief Minister and Council of Ministers.

Unit -3

Union and State Legislature: Parliament – Composition and Functions; Speaker of Lok Sabha
Amendment Process; State Legislature: Vidhan Sabha, Panchayati Raj, Judiciary: Supreme Court
and High Courts.

Recommended Books:

- Austin, G. (1966). The Indian Constitution: Corner Stone of a Nation. Oxford, Oxford University Press.
- Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. Delhi, Oxford University Press.
- Basu, D. D. (1994). An Introduction to the Constitution of India. New Delhi, Prentice Hall.

- Basu, D. D., & Parekh, B. (Eds.). (1994). *Crisis and Change in Contemporary India*. New Delhi, Delhi,
- Sage.
- Bhambhri, C. P. (1997). *The Indian State: Fifty Years*. New Delhi, Shipra.
- Bhushan, R., & Katju, M. (2012). *Supreme but not Infallible: Essays In Honour of The Supreme*
- Court of India. Hay House India.
- Brass, P. (1974). *Language, Religion and Politics in North India*. London, Cambridge University
- Press.
- Brass, P. (1990). *Politics of India Since Independence*. Hyderabad, Orient Longman.
- Chanda, A. (1965). *Federalism in India: A Study of Union-State Relations*. London, George Allen & Unwin.
- Chaturvedi, S. (2019). *State Legislatures in India: Structure, Functioning, Conduct of Business,*
- Powers And Privileges. Universal Law Publishing.
- Cobridge, S., & Harriss, J. (2001). *Reinventing India: Liberalization, Hindu Nationalism and*
- Popular Democracy. Delhi, Oxford University Press.
- Fadia, B. L. (1984). *State Politics in India (Vol. 1-2)*. New Delhi, Radiant Publishers.
- Hardgrave, R. L. (1965). *India: Government and Politics in a Developing Nation*. New York,
- Harcourt, Brace and World.
- Jayal, N. G. (Ed.). (2001). *Democracy in India*. Delhi, Oxford University Press.
- Kashyap, S. C. (2012). *Our Parliament: An Introduction to the Parliament of India*. National Book Trust, India.

VAC Session: 2023-24	
Name of the Course	Human Values and Ethics
Course Code	B-21- VAC-101
Course Type:	VAC
Level of the course (As per Annexure-I)	I/II Semester
Pre-requisite for the course (if any)	N.A.

VAC Session: 2023-24

Name of the Course	Human Values and Ethics
Course Code	B-21- VAC-101
Course Type:	VAC
Level of the course (As per Annexure-I)	I/II Semester
Pre-requisite for the course (if any)	N.A.

Course Learning Outcomes (CLO):	After completing this course, the learner will be able to know/understand: the Need, Content and Process for Value Education. the Human Values and Ethics the origin of Integrated Personality and Well-being The Professional Ethics and Global Citizenship		
	Theory	Practical	Total
Credits	02	00	02
Contact Hours	02	00	02
Max. Marks:- 5 Internal Assessment Marks:- 15 End Term Exam Marks:- 35	Time:- 3hrs.		

Part B-Contents of the Course

Instructions for Paper-Setter

The paper-setter is requested to set **Nine** questions in all i.e., One Compulsory Objective Type Question (7x1) without any choice, equitably distributed over the whole syllabi and Two Questions from Each Unit equitably spread over the concerned unit. The examinees will have to attempt **Five** questions in all, selecting one question from each unit. All questions carry equal marks.

Unit	Topics	Content:
I	Course Introduction- Need, Content and Process for Value Education	8
	Understanding the need, content and process for Value Education. (Students should be aware of the difference among skills, values and ethics and their respective needs in life.) Classification of Value Education: understanding Personal Values, Social Values, and Moral Values & Spiritual Values; Understanding the difference between ideology and values. Understanding Harmony with self, Society and Nature. Activity: Debate and discussion on the need and nature of value education; Students should be encouraged to find and analyze suitable case studies to understand various types of values.	

II	<p>Human Values and Ethics</p> <p>Meaning and nature of human values; Significance of human values in life; Relation between values and ethics. Relevance of Human values: Integrity, Empathy, Loksangrah, Brahmvi-hara. Theory of Naya (Jainism), Deontology, Virtue Ethics, Utilitarianism</p> <p>Activity: Students should be divided in small groups and should be motivated to reflect upon their values. Teacher should make an environment to make them realize that everyone has a set of values arisen from their family, social, cultural, religious, and political contexts, some of which correspond to more “human” and “universal” frameworks. This exercise is to encourage students to articulate their values and put them into conversation with values from other contexts.</p>	8
III	<p>Integrated Personality and Well-being</p> <p>Understanding the relationship among: Self, Identity and Personality. Understanding Integrated Personality – with the three gunas theory of Sankhya, the four Antah-karanas (inner instruments) in Yoga, and Panchkosha (five sheaths) in Upanishad. Approaching comprehensive understanding of well-being and its relation to Happiness.</p> <p>Activity: Bhramadhya Dhyana, Chakra Dhyana, Preksha Dhyana, Sakshi Bhava Dhyana, Vipassana, Yog Nidra, Partipakshabhava (yogic way of cognitive restructuring)</p>	7
IV	<p>Professional Ethics and Global Citizenship</p> <p>Nature, characteristics and scope of professional ethics; Types of Professional Ethics; Professional Values: Trusteeship, Inclusiveness, Commitment, Sustainability, Accountability, Transparency, Impartiality. Values for Global Citizenship: Equality, Justice, and Human Dignity. Nature and need of competency based education; Types of Competencies, Core Competencies: communication, teamwork, planning and achieving goals, Functional Competencies: analytical thinking, knowledge sharing and learning, decision making, partnership building.</p>	7

Suggested Evaluation Methods

Internal Assessment:

➤ Theory

- Class Participation: 5
- Seminar/presentation/assignment/quiz/class test etc.: 5
- Mid-Term Exam: 5

➤ Practicum

- Class Participation:
- Seminar/Demonstration/Viva-voce/Lab records etc.:
- Mid-Term Exam:

End Term Examination:

35

Part C- Learning Resources

Recommended Books/e-resources/LMS:

1. R.R. Gaur, R Sangal, G.P. Bagaria (2009): A Foundation Course in Human Values and Professional Ethics, Excel Books.
2. D.R. Kiran (2014) Professional Ethics and Human Values, McGraw Hill Education (India).
3. Happiness and Well-Being, NIOS Module V (Health and well-being)
4. Kiran Kumar, K. Salagame (2016): Meaning and Well-Being: Indian Perspectives, Journal of Constructivist Psychology
5. Dan P. McAdams, Kali Trzesniewski, Jennifer Lilgendahl, Veronica Benet-Martinez, Richard W. Robins (2021) Self and Identity in Personality Psychology, Personality Science, 2021, Vol. 2, Article e6035, <https://doi.org/10.5964/ps.603>
6. S.K. Kiran Kumar (2003): An Indian conception of wellbeing, in Henry, J. (Ed) European Positive Psychology Proceedings 2002. Leicester, UK: British Psychological Society.
7. Vivian L Vignoles (2017): Identity: Personal and Social, Chapter to appear in Oxford Handbook of Personality and Social Psychology (2nd ed.), edited by Kay Deaux and Mark Snyder.
8. Wong, S.-C. (2020). Competency Definitions, Development and Assessment: A Brief Review. International Journal of Academic Research in Progressive Education and Development, 9(3), 95–114.

B23-POL-301: INDIAN CONSTITUTION

DURATION: 3 HOURS

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

Course Objective: -

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

Course learning outcomes:

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

CLO 1: To understand the philosophy of the Indian Constitution.

CLO 2: To understand the Fundamental Rights, Duties and Directive principle of state policy. CLO 3: To learn about the structure and functioning of the Union government.

CLO 4: To learn about the structure and function of state government.

CLO 5: To appreciate the centre state relations in India.

Unit-I

Formation, Sources and Philosophy of Indian Constitution, Salient Features, Fundamental Rights, Fundamental Duties & Directive Principles of State Policy

Unit-II

Union Government: Legislature: Parliament-Composition & Functions

Executive: President, Prime Minister, Cabinet & Council of Ministers

Judiciary: Supreme Court

Unit-III

State Government: State legislature: Legislative Assembly & Legislative Council Executive: Governor, Chief Minister & Council of Minister, State Level Judicial System: High Court

Unit-IV

Judicial Review, Judicial Activism & Judicial Reforms

Panchayati Raj System: Basic Features & 73rd Amendment.

Constitutional Amendment Process

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

Suggested Readings:

- Ananth, K.V. (2015). *The Indian Constitution and Social Revolution: Right to Property since Independence (SAGE Series in Modern Indian History)* (First ed.). SAGE

Publications Pvt.Ltd.

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

B23-POL-401: INDIAN GOVERNMENT AND POLITICS

DURATION: 3 HOURS

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

Course Objective: -

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

Course learning outcomes:

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

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

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

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

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

Unit-I

Indian Political System: Basic Features, Issues & Challenges pertaining to Federal Structure
Indian Federalism- Nature & Working, Centre-State Relations, Demand for State Autonomy

Unit-II

Electoral System: Election Commission, Electoral Process & Electoral Reforms, Voting Behaviour

Unit-III

Party System in India, Pressure Groups, Political Defection, Coalition Politics: Nature & impact on Indian Polity

Unit-IV

Role of Caste, Religion, Region & Ethnicity Issues in Indian Politics.

Civil Society: Nature & Roles.

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

Suggested readings

- S.K. Chaube (2010), The Making and Working of the Indian Constitution, New Delhi: National Book Trust (Chapter V: _The Rights of the Indians‘, pp.33-61)

- Thiruvengadam, (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury (Ch.2 Parliament and the Executive, pp.39-70)
- P. Chatterjee (2011), *The State*, in N G Jayal and P Mehta (eds) *The Oxford Companion to Politics in India*, OUP, New Delhi. pp. 3-14.
- S. Palshikar, (2008) *'The Indian State: Constitution and Beyond'*, in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.
- G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print (Chapter 7: The Judiciary and the Social Revolution, pp.164-185)
- Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- E. Sridharan, (2012) *'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions'*, in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.
- Y. Yadav and S. Palshikar, (2006) *'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence'*, in P.R. DeSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.
- R. Kothari, (1970) *'Introduction'*, in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25.
- S. Deshpande (2016), *'Caste in and as Indian Democracy'*, New Delhi: Seminar, No.677, pp.54-58.
- U. Chakravarti. (2003) *'Caste and Gender in Contemporary India'*, in *Gendering Caste Through a Feminist Lens*. Calcutta: Stree, pp.139-317.
- T. Pantham, (2004) *'Understanding Indian Secularism: Learning from its Recent Critics'*, in R.
- Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp.235-256.
- Roy, (2010) *'The Women's Movement'*, in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.
- G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.
- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.

B23-POL-501: INTERNATIONAL RELATIONS

DURATION: 3 HOURS

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

Course Objective:

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

Course Learning Outcome:

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

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

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

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

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

Unit- I

International Relations: Meaning, Nature, Scope, Significance & Development, International Relations since 1945: Trends and Challenges

Unit-II

Theories of International Relations: Idealist, Realist, Marxist, Functionalist and System Theory

Unit- III

National Interest, Security and Power, Balance of Power and Deterrence, Collective Security.

Unit- IV

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

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

Suggested Readings:

- Basu,R.(2004).*The United Nations: Structure & functions of an International Organisation*. Sterling Publishers Pvt.
- Bellamy, A.J.,&Williams, P.(2014).*Peace operations and global order*.Routledge.
- Carvalho,B.D.,Lopez, J.C., &Leira, H. (2021).*Routledge handbook of historical international relations*. Routledge.
- Dunne, T., Kurki, M., & Smith, S. (2021). *International Relations Theories: Discipline and diversity*. Oxford University Press, USA.
- Foradori,P.,Giacomello,G.,&Pascolini,A.(Eds.).(2017).*ArmsControlandDisarmament: 50 Years of Experience in Nuclear Education*. Springer.
- Garner,R.,Ferdinand,P.,&Lawson,S.(2020).*Introduction to Politics*. Oxford University Press, USA.
- Ghosh, P. (2020). *International Relations*(5thed.). PHI Learning Pvt.
- Hanhimäki, J.M. (2015). *The United Nations: A very short introduction*. Oxford University Press, USA.
- Jindal,N., &Kumar,K. (2020).*International Relations: Theory and practice*. Sage Publications Pvt.
- Kille,K.J., &Lyon,A.J. (2020).*The United Nations: 75 years of promoting peace, human rights, and development*. ABC-CLIO.
- Kooops,J., Mac Queen,N.,Tardy,T.,& Williams,P.D.(2015).*The Oxford Handbook of United Nations Peacekeeping operations*. Oxford University Press.
- Kuusisto,R.(2019).*International Relations Narratives:Plotting World Politics*.
- Mingst, K., Mc Kibben, H., &Arreguin-Toft,I.(2018).*Essentials of international relations* (8th ed.). W.W. Norton & Company.
- Peter,M.,& Coning,C. D.(2020).*United Nations peace operations in a changing global order*.
- Weiss, T. G., &Daws, S. (2018). *The Oxford handbook on the United Nations*. Oxford University Press.

B23-POL-601: INTERNATIONAL ORGANISATION

DURATION: 3 HOURS

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

Course objective

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

Course learning outcomes:

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

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

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

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

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

Unit-I

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

Unit-II

Organs of United Nations: General Assembly, Security Council, Economic and Social Council, Trusteeship, International Court of Justice, Secretariat; Role of Secretary General

Unit-III

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

Unit-IV

Role of International Monetary Fund (IMF), World Bank, World Trade Organization (WTO), IAEA, UNESCO, G-20

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

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

Suggested Readings:

- Aggrawal, H.O.,(2021).*International Organization*. Central Law Publications
- Cogan, J.K., Hurd, I.,& Johnstone,I.(Eds.).(2016).*The Oxford Handbook of International Organizations*. Oxford University Press.
- Dalal, Rajbir Singh. (2015), *Impact of Globalization and Urbanization on Migration in India: An Introspection*, The Administrative Change, Jaipur.
- Dijkstra, H. (2016).*International Organizations and Military Affairs*. Routledge.
- Dingwerth, K.,Witt ,A., Lehmann,I.,Reichel,E.,&Weise,T.(2019).*International organizations under Pressure: Legitimizing Global Governance in Challenging Times*. Oxford University Press.
- Hanhimäki, J.M. (2015).*The United Nations: A very short Introduction*. Oxford University Press, USA
- Kille, K.J.,& Lyon, A.J.(2020).*The United Nations:75years of Promoting peace, human rights, and development*. ABC-CLIO.
- Muldoon, J.P. (2018). *The Architecture of Global Governance: An introduction to the study of international organizations*. Routledge.
- Panke,D.,&Stapel,S.(2020).*Comparing Regional Organizations: Global dynamics and regional particularities*. Policy Press.
- Park,S.(2018).*International Organizations and Global Problems: Theories and Explanations*. Cambridge University Press.
- Schiavone,G.(2016).*International Organizations: Adictionary and Directory*. Springer
- Weiss, T.G., & Daws, S. (2018).*The Oxford Handbook on the United Nations*. Oxford University Press.
- Kumar, Ramesh (2017). *North-South Dialogue in UN and outside: An analysis*, *Think India*, 20(4)

B23-POL-302: WESTERN POLITICAL THOUGHT-I

DURATION: 3 HOURS

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

Course objective:

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

Course learning outcomes:

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

CLO1: It helps students discover the political philosophy that forms the basis of politics in the Western world, to interpret the political philosophies of the Greek, Roman, French, and English philosophers in a historical context as well as relate them to contemporary politics.

CLO 2: Concretizing their base in political thought.

CLO3: Differences of thought in the different phases of the History of political thought

CLO 4: Getting enlightened with fundamental features of political thought.

Unit-I

Plato, Aristotle

Unit- II

Machiavelli, Montesquieu

Unit-III

Hobbes, Locke, Rousseau

Unit-IV

Hegel, Karl Marx.

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

Suggested Readings:

- Skoble. A and Machan, T. (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education
- Berlin, Isaiah,(1981) The Originality of Machiavelli in I.Berlin, Against the Current, OUP, Oxford, 1981.
- Brian R. Nelson, (2004) Western Political Thought, Pearson, New Delhi.
- C.Macpherson,(1962)The Political Theory of Possessive Individualism: Hobbes to Locke.

Oxford University Press, Ontario.

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

B23-POL-402: COMPARATIVE POLITICAL ANALYSIS

DURATION: 3 HOURS

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

Course Objective:

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

Course learning outcomes:

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

CLO1: Learn about States, Nations, and the basics of democratic and Non democratic regimes.

CLO2: Compare state power using they and sticks of power, authority, legitimacy and capacity.

CLO 3: Compare and assess political institutions in different political systems.

CLO4: Develop a thorough understanding of the interrelationships between organs of government in different political systems.

CLO 5: Understand the role of political participation, electoral politics, political parties and party systems in democratic regimes.

Unit I

Comparative Politics: Meaning, Nature, Scope & Significance, Constitution and Constitutionalism: Types & Crisis of Constitutionalism, Constitutional Morality.

Unit II

Forms of Government: Unitary & Federal, Presidential & Parliamentary.

Organs of Government: Executive, Legislature & Judiciary, Separation of Power Theory.

Democratisation: Democratic Transition and Consolidation, Theories of Political Development.

Unit III

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

Unit IV

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

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

Suggested Readings:

- Amin, S. (1974). *Accumulation on a World Scale: A Critique of the Theory of Underdevelopment*, Vol. II. Monthly Review Press.
- Amin, S. (1993). *Social Movements at the Periphery*. In P. Wignaraja (Ed.), *New Social Movements in the South*. Zed.
- Frank, A. G. (1989). *The Development of Underdevelopment*. *Monthly Review*, 41, 37-51. (Reprinted from September 1966 issue)
- Ayers, A. J. (2019). *A Global Political Economy of Democratization: Beyond the Internal-External Divide (Ripe Series in Global Political Economy) (1st ed.)*. Routledge.
- Bingham, T. (2011). *The Rule of Law (Reprinted.)*. Penguin UK.
- Straumann, B. (2021). *Crisis and Constitutionalism by Alberico Gentili Fellow Benjamin Straumann*. Oxford University Press.
- Diwakar, R. (2018). *Party System in India (Oxford India Short Introductions Series) (1st ed.)*. Oxford University Press.
- Drochon, H. (2020, June 1). *Robert Michels, their on law of oligarchy and dynamic democracy*. Wiley Online Library.
- Dasgupta, A., & L. (2021). *Alternatives in Development: Local Politics and NGOs in China and India (1st ed. 2022 ed.)*. Palgrave Macmillan.
- Peet, R., & Hartwick, E. (2015). *Theories of Development, Third Edition*. Guilford Publications.
- Popelier, P., Aroney, N., & Delledonne, G. (2021). *Routledge Handbook of Subnational Constitutions and Constitutionalism (1st ed.)*. Routledge.
- Rossatto, C. A. (2019). *Manifesto for New Social Movements: Equity, Access, & Empowerment (NA) (Illustrated ed.)*. Information Age Publishing.
- Sengupta, A. (2019). *Independence and Accountability of the Higher Indian Judiciary*. Cambridge University Press.
- Shastri, S., Kumar, A., & Sisodia, S. Y. (2021). *Electoral Dynamics in the States of India (1st ed.)*. Routledge India.
- Valencia, S. A. (2018). *Sub-Imperialism Revisited: Dependency Theory in the Thought of Ruy Mauro Marini (Studies in Critical Social Sciences, 105) (Reprinted.)*. Haymarket Books.
- Welzel, C., Inglehart, R. F., Haerpfer, C., & Bernhagen, P. (2019). *Democratization (2nd ed.)*. Oxford University Press.

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

DURATION: 3 HOURS

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

Course Objectives

The main objectives of this course is to sensitize students about major issues and challenges of the urban sector and to provide opportunity to systematically study the issues in the field. Urban governance is the emerging area which needs attention in the era of good governance.

Learning Outcomes

- Knowledge of the evolution and growth of Rural-urban local bodies in India
- Understanding about the composition, role, functions, and resources of urban local bodies
- Examining the structure and working of urban development programmes
- Analyze the Administrative machinery at various levels.
- Acquainting with the urban Industrialization and Co-operatives viz-a-viz Urban Governance.

Unit-I:

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

Unit-II

Structure and Function of Rural Local Self Government in India in light of 73th Amendment Act: Gram Panchayat and Gram Sabha, Panchayat Samiti and Zila Parishad

Unit-III:

Structure and Function of Urban Local Self Government in India in light of 74th Amendment Act: Nagar Panchayat, Municipal Council and Municipal Corporation

Unit-IV

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

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

RECOMMENDED READINGS:

- C.P. Berthwal (1997), Understanding Local Self Government, Bharat Book Centre, Lucknow.
- David Wilson & Chris Game (1994), *et al*, Local Government in the United Kingdom, Macmillan, London.
- Hoshiar Singh (1997), Local Government in India, Britain, France and USA, Kitab

- Mahal, Allahabad.
- J.A. Chandler (1996), Local Government Today, (2nd ed), Manchester University Press, Manchester.
 - John Greenwood and David Wilson (1984), Public Administration in Britain, George Allen and Unwin, Boston, Sydney.
 - Mary and Anna Stevens (2001), Local Government in France, La Documentation franchise, Paris.
 - Chahar S S (2009), District Administration in India in the era of globalization, concept publishing company, New Delhi.
 - Pardeep Sachdeva (2000), Urban Local Government and Administration in India, Kitab Mahal, New Delhi.
 - Pradeep Sachdeva (1989), Reform of French Local Government: the Decentralized Process, I. J.P.A., April-June, IIPA, New Delhi.
 - R.L. Khanna (1976), Local Government in Foreign Countries, Mohindra Capital Publishers, Chandigarh.
 - Sahib Singh and Swinder Singh (1991), Local Government in India, New Academic Publishing Co., Jalandhar.
 - Tony Bryne, Local Government in Britain, Penguin Press (5th ed.), London, 1990.
 - Agarwal, Amba (2005) Fiscal Decentralization: Financing of Panchayati Raj Institutions in India. Serial Publications: New Delhi
 - Baluchamy, S (2004) Panchayati Raj Institutions. Mittal Publications: New Delhi
 - Bhadouria, B D S and Dubey, V P (1989) Panchayati Raj and Rural Development. Commonwealth Publishers: New Delhi
 - Biju, M R (2008) Panchayati Raj System in India: A Symbol of Participatory Democracy and Decentralized Development. Kaniska Publication: New Delhi
 - Dharmaraj, Sengmalam (2008) Panchayati Raj System in India. Abhijeet Publications: New Delhi
 - Maheswari, Shriram (2008) Local Government in India, Lakshmi Narain Agarwal: Agra
 - Ram, D Sundar (2007) Panchayati Raj Reforms in India: Power to the People at the Grassroots. Kanishka Publishers: New Delhi
 - Ram, D Sundar (2008) Role of Panchayati Raj Institutions in 60 Years of Independent India: Vision of the Future. Academy of Grassroot Studies and Research: Tirupati
 - Sharma, Ashok (2016), Bharat main Sathaniya Prashasan, RBSA, Jaipur.
 - Meena Janak Singh (2012), Bharat Mein Gramin Vikas Prashasan, RBSA, Jaipur
 - Goel, S.L. (2011), Urban Local Self Government, Deep and Deep, New Delhi.
 - Maheshwari, S.R. (2017), Indian Administration, Orient Blackswan, Hyderabad.
 - Goel, S.L. (2009), Panchayat Raj in India, Deep and Deep, New Delhi.
 - Gupta, Jawahar Lal (2018), Local Administration in India, RBSA, Jaipur
 - Chakrabarty, Bidyut (2018), Local Governance in India, Sage, New Delhi.
 - Pal, Mahi (2020), Rural Local Governance and Development, Sage, New Delhi.
- Malik, S.S. (2016) New Panchayati Raj in Haryana, RBSA, jaipur

B23-POL-606: CONTEMPORARY ISSUES IN INTERNATIONAL POLITICS

DURATION: 3 HOURS

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

Course Objectives:

To understand the issue of Identity crisis and the emergence of ethnic conflicts and the status in contemporary time. To develop an empathetic outlook towards the issue of cross border terrorism To debate and develop insightful gains around the role of INGOs/IGOs. To acquire holistic and sensitive approach to comprehend environmental issues. To understand the crisis related to energy and the world politics to secure the energy. To discuss, debate and develop thought provoking ideas around the issues of armed conflicts, civil war, terrorism

Course learning outcomes:

- Students shall be able to identify the challenges to democracy in the world and provide their own suggestions to tackle the same
- The terms like Banana Republics being understood through debates and discussion shall be identified in real life
- Students shall be able to identify the factors causing energy crisis and debate towards the probable solution of the issue
- The broader debates concerning Nuclear Proliferations shall be well understood and further contributed to by the students
- Issues of armed conflicts, civil war and terrorism shall be critically reviewed, debated and understood

Unit-I

International Politics: Meaning , Nature and , Main Actors in International Politics- States, Non States, Regional and Trans- Regional Organization, Role of United Nations in Global Governance, Peace and Security.

Unit-II

International Terrorism: Causes and Consequences, Inter-Governmental Organizations: IMF, IBRD, WTO, G-20 & G-7.

Unit-III

Environmental Issues and Debate on Climate Change / Global Warming, Food and Energy Security, Sustainable Development goals: 2030 Targets and Achievements.

Unit-IV

Nuclear Proliferation and Disarmament: Role of International Atomic Energy Agency, New World Order, North South Divide, Non-Conventional Security Issues: Migration, Drug Trafficking and Cyber Security.

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

RECOMMENDED READINGS:

- Art Robert and Robert Jervis, 2009, *International Politics – Enduring Concepts and* Antonescu, M. V. (2019). *Food Security in the Context of a Global Food Crisis and the Rise of Food Powers—Several Considerations*. In *Romanian Military Thinking International Scientific Conference Proceedings* (pp. 102-119). Central ethniceditorial al armatei.
- Bahrapour, H., Marnani, A. K. B., Askari, M. B., & Bahrapour, M. R. (2020).
- Evaluation of renewable energies production potential in the Middle East: confronting the world's energy crisis. *Frontiers in Energy*, 14(1), 42-56.
- Black-Branch, J. (2017). *Nuclear Terrorism by States and Non-state Actors: Global Responses to Threats to Military and Human Security in International Law*. *Journal of Conflict and Security Law*, 22(2), 201-248.
- Bonvecchi, A., & Simison, E. (2017). *Legislative institutions and performance in authoritarian regimes*. *Comparative Politics*, 49(4), 521-544.
- Chen, J., & Xu, Y. (2017). *Information manipulation and reform in authoritarian regimes*. *Political Science Research and Methods*, 5(1), 163-178.
- Doyle, J. (2016). *Mediating climate change*. Routledge.
- Ezrow, N. (2017). *Global politics and violent non-state actors*. Sage.
- Harkabi, Y., Shenkman, Y., Dowty, A., & Orlans, D. (2017). *Nuclear war and nuclear peace*. Routledge.
- Hughes, H. (2018). *Environmental security*. In *Global Environmental Politics* (pp. 66-82). Routledge.
- Mechkova, V., Lührmann, A., & Lindberg, S. I. (2017). *How much democratic backsliding?* *Journal of Democracy*, 28(4), 162-169.
- Nordås, R., & Gleditsch, N. P. (2015). *Climate change and conflict*. In *Competition and Conflicts on Resource Use* (pp. 21-38). Springer, Cham.
- Pogoson, A. I. (2018). *Non-state actors, terrorism and the new global reality*. *The Nigerian Journal of Sociology and Anthropology (NJSA)*, 16(1), 152.
- Rosow, S. J. (2000). *Globalisation as democratic theory*. *Millennium*, 29(1), 27-45.
- Sinaulan, R. L. (2017). *Transformation of Legal System across the Globalized World*. *JL Pol'y & Globalization*, 62, 63.
- Stavenhagen, R. (2016). *Ethnic conflicts and the nation-state*. Springer.
- Tu, Y. (2018). *Urban debates for climate change after the Kyoto Protocol*.
- Von Soest, C., & Grauvogel, J. (2017). *Identity, procedures and performance: how authoritarian regimes legitimize their rule*. *Contemporary Politics*, 23(3), 287-305.
- Von Soest, C. (2015). *Democracy prevention: The international collaboration of authoritarian regimes*. *European Journal of Political Research*, 54(4), 623-638

B23-POL-303: INTERNATIONAL AND REGIONAL ORGANIZATIONS

DURATION: 3 HOURS

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

Course objective

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

Course learning outcomes:

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

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

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

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

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

UNIT I

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

UNIT II

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

UNIT III:

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

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

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