



HSNC University Mumbai
(2022-2023)

Ordinances and Regulations

With Respect to

Choice Based Credit
System (CBCS)

For the Programmes Under

The Faculty of Humanities

For the Course

Political Science

Curriculum – Third Year Undergraduate

Programmes

Semester V- and Semester -VI

2022-23

Board of Studies in Political Science

1. Name of Chairperson/Co-Chairperson/Coordinator:-

a) Dr. Bhagwan Balani,

I/C Principal, BTTC,

HSNC University, Mumbai

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b) Dr. Vruttant Manwatkar,

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2. Two to five teachers each having minimum five years teaching experience amongst the full-time teachers of the Departments, in therelevant subject.

N/A, One-person Department

3. One Professor/Associate Professor from other Universities or Professor/ Associate Professor from colleges managed by Parent Body; nominated byParent Body :-

a) Dr. Vikas Jambhulkar, Associate Professor, Department of Political Science, RTMNU, Nagpur,

Email: vikasnagpur@gmail.com Ph: 9923431515

4. Four external experts from Industry/Research/Eminent Scholar

in the field of relevant to the subject nominated by the parent body:

- a) **Dr. Piyush Kant**, Assistant Professor, School of Media and Cultural Studies, Mumbai
Email: piyush.kant@tiss.edu Ph: 9818492138
 - b) **Mr. Ajinkya Gaikwad**, Assistant Professor, Department of Politics, SIES College of Arts, Science and Commerce, Mumbai - 22
Email: ajinkyag@sies.edu.in Ph: 9833286262
 - c) **Dr. Garima Nath**, Researcher, Politics, Wheeling, Illinois.
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 - d) **Dr. Manish Kumar Yadav**, HOD Political Science, Sri Narayan Singh College, Motihari.
Email: logontomanish@gmail.com Ph: 9560856895
 - e) **Mr. Aprameya Rao**, Social Media Manager, NDTV.
Email: aprameya.rao2013@gmail.com Ph: 9820815113
5. Top rankers of the Final Year Graduate and Final Year Post Graduate examination of previous year of the concerned subject as invitee members for discussions on framing or revision of syllabus of that subject or group of subjects for one year.
- a. **Ms. Wajida Sheikh**, SNTD University, Mumbai.
Email: wajidashaikh93@gmail.com Ph: 9699530092

Part I

R. ** : The Definitions Of The Key Terms Used In The Choice Based Credit System And Grading System Introduced From The Academic Year 2020-2021 Are As Under:**

Outline of the Choice Based Credit System as outlined by the University Grants Commission:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialised or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1. Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2. Dissertation/Project: An elective course designed to acquire Special/advanced knowledge, such as supplement study/support study to project work, and a candidate studies such a course on his own with advisory support by a teacher/faculty member is called dissertation/project. A Project / Dissertation work would be of 6 credits. A Project / Dissertation work may be given in place of a discipline-specific elective paper.

2.3. Generic Elective (GE) Course: An elective course

chosen generally from an unrelated discipline/subject, to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by another discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement; SEC courses are value-based and/or skill-based and are aimed at providing hands-on- training, competencies, skills, etc.

4. Choice Based Credit System (CBCS)

CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students.

5. Honours Program

To enhance employability and entrepreneurship abilities among the learners, through aligning Inter-Disciplinary / Intra Disciplinary courses with Degree Program. Honours Program will have 40 additional credits to be undertaken by the learner across three years essentially in Inter / Intra Disciplinary course.

A learner who joins Regular Undergraduate Program will have to opt for the Honours Program in the first year of the Program. However, the credits for honours, though divided across three years can be completed within three years to become eligible for award of honours Degree.

6. Program:

A Program is a set of course that are linked together in an academically meaningful way and generally ends with the award of a Degree Certificate depending on the level of knowledge attained and the total duration of the study.

7. Course:

A 'course' is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, i.e. there must be a common thread linking the various components of a course. Several linked courses considered together are in practice, a 'program'.

8. Bridge Course:

Bridge course is visualized as Pre semester preparation by the learner before the commencement of regular lectures. For each semester the topics, whose knowledge is considered as essential for effective and seamless learning of topics of the Semester, will be specified. The Bridge Course can be conducted in online mode. Online content can be created for the Bridge Course Topics.

9. Module and Unit:

A course which is generally an independent entity having its own separate identity is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. A topic within a course is treated as a Unit.

10. Self-Learning:

20% of the topics will be marked for Self-Learning. Topics for Self-Learning are to be learned independently by the student, in a

time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, fieldwork, internships etc.

Evaluative sessions (physical/online), equivalent to the credit allocation of the Self Learning topics, shall be conducted, preferably, every week for each course.

Learners are to be evaluated in real-time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the students' learning achieved in the topics earmarked for Self-Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Self-Learning process.

The modes to evaluate self-learning can be a combination of the various methods such as written reports, handouts with gaps and MCQs, objective tests, case studies and Peer learning. Groups can be formed to present self-learning topics to peer groups, followed by Question and Answer sessions and open discussion. The marking scheme for Self Learning will be defined under Examination and Teaching.

The topics stipulated for self-learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies, like the current

situation arising from the lockdown, but such ad hoc decisions are to be kept to the minimum possible.

11. Credit Point:

Credit Point refers to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning

activities like reading, reflecting, discussing, attending lectures/ counselling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Credits assigned for a single course always pay attention to how many hours it would take for a learner to complete a single course successfully.

12. Credit Completion and Credit Accumulation:

Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria concerning a single course. Learner level of performance above the minimum prescribed level (viz. grades/marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus the learner 'accumulates' course wise credits.

13. Credit Bank:

A Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. Also, all the information regarding the number of Credits transferred to different programs or credit exemptions given may be stored with the individual's history.

14. Credit Transfer:

(Performance transfer) When a learner completes a program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and Performance transfer is said to have taken place.

15. Course Exemption:

Occasionally, when two academic programs offered by a single university or by more than one university, may have some common or equivalent course-content, the learner who has already completed one of these academic programs is allowed to skip these 'equivalent' courses while registering for the new program. The Learner is

'exempted' from 'relearning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

Part II

Note: The Ordinances and Regulations given below apply to Undergraduate

Programmes of the

University. O*****

The minimum duration of the Under Graduate Programme will be of 3 years in the Semester pattern i.e. from Sem. I to Sem. VI.

The degree will be awarded to a learner who completes 120 credits of the programme in a period of 3 to 6 years from the year of enrolment to semester VI.

If a learner does not earn 120 credits in 12 semesters from the year of enrolment to semester I, he/she may at his/her option transfer his/her

performance in the existing/new program after establishing an equivalence between old and new syllabus. Such a performance transfer will be decided by the Board of Studies / Ad-hoc Board / Ad hoc Committee of the concerned subject. The admission to the program will be governed by the existing rules

O*** The fees for the transfer of credits or performance will be based on the number of credits that a learner has to complete for the award of the degree.**

R**** Credits earned at one institution for one or more courses under a given program will be accepted under another program either by the same institution or another institution either through Direct Performance Transfer or Course exemption.

R** The Scheme of Teaching and Examination:**

The Scheme of Teaching and Examination shall be divided into **TWO** components, **internal assessment and External assessment** (semester-end examination) for each course of the program.

The performance of the learners shall be evaluated in two components: Internal Assessment with 40% marks by way of continuous evaluation and by Semester End Examination with 60% marks by conducting the theory examination.

Internal Assessment: - It is defined as the assessment of the learners based on continuous evaluation as envisaged in the credit-based system by way of participation of learners in various academic and correlated activities in the given semester of the programme.

A). Internal Assessment – 40% (40 Marks)

1. For Theory Courses

Sr. No	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	15 Marks
2	One assignment based on curriculum (to be assessed by the teacher Concerned)	10 Marks
3	Self-Learning Evaluation	10 Marks
4	Active participation in routine class instructional deliveries	5 Marks

2. For Practical Courses

Sr. No.	Particulars	Marks	
1	Semester End Practical Examination	15 Marks	
	Journal		05 Marks
	Viva		05 Marks
	Laboratory Work		05 Marks
2.	One assignment/project with the class presentation to be assessed by teacher concerned	10 Marks	
	Presentation		05 Marks
	Written Document		05 Marks
3	Self-Learning Evaluation	10 Marks	
4	Active participation in routine class / Laboratory instructional deliveries	05 Marks	

- Project and Assignment:

- Project or Assignment, which can in the following forms

- Case Studies
- Videos Blogs
- Research paper (Presented in Seminar/Conference)
- Field Visit Report
- Presentations related to the subject (Moot Court, Youth Parliament, etc.)
- Internships (Exposition of theory into practice)
- Open Book Test
- Any other innovative methods

- Self-Learning Evaluation

- 20% of the topics of the curriculum are learned by the student through self-learning using online/offline

academic resource specified in the curriculum. Hence 20% of the lectures shall be allocated for evaluation of students on self-learning topics.

- The identified topics in the syllabus shall be learnt independently by the students in a time-bound manner preferably from online resources. Evaluative sessions shall be conducted by the teachers and will carry 10 Marks.
- club the self-learning topics into 3-4 groups of topics only for evaluation.

Prescribe time duration (in days) for completion of each group of the topic and earmark self-learning evaluation lectures in the timetable.

Hence each

group of the topic can be assigned 3 regular lectures for this evaluation for the entire class.

3. Sub Topics

Each evaluative session shall carry 3 Marks (3 x 3 Units = 9 Marks). Students who participate in all evaluative sessions shall be awarded 1 additional Mark.

4. Sub Topics

Each evaluative session shall carry 2.5 Marks (2.5 x 4 Units = 10 Marks).

- Evaluation of self-learning topics can commence in regular lectures assigned for self-learning evaluation in the timetable
- All students will actively participate in the presentation of each of the sub-topics.
- SUGGESTIVE Methods for Evaluation of Self-learning topics IN LECTURES:

- Seminars/presentation (PPT or poster), followed by Q&A
- Objective questions /Quiz / Framing of MCQ questions.
- Debates
- Group discussion
- You-Tube videos (Marks shall be based on the quality and viewership)
- Improvisation of videos
- Role Play followed by question-answers
- Viva Voce
- Any other innovative method

Student can be evaluated based on the quality of presentation, quality of q & a, the framing of the quiz, conduct of quiz, performance in debate etc

- Teachers can frame other methods of evaluation also provided that the method, duly approved by the college examination committee, is notified to the students at least 7 days before the commencement of the evaluation session and is forwarded for information and necessary action at least 3 days before the commencement of the evaluation session.

SEMESTER END EXAMINATION: - It is defined as the examination of the learners based on performance in the semester-end theory / written examinations.

B. Semester End Examination- 60 % (60 Marks)

- 1) Duration – These examinations shall be of 2 hours duration.
- 2) Question Paper Pattern: -
 - i. There shall be four questions each of 15 marks.
 - ii. All questions shall be compulsory with internal choice within the questions.
 - iii. The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the University.

Faculty of Humanities Department of Political Science

Part I

Preamble – Political Science Course

The curriculum of Political Science has been designed keeping in view the aspiration of HSNC Cluster University, namely, to promote equity, efficiency and excellence in Higher Education System.

Political Science is fundamental to understand and be sensitive to the rights and responsibilities as a citizen. This programme introduces political concepts, political behaviour, policy issues, structure of the government within nation and among nations.

Political Science focuses on the theory and practice of Government and politics at the local, state, national and international level.

Government and politics play a significant role on people, communities and corporations today. This knowledge and understanding is valuable for all citizens and is also essential in many careers today.

The course is divided into two semesters: Semester I introduces the students to Constitutional framework, the state structures and institutions, and their actual working. Semesters II helps the students to familiarise with the Indian political process.

With the growing momentum of e-learning, the course is also designed to encourage and facilitate the students to use online components launched by the University Grants Commission (UGC) along with MHRD. Students can use e-content as resource material in a Flipped Classroom model by watching video lectures/documentaries. The classroom will be used for discussion and critical thinking and assignment based on those materials.

The course has been formulated based on discussions with subject experts and other stake holders.

Semester V and Vi

Course objectives

The objective of the course is to acquaint the students with the conceptual, methodological, hermeneutical and practical underpinnings of Politics by the study of total six papers. These papers include a wide scope of the study of Political Thought, Theory, International Studies, Electoral Politics and Public Policy. The course is designed to enhance the understanding of the students about the philosophical, ideological, and functional aspect of domestic as well as International Politics.

The course shall facilitate the -

- Deep learning of Political Thought.
- Academic engagement with the International Politics.
- Political understanding of Films.
- Descriptive study of Political-Sociological and Concepts.
- Theoretical study of Public Policy.
- Use of e-content and learning from various platforms such as SWAYAM and e-PG Pathsala.

Learning Outcomes

At the end of the course, the students shall:

1. Critically analyse the Political Thought of the major Indian and Western Political thinkers.
2. Identify and relate different streams of Political thought manifested through the agenda of various political actors and institutions.
3. Learn the methods and policy analysis to find practical problems of government, communities, regions, and/or global issues.
4. Enhance critical thinking about public policy issues and the ability to conduct professional analyses of social, political, and economic structures and bureaucratic processes.
5. Understand how films enlarges our understanding of the political world.
6. Describe examples of classic Indian and Western films that promoted political messages of development, freedom and equality.
7. Examine the key concepts and issues in International Relations, including notably the way power is acquired and used globally and how states and non-state actors interact.
8. Through the keen understanding of International Organisations, become conversant in current international events through a close reading of the news and interpretation of events through international relations theories and concepts.
9. Critically analyse the current political events, movements, processes and engagements.
10. Develop a robust and nuanced sense of electoral procedures and institutions.
11. Develop a logical argument and justify their political positions through written and oral presentations and demonstrate the ability to read and criticise original theoretical writings.
12. Understanding of the relationship individual decisions and public outcomes at the national and international levels.

Syllabus Information:

Sr. No	Course Code	Title	Credits	Lectures
1	UH-TPO-501	World Politics	3.5	52

Paper IV: INTERNATIONAL RELATIONS

Semester V: World Politics

Module 1: Concepts and approaches.

15 Lectures

- 1.1 International Relations, International Politics – Definition, Scope and Relevance
- 1.2 Approaches: Realism and Liberalism.
- 1.3 Concepts: Power, National Interest and Balance of Power.

Module 2: World Order.

11 Lectures

- 2.1 Cold War: Bipolarity.
- 2.2 Post-Cold War: Unipolarity, Multipolarity and Non-Polarity.

Module 3: Conflict, Peace and Security.

15 Lectures

- 3.1 Types of Conflict and changing nature of Conflict.
- 3.2 Approaches to Peace: Arms Control, Disarmament and Collective Security
- 3.3 Post-Conflict Resolution and Reconciliation.

Module 4: International Political Economy

11 Lectures

4.1 Bretton Woods Institutions: IMF, World Bank and WTO.

4.2 Globalization.

Note: A module related to ‘The Current World Order’ will be through self-learning, followed by the finalised topic through a process of deliberation with students.

Paper IV: INTERNATIONAL RELATIONS

Semester VI: India in World Politics

Module 1: Foreign Policy and Diplomacy

15 Lectures

1.1 Definition and Objectives.

1.2 Diplomacy: History and Nature of Indian

1.3 Determinants of Foreign Policy with reference to India.

Module 2: India and the Major Powers

15 Lectures

2.1 U.S.A.

2.2 Russia

2.3 China

Module 3: India and her Neighbors’

11 Lectures

3.1 India and SAARC

3.2 Pakistan and Bangladesh

Module 4: India and International Organizations

11 Lectures

- 4.1 India's Role in the United Nations
- 4.2 India and ASEAN

Note: A module related to 'India and its relations with the World' will be through self-learning, followed by the finalised topic through a process of deliberation with students.

Recommended Readings

1. Bull, Hedley: *The Anarchical society: A study of order in world politics*, ColumbiaUniversity press, New York, 1977.
2. Camilleri, Joseph A. and Falk, Jim: *The end of sovereignty the politics of a shrinking and fragmenting world*, Edward Elgar Publishing Ltd., 1992.
3. Chomsky, N.: *Pirates and Emperors International terrorism in the real world*, revised edition, Black Rose Books, Montreal, 1995.
4. Claude, I.: *Power and International Relations: Power and Justice*, Prentice Hall, Englewood Cliffs, New Jersey, 1986.
5. Geiger, Theadore: *The Future of the International System*, Unwin Hyman, Boston, 1988.
6. Gilpin, Theodore: *The Political Economy of International Relations*, Princeton UniversityPress, Princeton, 1987.
7. Griffiths, Martin: *Realism, Idealism and International Politics*, Routledge, London, 1993.
8. Hughes, Barry: *Continuity and Change in World Politics*, Prentice Hall, EnglewoodCliffs, New Jersey, 1991.
9. Luard, Evan: *Types of International Society*, The Free Press, New York, 1976.

10. Pettman, Ralph: *International Politics*, Longman, 1991.
11. Spero, Joan Edelm: *The Politics of International Economic Relations*, Routledge, London, 4th Edition, 1990.
12. Waltz, Kenneth Neal: *Theory of International Politics*, Addition Wesley, Reading, Massachusetts, 1979.
13. Yarborough, B. V.: *Co-operation and Governance in World Trade*, Princeton University Press, Princeton, 1992.

Syllabus Information:

Sr. No	Course Code	Title	Credits	Lectures
2	UH-TPO-502	Political Thought	4	60

Paper V: POLITICAL THOUGHT

Semester V: Western Political Thought

Module 1: Modern State

15 Lectures

- 1.1 Niccolo Machiavelli [1469-1527]
- 1.2 John Locke [1632-1704]

Module 2: Liberty and Justice

15 Lectures

- 2.1 John Stuart Mill [1806-1878]
- 2.2 John Rawls [1921-2002]

Module 3: Revolution and Hegemony

15 Lectures

- 3.1 Karl Marx [1818-1883]
- 3.2 Antonio Gramsci [1891-1937]

Module 4: Feminism and Multiculturalism

15 Lectures

- 4.1 Bell Hooks [1952-2021]

4.2 Will Kymlicka [1962-till date]

Note: A module related to ‘Western Political Thinkers’ will be through self-learning, followed by the finalised topic through a process of deliberation with students.

Paper V: Political Thought

Semester VI– Indian Political Thought

Module 1: Ideas on State

15 Lectures

1.1 Kautilya (375 – 283 BC)

1.2 Mohandas Karamchand Gandhi (1869 – 1948)

Module 2: Nationalism

15 Lectures

2.1 Rabindranath Tagore – (1861 – 1941)

2.2 Vinayak Damodar Savarkar (1883 - 1966)

Module 3: Rational and Radical Reform

15 Lectures

3.1 Jotiba Phule (1827-1890)

3.2 Dr. Babasaheb Ambedkar (1891 – 1956)

Module 4 : Socialism

15 Lectures

4.1 Jawaharlal Nehru (1889 – 1964)

4.2 Dr. Rammanohar Lohia (1910 – 1967)

Note: A module related to ‘Indian Political Thinkers’ will be through self-learning, followed by the finalised topic through a process of deliberation with students.

Recommended Reading:

Semester V

1. Anne, Showstack Sassoon: *Gramsci and Contemporary Politics: Beyond Pessimism of the Intellect*, Routledge, London, 2000.
2. Beauvoir, Simone de: *The Second Sex*, Picador, London, 1988.
3. Gokhale, Karuna: *The Second Sex*, by Simone de Beauvoir translated into Marathi, PadmagandhaPrakashan, Pune.
4. Mukherjee, S. and Ramswamy, S.: *History of Socialist Thought*, Sage Publications, New Delhi, 2000.
5. Renate, Holub: *Antonio Gramsci: Beyond Marxism and Postmodernism*, Routledge, London, 1992.
6. Sheldon, Garrett Ward: *The History of Political Theory: Ancient Greece to Modern America*, Peter Lang Publishing, New York, 1988. Reprint in 2003. (Machiavelli, Locke, Mill, Marx, Rawls).
7. Steve, Jones: *Antonio Gramsci*, Routledge, London, 2006.

Semester VI

1. Ahuja, M. L.: *Indian Political Thought*, Dominant Publishers and Distributors, New Delhi, 2012. (Tagore, Gandhi, Nehru, Savarkar, Lohia)

2. Arora, V. K.: *Rammanohar Lohia and Socialism in India*, Deep and Deep Publishers, New Delhi, 1984.
3. Bakane, Chhaya: *Prakash Kirane*, (Marathi) ShrividyaPrakashan, Pune, 2007
4. Bhole, B. L.: '*AhdunikBhartatilRajkiyaVichar*', (Marathi) Continental Prakashan, Pune, 1998.
5. Chakrabarty, Bidyut and Pandey, Rajendra Kumar: *Modern Indian Political Thought: Text and Context*, Sage Publication, New Delhi, 2009. (Ranade, Phule, Tilak, Tagore, Gandhi, Nehru, Ambedkar, Lohia, Gandhi, Savarkar, Pandita Ramabai)
6. Nanda, B. R.: *Three Statesmen Gokhale, Gandhi, and Nehru*, Oxford University Press, New Delhi, 2004.
7. Pantham, Thomas and Deutsch Kenneth L.: *Political Thought in Modern India*, Sage Publication, New Delhi, 1986.

Syllabus Information:

Sr. No	Course Code	Title	Credits	Lectures
3	UH-TPO-503	Public Policy	3.5	52

PAPER VI: PUBLIC POLICY

Semester V: Public Policy: Theoretical Framework

Module I: Understanding Public Policy.

15 Lectures

- 1.1 Concept and Theories
- 1.2 Relevance of policy making in Public Administration
- 1.3 Policy formulation and implementation.

Module II : Models of Policy Making.

15 Lectures

- 2.1 Institutional Model, Rational Legal Mode
- 2.2 Elite-Mass Model, Group Model
- 2.3 Systems Model, Streams and Windows Model.

Module III : Three Tier Policy Making.

12 Lectures

- 3.1 Union level.
- 3.2 State level.
- 3.3 Local level.

Module IV : Policy Making in India : An Analysis.

10 Lectures

- 4.1 Challenges to Public Policy Making
- 4.2 Public Policy Reforms.

Note: A module related to ‘The theory of Public Policy’ will be through self-learning, followed by the finalised topic through a process of deliberation with students.

PAPER VI: PUBLIC POLICY

Semester VI: Public Policy in India

Module I : Types of Public Policy in India

15 Lectures

- 1.1 Substantive, Regulatory
- 1.2 Distributive, Redistributive
- 1.3 Capitalisation Public Policy, Constituent Public Policy

Module II : Major Policies and Schemes in India

15 Lectures

2.1 Employment: Mahatma Gandhi National Rural Employment Guarantee

2.2 Act (MGNREGA), Pradhan Mantri Mudra Yojana (PMMY)

2.3 Health: National Rural Health Mission Education: Sarva Shiksha Abhiyan, Mid-Day Meal.

Module III : Major Policies and Schemes in India - Part II

11 Lectures

3.1 Environment: Water, Minerals, Biodiversity

3.2 Energy: Coal, Solar

Module IV : Major Policies in Maharashtra

11 Lectures

4.1 Urban Governance: Land, Housing

4.2 Rural Water Conservation and Distribution

Assignment Topics

Jan Dhan Yojana

PM Awas Yojana

PM Gram Sadak Yojana

New Tax Regime: GST

Demonetisation

Swachh Bharat

New Education Policy

Mudra Yojana

Digital India

Make in India

National Urban Health Mission - NUHM

Note: A module related to ‘The contemporary Indian Public Policy’ will be through self-learning, followed by the finalised topic through a process of deliberation with students.

Recommended Reading

Semester V

1. Anderson, James E., *Public Policy-Making*, Seventh Edition, Houghton Mifflin, Boston, 2010.
2. Bardach, Eugene, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Fourth Edition, CQ Press, New York, 2011.
3. Birkland, Thomas, *An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making*, Third Edition,
4. Chakrabarty, Bidyut, *Public Administration in a Globalizing World: Theories and Practices*, Sage India, New Delhi , 2012.
5. Dunn, William N., *Public Policy Analysis An Introduction*, Fifth Edition, Pearson, Delhi, 2011
6. Laxmikant, M., *Governance in India*, TMH, New Delhi, 2017
7. Lodge, Martin, Wegrich, Kai, *Managing Regulation: Regulatory Analysis, Politics and Policy*, Palgrave Macmillan, Houndmills, 2012.
8. Schedler, Kuno, Proeller, Isabella, *Outcome-oriented Public Management: A Responsibility-based Approach to the New Public Management*, Information Age Publishers, Charlotte, 2012.

Semester VI

1. Agravala, Pramoda Kumara, *Land Reforms in States and Union Territories in India*, Concept, New Delhi, 2010.
2. Basu, Kaushik, and Maertens, Annemie, *The New Oxford Companion to Economics in India*, Oxford University Press, Oxford, 2012.
3. Bhagwati, Jagdish and Panagriya, Arvind (Eds.), *Reforms and Economic Transformation in India*, Oxford University Press, Oxford, 2013.
4. Government of India, *Second Administrative Reforms Commission, Promoting e- Governance The SMART Way Forward*, 2008, available at http://arc.gov.in/11threp/ARC_11th_report.htm
5. Narain, Sunita, Bhushan, Chandra, Mahapatra, Richard, and Aruna, P., *State of India 's Environment 2015: A Down to Earth Annual*, Centre for Science and Environment, New Delhi, 2015
6. Ramesh, Jairam, *Green Signals: Ecology, Growth, and Democracy in India*, Oxford University Press, New Delhi, 2015.
7. Shankar, Shylashri, Gaiha, Raghav, *Battlin Corruption: Has NREGA Reached India 's Rural Poor?*, Oxford University Press, New Delhi, 2013.

Syllabus Information:

Sr. No	Course Code	Title	Credits	Lectures
4	UH-TPO-504	Politics and Films	4	60

PAPER VII: UNDERSTANDING POLITICS THROUGH FILMS

Semester V: Politics and Films

Module I: Understanding films as an expression of popular

culture.

15 Lectures

- 1.1 Films as a medium of creating political awareness.
- 1.2 Films as a tool to study political theory (with special reference to the concept of power and authority)
- 1.3 Films as a tool to study international politics. (with special reference to the concept of war and futility of war)

Suggested Films—

God Father (E), Sarkar (H), Rajneeti (H), Gulal (H), Simhasan (M), Haqeeqat (H), Bridgeon the River Kwai (E),Noman's Land (E), Border (H), The Day After (E), Saving Private Ryan, Letters from Ivogima. (Minimum two films must be screened.)

Module II: Documentaries and Laws regulating Films

13 Lectures

- 2.1 Significant landmarks in Indian films
- 2.2 Changing nature of the documentaries in India.

Module III: Evolution of Regional Film Industry in India

16 Lectures

- 3.1 West Indian - Marathi
- 3.2 North Indian - Bengali
- 3.3 South Indian - Tamil, Telugu and Malayalam

Module IV: Society and Cinema

17 Lectures

- 4.1 Religion and Cinema
- 4.2 Caste and Cinema
- 4.3 Gender and Cinema

Suggested Films: Roja, Black Friday, Dharm, etc.

Note: A module related to ‘The best world film for me - Its politics and theme’ will be through self-learning, followed by the finalised topic through a process of deliberation with students.

PAPER VII: UNDERSTANDING POLITICS THROUGH FILMS

Semester VI: Learning Indian Politics through Films

Module I: The Process of Nation–Building.

15 Lectures

- 1.1 End of Feudalism.
- 1.2 Democratization of Indian society and the idea of Nehruvian socialism.

Suggested Films: MotherIndia (H), Saheb Bibi aur Gulam (H), Sardar (H), Ambedkar (H) Naya Daur (H) Shree 420 (H), Do Bigha Zameen (H).

Module II: Politics of Development

15 Lectures

- 2.1 Process of Development
- 2.2 Debates about Development.

Suggested Films:

Pather Panchali (H), Roti Kapada Aur Makan (H), Do Bigha Jameen (H),

Namak Haram (H), Naya Daur (H), Satyakam (H), Jagte Raho (H)

Module III: People's Movements

15 Lectures

- 3.1 Environmental movements—Chipko and Narmada Bachao Andolan
- 3.2 Peasant Movement.

Documentaries: Ek Cup Chai, Right to Information (Kamlu Didi)(H), Narmada Bachao Andolan (You Tube), A Narmada Dairy (Anand Patwardhan)

Module IV: Internal Security Challenges

15 Lectures

- 2.1 Terrorism
- 2.2 Naxalism

Suggested Films -----Machis (H), Roja (H), A Wednesday (H), Sarfarosh (H), Dil Se (H), Fanna (H), Mr and Mrs Iyer (H), Tango Charlie (H), Chakravyuha (H), Mission Kashmir (H).

Note: A module related to 'The best Indian films for me (documentary and feature) - Its politics and theme' will be through self-learning, followed by the finalised topic through a process of deliberation with students.

Syllabus Information:

Sr. No	Course Code	Title	Credits	Lectures
5	UH-TPO-505	International and Regional Organisations	4	60

PAPER VIII: INTERNATIONAL AND REGIONAL ORGANISATIONS.

Semester V: International Organisations

Module I: Concept of International Organization **15 Lectures**

- 1.1 Meaning, Nature and Scope
- 1.2 Evolution and Significance
- 1.3 Structure of the United Nations

Module II: United Nations and Security Concerns **15 Lectures**

- 2.1 Pacific Settlement of International Disputes and Peace Keeping Operations.
- 2.2 Regulation and control of Nuclear Technology: Role of International Atomic Energy Agency (IAEA)

Module III: United Nations and Contemporary Socio-economic Issues **15 Lectures**

(Poverty, Health, Food Security, Development and Environment)

- 3.1 World Health Organization (WHO), Food and Agriculture Organization (FAO).
- 3.2 United Nations Development Programme (UNDP) and United Nations Environment Programme (UNEP)

Module IV: International Economic/Financial Organizations **15 Lectures**

- 4.1 Organisation for Economic Cooperation and Development (OECD)
- 4.2 Organisation of Petroleum Exporting Countries (OPEC)

Note: A module related to 'International organisations' will be through self-learning, followed by the finalised topic through a process of deliberation with students.

PAPER VIII: INTERNATIONAL AND REGIONAL ORGANISATIONS.

Semester VI: Regional Organisations and Transcontinental Groups

Module I: Regionalism and Globalization
15 Lectures

- 1.1 The League of Arab States/ Arab League (AL)
- 1.2 Mercosur -Mercado Comúndel Sur (Southern Common Market)
- 1.3 African Union (AU)

Module II: Security Concerns and Regional Organizations
15 Lectures

- 2.1 North Atlantic Treaty Organization (NATO)
- Shanghai Cooperation Organisation (SCO)
- 2.3 Quadrilateral Security Dialogue (Quad)

Module III: India and Regional Organizations
15 Lectures

- 3.1 Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Co-operation (BIMSTEC).
- 3.2 Indian Ocean Rim-Association for Regional Cooperation (IOR-ARC)

Module IV: Transcontinental Forums/ Groups
15 Lectures

4.1 Group of Eight (G-8)

4.2 BRICS (Brazil, Russia, India, China, South Africa)

Note: A module related to ‘Regional and Transnational Organisations’ will be through self-learning, followed by the finalised topic through a process of deliberation with students.

Recommended Reading :

1. Baylis, John and Steve, Smith (Ed): *The Globalization of World Politics*, OUP, New Delhi, 3rd ed. 2005.
2. *Basic Facts about the United Nations*, The News and Media Division, UN Department of Public Information, New York, 2011.
3. Chatterjee, Anik (Ed): *World Politics*, Pearson, New Delhi, 2012.
4. Diehl, Paul F.: *The Politics of Global Governance: International Organizations in an Interdependent World*, Lynne Rienner Publishers; 4th edition, paperback, Boulder, 2010.
5. Fawcett, Louise and Hurrell, Andrew (Ed), *Regionalism in World Politics: Regional Organization and International Order*, OUP, Oxford, reprint 2000 (1st ed. 1995).
6. Gamble, Andrew and Payne, Anthony (Ed): *Regionalism and World Order*, St. Martin's Press, New York, 1996.
7. Gupta, Sanju (Ed): *An Introduction to International Relations*, Pearson Delhi, 2012.
8. Heywood, Andrew: *Global Politics*, Palgrave Foundation, Palgrave Macmillan, New York, 2011.
9. Karns, Margaret P. and Mingst, Karen A.: *International Organizations: The Politics and Process of Global Governance*, 2nd edition, 2009
10. Meisler, Stanley: *United Nations: The First Fifty Years*,

Atlantic Monthly Press, New York, 1995.

Mingst, Karen A. and Karns, Margaret P: *United Nations in the Post- Cold War Era*, Westview Press, Boulder, 2nd edition, 2000.

11. Rajan, M.S: *United Nations at Fifty and Beyond*, Lancers, New Delhi, 1996.
12. Rajaram, Kalpana (Ed): *International Organisations, Conferences and Treaties*, Spectrum Books Pvt. Ltd., New Delhi, 13th ed. 2012. Sauderbaum, Fredrik and Shaw, Timothy M. (Ed): *Theories of New Regionalism: A Palgrave Reader*, Palgrave Macmillan, Houndsmills, 2003.
13. *The United Nations Today*, United Nations Department of Public Information, New York, 2008.
14. Traub, James, Arbour, Louise and Arieff, Irwin: *A Global Agenda: Issues before the UN 2011-2012*, United Nations Association of the USA, 2011.
15. Weiss, Thomas and Daws, Sam (Ed): *The Oxford handbook on the United Nations*, OUP New York, paperback 2008.
16. Weiss, Thomas, Forsyth, David P. and Coate, Roger A: *The United Nations and Changing World Politics*, Westview Press, Boulder, 4th Ed 2004.

Syllabus Information:

Sr. No	Course Code	Title	Credits	Lectures
6	UH-TPO-506	Electoral Politics in India	4	60

PAPER IX: ELECTORAL POLITICS IN INDIA

Semester V: Electoral Process in India

Module I: Election Commission.

15 Lectures

1.1 Role

1.2 Ensuring free and fair elections

1.3 Maintenance of Law, Order and Security

Module II: Electoral Process.

15 Lectures

- 2.1 Representation of the People Act
- 2.2 Electoral Reforms: 61st Constitution Amendment
- 2.3 Proposals for Reforms

Module III: History of General Elections

15 Lectures

- 3.1 General Elections: 1952
- 3.2 General Elections: 1977
- 3.3 General Elections: 1989 to the present

Module IV: Group and Electoral Participation.

15 Lectures

- 4.1 Women, Dalits and Tribals
- 4.2 LGBTQ, Aged and Minorities

Semester V: -List of Assignments

- **A field visit can be conducted in either Semester with a report on it.**
1. Role and Functions of Election Commission of India.
 2. Maintenance of law, order and security during the electoral process.
 3. Review the Representation of People Act, 1951 & others.
 4. Electoral Reforms by Election Commission / Citizens / NGOs / Parliamentary Reforms.
 5. Review of General Elections of 1952 / 1977 / 1989 / 1994 / 1999 / 2004 / 2009 / 2014.
 6. Participation of Women in elections.

7. Participation of Scheduled Castes in elections.
8. Participation of Scheduled Tribes in elections.
9. Participation of Minorities in elections.

Note: A module related to 'Electoral Process in India' will be through self-learning, followed by the finalised topic through a process of deliberation with students.

PAPER IX: ELECTORAL POLITICS IN INDIA

Semester VI: Media and Electoral Processes

Module 1: Election and Impact of Mass Media

15 Lectures

- 1.1 Print Media: Newspapers and Magazines
- 1.2 Audio – Visual: Radio & TV
- 1.3 Digital Media and Social Networking Sites, Viral Communication

Module 2: Election Campaigning / Political Marketing

15 Lectures

- 2.1 Propaganda and Election Manifesto
- 2.2 Public Relation Campaigns
- 2.3 Advertising Campaign (after 1984)

Module 3: Psephology

15 Lectures

- 3.1 Opinion Polls
- 3.2 Exit Polls
- 3.3 Electoral Surveys and Analysis

Module 4: Critique of Media in Elections

15 Lectures

- 4.1 Unbiased Coverage and Propoganda
- 4.2 Responsibility and Accountability of Media.

Semester VI: List of Assignments

1. Role of Print Media in elections.
2. Role of Audio-Visual media in elections.
3. Role of Digital Media / Social Networking sites in elections.
4. Election campaigning by political parties.
5. Comparative analysis of election manifestos of political parties.
6. Public Relation campaigns of political parties.
7. Advertising campaigns by political parties.
8. Opinion Polls and Exit Polls in India.
9. Conduct a survey of private channels and NGOs with reference to elections.
10. Make a comparative analysis of various governments with reference to development.
11. Paid news in India.
12. The accountability of media.

Note: A module related to ‘Electoral Politics and Media’ will be through self-learning, followed by the finalised topic through a process of deliberation with students.

Recommended Reading:

Semester V

1. Ahuja, M. L.: *Electoral Politics and General Elections in India 1952-1998*, Mittal Publications, Delhi, 1998.
2. Alam, Javeed: *Who wants Democracy*, Orient Longman, Hyderabad, 2004.
3. Calmon, Leslie. J.: *Toward Empowerment of Woman and Politics in India*, Westview Press, Boulder, 1992.
4. Dikshit, R. D. (Ed): *Geography of Elections, The Indian Context*, Rawat Publications, New Delhi, 1995.
5. Election Commission of India: Statistical reports on General Elections, India Year Books.
6. Ellhu, Katz and Yael, Warshel (Ed): *Election Studies: What's their use?*, Westview Press, Boulder, 200 Kordo, N.: *Election studies in India*, <Ideas.repec.org/p/jet/dpaper/98.html
7. Kothari, Rajni: *Politics & The People: In search of a Humane India*, Vol. I & II, Ajanta Publications, New Delhi, 1990.
8. Krishnamurthy, T. S.: *Miracle of Democracy: India's Amazing Journey*, Harper Collins, New Delhi, 2008.
9. Kumar, Venkatesh B.: *Electoral Reform in India – Current Discourses*, Rawat Publications, New Delhi, 2009.
10. Limaye, Madhu: *Janata Party Experiment*, B.R. Publishing, Delhi, 1994.
11. Lokniti, *National Election Study 2009*, <www.lokniti.org/national_election_study2009>
12. Manor, James: *Parties and Party System*, Princeton University Press, Princeton, 1986.
13. Palmer, N. D.: *Elections and Political Development – The South Indian*

Experience, Vikas Publishing, Mumbai, 1976

14. Rana, M. S.: *India Votes: Lok Sabha and Vidhan Sabha Elections : 1999, 2000, Poll Analysis, Election Data, Party Manifestos*, B.R. Publishing, Delhi.
15. Roy, Meenu: *Electoral Politics in India : Election Process and Outcomes, Voting Behavior and Current Trends*, Deep and Deep Publications, New Delhi, 2000. Roy, Meenu: *India Votes – Elections 1996, A Critical Analysis*, Deep and Deep Publications, Delhi, 1996.
16. *Politics in India*, Orient Longman & Bostance, New Delhi, 1970.
17. Shastri, Sandeep, Suri, K.C. and Yadav, Yogendra: *Electoral Politics in Indian States, Lok Sabha elections in 2004 and beyond*, Oxford University Press.

Semester VI

1. Ahuja, M. L.: *Electoral Politics and General Elections in India 1952-1998*, Mittal Publications, Delhi, 1998.
2. Alam, Javeed: *Who wants Democracy*, Orient Longman, Hyderabad, 2004.
3. Calmon, Leslie. J.: *Toward Empowerment of Woman and Politics in India*, Westview Press, Boulder, 1992.
4. Dikshit, R. D. (Ed): *Geography of Elections, The Indian Context*, Rawat Publications, New Delhi, 1995.
5. Election Commission of India: Statistical reports on General Elections, India Year Books.
6. Ellhu, Katz and Yael, Warshel (Ed): *Election Studies: What's their use?*, Westview Press, Boulder, 2000. Kordo, N.: *Election studies in India*, <Ideas.repec.org/p/jet/dpaper/98.html
7. Kothari, Rajni: *Politics & The People: In search of a Humane India*, Vol. I & II, Ajanta Publications, New Delhi, 1990.
8. Krishnamurthy, T. S.: *Miracle of Democracy: India's Amazing Journey*, Harper Collins, New Delhi, 2008.
9. Kumar, Venkatesh B.: *Electoral Reform in India – Current Discourses*, Rawat Publications, New Delhi, 2009.
10. Limaye, Madhu: *Janata Party Experiment*, B.R. Publishing, Delhi, 1994.
11. Lokniti, *National Election Study 2009*, <www.lokniti.org/national_election_study2009>

12. Manor, James: *Parties and Party System*, Princeton University Press, Princeton, 1986.
13. Palmer, N. D.: *Elections and Political Development – The South Indian Experience*, Vikas Publishing, Mumbai, 1976
14. Rana, M. S.: *India Votes: Lok Sabha and Vidhan Sabha Elections : 1999, 2000, Poll Analysis, Election Data, Party Manifestos*, B.R. Publishing, Delhi.
15. Roy, Meenu: *Electoral Politics in India : Election Process and Outcomes, Voting Behavior and Current Trends*, Deep and Deep Publications, New Delhi, 2000. Roy, Meenu: *India Votes – Elections 1996, A Critical Analysis*, Deep and Deep Publications, Delhi, 1996.
16. *Politics in India*, Orient Longman & Bostance, New Delhi, 1970.
17. Shastri, Sandeep, Suri, K.C. and Yadav, Yogendra: *Electoral Politics in Indian States, Lok Sabha elections in 2004 and beyond*, Oxford University Press.