



2-YEARS NEP PG CURRICULUM

M.A. POLITICAL SCIENCE PROGRAMME

SUBJECT CODE = POL

FOR POSTGRADUATE COURSES UNDER RANCHI UNIVERSITY, RANCHI



Implemented w.e.f.
Academic Session 2025-26 Onwards



**Members of Board of Studies of NEP PG Syllabus as per Guidelines of the
Ranchi University, Ranchi**

Departmental Board of Studies

(P.G. Syllabus for session 2025 onwards)

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Approval by the Members of the NEP Implementation and Monitoring Committee of Ranchi University, Ranchi

The prepared Curriculum of the Master's Degree has been approved by the NEP Implementation and Monitoring Committee of R.U., duly forwarded by the Head of the Department; it will be offered to the Students of the 1-year and 2-year Postgraduate Programme. It is implemented from the 1st Semester of the Academic Session 2025-26 and onwards.

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HIGHLIGHTS OF NEP PG CURRICULUM

CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over a semester (minimum 15 weeks).

- a) One hour of teaching/ Lectures or two hours of laboratory /practical work will be assigned per class/interaction.

| | |
|----------------------------------|---|
| One credit for Theory | = <u>15 Hours of Teaching</u> |
| One credit for Practicum | = <u>30 Hours of Practical work</u> |
| One credit for Internship | = <u>02 Weeks of Practical experience</u> |

- b) For credit determination, instruction is divided into three major components:

Hours (L) – Classroom Hours of one hour duration.

Tutorials (T) – Special, elaborate instructions on specific topics of one hour duration

Practical (P) – Laboratory or field exercises in which the student has to do experiments or other practical work of a two-hour duration.

Internship – For the Exit option after 1st year of the 2-year P.G. Programme for the award of P.G. Diploma, Level 6.5, Students can either complete two 4-week internships worth 2 credits each or one 8-week internship for all 4 credits. This practical experience connects academic learning with real-world applications, offering valuable exposure to professional environments in their fields of study

PG CURRICULUM

1. The PG Curriculum will be either of 1-year duration for students who studied the four-year UG Programme (FYUGP) or a 2-year duration for students who studied a three-year UG programme from a CBCS/LOCF/FYUGP Curriculum.
2. There is a flexible mode in the PG programme offered to the students of Ranchi University, Ranchi. The total credit for any semester will be 20 credits.
3. **Two-year PG curriculum:** The First year of the PG curriculum offers coursework only. There will be 3 courses at level 400 and 2 courses at level 500 in the first and the second semesters of any 2-year PG programme.
4. **One-year PG curriculum:** The Courses in the 1-year PG programme and the second year of the 2-year PG programme are the same.
 - a. **Course work only:** There will be 5 courses at level 500 of 4 credits each in every semester for the coursework offered in the programme.
 - b. **Course work and Research:** There will be 5 courses at the level 500 bearing 4 credits each in the first semester of a 1-year PG or in the third semester of a 2-year PG. There will be Research work offered in the next semester for this mode offered in the programme. The eligibility for this mode is available in the NEP PG curriculum of Ranchi University, Ranchi.
 - c. **Research work only:** The eligible student will be offered this mode to conduct extensive research under the supervision of a guide. Each semester will be equivalent to 20 credits. The selection of a candidate for the research mode will depend upon the eligibility of the student, availability of the guide and seat in the department/institution of Ranchi University, Ranchi.

PROMOTION CRITERIA

Two Years Post-graduation programme having coursework only:

- i. Each course shall be of **100 marks**, having two components: **30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College and 70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University.**

- ii. The marks of SIA shall further break into 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student, including regularity in the classroom lectures and other activities of the Department/College.
- iii. The Requisite Marks obtained by a student in a particular subject will be the criterion for promotion to the next Semester.
- iv. There shall be two written internal examinations, each of 1 hour duration and each of 20 marks, in a semester, out of which the '**Better of the two**' shall be taken for computation of marks under SIA.
- v. If a student failed to secure pass marks in Mid Semester Examination, he/she has to reappear in Mid & End Semester Examinations of the following year.
- vi. In case a student fails to secure pass marks in End Semester Examination, then he/she has to appear only in End Semester Examination of the following session within the period of Upper Limit of Four Years and the Marks of Mid Semester will be carried for the preparation of the result.
- vii. Students' final marks and the result will be based on the marks obtained in Mid Semester and End Semester Examination organized taken together.
- viii. The pass marks in the programme will be 45% of the total marks obtained in each Core/ Elective/ Other Courses offered.
- ix. In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE and a minimum of 17 marks is to be secured in the SIA** to clear the course. In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.
- x. Every candidate seeking to appear in the ESUE shall be issued an Admit Card by the University. **No candidate will be permitted to appear in the examination without a valid admit card.**
- xi. A candidate shall be permitted to proceed in the next Semester (2nd, 3rd and 4th), **provided he/she has passed at least 3 courses out of 5 courses** in the respective semester in theory and practical/ project courses taken together.
- xii. A student will have to clear all his/her papers within a maximum of Four Years to qualify for the degree.

However, it will be necessary to obtain pass marks in each of the papers before completing the programme.

VALUE-ADDED COURSES

- 1. The Value-added course will be of **2 credits** to be covered during the first semester.
- 2. The End Semester University Examination (ESUE) of this course will comprise 50 objective-type questions of 1 mark each.
- 3. ESUE shall be OMR-based and the correct option is to be marked by a black ballpoint pen.
- 4. For the **50 Marks Examination**, the student will be provided **two hours** to mark their responses.
- 5. Students are not allowed to choose or repeat courses already undergone at the undergraduate level in the proposed major and minor streams.
- 6. The performance in this course will not influence the SGPA or CGPA of the PG Programme wherein the student is registered to obtain the Master's Degree. However, it will be mandatory to secure minimum pass marks in the course before exiting the Programme.
- 7. If a student fails to secure the minimum pass marks in this course in the first semester, he/she must reappear in the examination of the said course with the following batch of the next session.
- 8. The student may appear in the examination of the said course further if they could not clear the course in the following attempt, subject to the date of validation of the Registration.

The existing Regulations of the PG Curriculum of Ranchi University, Ranchi, shall guide the Regulations related to any concern not mentioned here.

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COURSE STRUCTURE FOR ‘PG DIPLOMA/ COURSEWORK/ COURSEWORK WITH RESEARCH/ RESEARCH ONLY’

Table 1: Credit Framework for Two-Year Postgraduate Programme [Total Credits = 80]

| Academic Level | Level of Courses | Semester | Coursework Level 400 | Coursework Level 500 | Research Preparedness | Research thesis/ Project/ Patent | Total Credits |
|--|--------------------------|----------|-------------------------|-------------------------|--------------------------|---|---------------|
| YEAR 1 | | | | | | | |
| Level 6.5 | Coursework | I | 4+4+4 | 4+4 | --- | --- | 20 |
| | | II | 4+4+4 | 4+4 | --- | --- | 20 |
| YEAR 2: Exit Point: With an additional Internship of 4 credits, Exit allowed with PG Diploma Certificate | | | | | | | |
| Level 6.5 | Coursework | III | --- | 4+4+4+4+4 | --- | --- | 20 |
| | | IV | --- | 4+4+4+4+4 | --- | --- | 20 |
| OR | | | | | | | |
| Level 6.5 | Coursework + Research | III | --- | 4+4+4+4+4 | --- | --- | 20 |
| | | IV | --- | --- | 20 | | 20 |
| OR | | | | | | | |
| Level 6.5 | Research | III | --- | --- | 20 | --- | 20 |
| | | IV | --- | --- | --- | 20 | 20 |
| Total credits = 80 | | | | | | | |

AIMS OF MASTER'S DEGREE PROGRAMME IN POLITICAL SCIENCE

The aim of Master's degree programme in Political Science is intended to provide:

1. Comprehensive Theoretical Understanding: Introduce foundational political theories, concepts (liberty, justice, power), and historical/philosophical dimensions of political thought.
2. Interdisciplinary Approach: Connect political science with other fields (law, sociology, economics, climate science) to reflect its multidisciplinary nature and real-world relevance.
3. Indian Contextualization: Deep dive into the Indian Constitution, legal system, governance, and political processes, analyzing changes and challenges in the Indian state.
4. Analytical & Critical Skills: Develop skills to scientifically assess government functioning, understand decision-making, and analyze political phenomena empirically and normatively.
5. Practical Application: Bridge theory and practice through case studies, field visits (courts, jails), mock FIRs, and research, making learning experiential.
6. Informed & Engaged Citizenship: Equip students to understand political ideologies, participate effectively in civic life, and make informed decisions.
7. Career Readiness: Prepare students for various careers, including civil services, journalism, law, and research, by fostering adaptability and problem-solving.

PROGRAMME LEARNING OUTCOMES

The broad aims of Master's degree programme in Political Science are to excel in:

1. Political Theory: Grasp core concepts (power, justice, state), ideologies (liberalism, Marxism), and contemporary debates in democracy.
2. Indian Politics: Deep understanding of the Constitution, Fundamental Rights, Federalism, Union/State Governments, Judiciary, and Electoral System.
3. Public Administration: Analyze theories, structures, and contemporary challenges (globalization, New Public Management) in administration.
4. Comparative Politics: Compare political systems, institutions, and processes across different countries.
5. Critical Analysis: Evaluate political phenomena, policies, and institutions from normative and empirical perspectives.
6. Research & Methodology: Understand political science as a discipline, including different approaches and research methods.
7. Policy Insight: Analyze policy impacts and governance from a socio-cultural and structural viewpoint.
8. Gender & Politics: Understand patriarchy, feminism, and gender in policy.
9. Human Rights: Explain concepts, analyze rights issues, and apply standards.
10. Global Politics: Explore international relations and global political dynamics.
11. Civic Engagement: Develop political insight for engaging with institutions and understanding citizen-state relations.
12. Multidisciplinary Thinking: Connect political science with other social sciences and contemporary global issues like climate change, as emphasized by NEP.

The Courses in One Year P.G. Programme and in the Second year of Two years P.G. Programme are Common.

Table 2: Semester-wise Course Code and Credit Points

| Sem | Core, AE/ GE/ DC/ EC & Compulsory FC Courses | | | | Examination Structure | | |
|------------|--|------------|--------|--|--------------------------------|--------------------------------|-------------------------------------|
| | Paper | Paper Code | Credit | Name of Paper | Mid Semester Evaluation (F.M.) | End Semester Evaluation (F.M.) | End Semester Practical/ Viva (F.M.) |
| I | Foundation Course | FCPOL121 | 4 | Political Process in India | 30 | 70 | ---- |
| | Core Course | CCPOL122 | 4 | Academic Writing & Communication Skill | 30 | 70 | ---- |
| | Core Course | CCPOL123 | 4 | Research Methodology | 30 | 70 | ---- |
| | Core Course | CCPOL124 | 4 | Understanding Gandhi | 30 | 70 | ---- |
| | Core Course | CCPOL125 | 4 | International Politics | 30 | 70 | ---- |
| II | Core Course | CCPOL221 | 4 | Political Sociology | 30 | 70 | ---- |
| | Core Course | CCPOL222 | 4 | Local Self-Government in India | 30 | 70 | ---- |
| | Core Course | CCPOL223 | 4 | State Politics in India | 30 | 70 | ---- |
| | Core Course | CCPOL224 | 4 | Understanding Ambedkar | 30 | 70 | ---- |
| | Core Course | CCPOL225 | 4 | International Law | 30 | 70 | ---- |
| III | Core Course | CCPOL321 | 4 | IKS & Foundation of Advanced Pol Sc | 30 | 70 | ---- |
| | Skill Enhancement Course | ECPOL322 | 4 | A. Leadership and Management/ B. Understanding of Indian Bureaucracy | 30 | 70 | ---- |
| | Core Course | CCPOL323 | 4 | India & World (Post-Cold War Era) | 30 | 70 | ---- |
| | Core Course | CCPOL324 | 4 | Comparative Public Administration | 30 | 70 | ---- |
| | Core Course | CCPOL325 | 4 | Politics of Jharkhand | 30 | 70 | ---- |
| IV | Elective | ECPOL421 | 4 | A. India & Neighbours B. India & Superpowers C. India & Regional Organizations | 30 | 70 | ---- |
| | Elective | ECPOL422 | 4 | A. Electoral Process & ECI B. Planning & Development Process in India C. Regionalism and Caste Politics of India | 30 | 70 | ---- |
| | Core Course | CCPOL423 | 4 | Financial Administration in India | 30 | 70 | ---- |
| | Core Course | CCPOL424 | 4 | Contemporary Global Issue | 30 | 70 | ---- |
| | PROJECT | PRPOL425 | 4 | Dissertation/ Project Work | ---- | ---- | 100 |

*** Either One Internship of 4 credits or Two Internships of 2 credits each is required before opting for the 'Exit' option after First year of the P.G. Programme.**

INSTRUCTION TO QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

There **Marks Weightage of a Course:** Each non-practical/non-project course shall be of **100 marks** having two components: **70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University, and, 30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College.**

The marks of SIA shall further break into, 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student including regularity in the class room lectures and other activities of the Department/College. There shall be two written internal examinations, each of 1-hour duration and each of 20 marks, in a semester out of which the **'Better One out of Two'** shall be taken for computation of marks under SIA.

In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE and a minimum of 17 marks is to be secured in the SIA to clear the course.** In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.

A. (SIE 20+5=25 marks):

There will be a uniform pattern of questions for mid semester examinations in all the courses and of all the programmes. There will be **two** groups of questions in 20 marks written examinations. **Group A is compulsory** and will contain five questions of **very short answer type** consisting of 1 mark each. **Group B will contain descriptive type five** questions of five marks each, out of which any three are to be answered. Department may conduct Sessional Internal Examinations in other format as per need of the course.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

Conversion of Attendance into score may be as follows:

Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

END SEMESTER UNIVERSITY EXAMINATION (ESUE):

A. (ESUE 70 marks):

There will be a uniform pattern of questions for all the courses and of all the programmes. There will be **two** groups of questions. **Group A is compulsory** and will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type six** questions of fifteen marks each, out of which any four are to be answered. The questions will be so framed that examinee could answer them within the stipulated time.

[**Note:** There may be subdivisions in each question asked in Theory Examinations]

B. (ESUE 100 marks):

Practical/ Project courses would also be of 100 marks but there **shall be no internal written examinations** of the type specified above. The total 100 marks will have two components: **70 marks for the practical ESUE and 20 marks for the Viva-voce examination** conducted during the ESUE to assess the applied and practical understanding of the student.

The written component of the project (**Project Report**) shall be of **70 marks and 20 marks will be for the Viva-voce examination** jointly conducted by an external examiner, appointed by the University, and the internal supervisor/guide.

10 marks will be assigned on cumulative assessment of examinee during the semester and will be awarded by the department/faculty concerned.

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FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS**Question format for 20 Marks:**

| F.M. =20 | Subject/ Code Time=1Hr. | Exam Year |
|--|----------------------------|-----------|
| General Instructions: | | |
| i. Group A carries very short answer type compulsory questions. ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question. | | |
| <u>Group A</u> | | |
| 1. | | [5x1=5] |
| i. | | |
| ii. | | |
| iii. | | |
| iv. | | |
| v. | | |
| 2. | | [5] |
| <u>Group B</u> | | |
| 3. | | [10] |
| 4. | | [10] |
| Note: There may be subdivisions in each question asked in Theory Examination. | | |

Question format for 70 Marks:

| F.M. =70 | Subject/ Code Time=3HrS. | Exam Year |
|--|-----------------------------|-----------|
| General Instructions: | | |
| i. Group A carries very short answer type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question. | | |
| <u>Group A</u> | | |
| 1. | | [5x1=5] |
| i. | | |
| ii. | | |
| iii. | | |
| iv. | | |
| v. | | |
| 2. | | [5] |
| <u>Group B</u> | | |
| 3. | | [15] |
| 4. | | [15] |
| 5. | | [15] |
| 6. | | [15] |
| 7. | | [15] |
| 8. | | [15] |
| Note: There may be subdivisions in each question asked in Theory Examination. | | |

SEMESTER I

I. FOUNDATION COURSE POLITICAL PROCESS IN INDIA

[FCPOL121]

| | |
|--|--------------------------------------|
| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
|--|--------------------------------------|

(Credits: Theory-04, 60 Hours)

Course Objectives

1. The objective of the course is to study the interaction between political processes and the constitutional structure in detail. Providing an insight into different aspects of the political process in India, the paper focuses on the basic nature and actual functioning of the system as a whole.
2. The course shall highlight the key elements that are the driving force of the Indian political process, namely elections and political parties.
3. The amalgamation of pulls and pressures exerted by caste, ethnicity, language and regionalism in the Indian political process shall be examined in detail.

Course Learning Outcomes

1. The course shall make the students aware of the intricate web of identity politics which plays an important role in influencing the political process in India.
2. The paper also attempts to develop a basic understanding of the determinants of voting behaviour through the study of Psephology which shall be immensely useful for all the students.
3. The students shall be able to discuss and debate controversial issues such as casteism, communalism and regionalism in a mature and responsible manner consequent to having completed this comprehensive course.

Course Content**UNIT I: Elections and Political Parties**

- a. Overview of Elections
- b. Changing Nature of Party System

UNIT II: Role of Caste in Indian Politics

- a. Politics of Secularism and Communalism
- b. Policies of Indian State pertaining to Secularism and Communal Politics since 1980s

UNIT III: Regionalism

- a. Regionalism and Federal Structure
- b. Issues of Autonomy, Ethnicity and Language

UNIT IV: Psephology**Reference Books:**

1. Paul Brass- Politics of India since Independence
 2. Bipan Chandra, Aaditya Mukherjee and Mridula Mukherjee- India after Independence
 3. Partha Chatterjee - State and Politics in India
 4. Stuart Corbridge and John Harris,- Reinventing India
 5. Frankel Francine, Zoya Hasan, Rajeeva Bhargava, Balveer Arora -Transforming India
 6. Sudipto Kaviraj - Politics in India
 7. Atul Kohli - The Success of India's Democracy.
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II. CORE COURSE

[CCPOL122]

ACADEMIC WRITING & COMMUNICATION SKILL**Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE :28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. The objective of this course is to understand the nuances of academic research and style of writing.
2. The course shall enable the students to give final shape to their research and share it in order to receive feedback from the academic community.
3. They shall be equipped at the end of this course to make presentations and publish their work.

Course Learning Outcomes:

1. The course shall enable students to develop an academic bent of mind.
2. The students shall be able to develop the faculties of critical analysis.
3. The writing skills of the students shall be significantly enhanced by means of opting for this course.

Course Content

1. Academic Writing: Meaning, Types and Importance
2. Writing Synopsis
3. Report writing
4. Writing Abstract
5. Writing Conference Paper
6. Referencing
7. Writing Dissertations
8. Writing Letters, Applications and preparing Resume

Reference Books:

1. C. R. Kothari and Gaurav Garg- Research Methodology Methods and Techniques
 2. Ranjit Singh – Research Methodology
 3. Pranjal Bora, Jibon Saikia and Anil Hazarika- A Concise Book of Research Methodology and Research and Publication Ethics
 4. Max Weber and Edward Shils- The Methodology of Social Sciences
 5. Alan Bryman – Social Research Methods
 6. Earl Bobbie- The Practice of Social Research
 7. Norman Denzin and Y. Lincoln – Collecting and Interpreting Qualitative Materials
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III. CORE COURSE RESEARCH METHODOLOGY

[CCPOL123]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objective

1. Students should know why educational research is undertaken, and the audiences that profit from research studies
2. Students should be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.
3. Students should know the primary characteristics of quantitative research and qualitative research.

Course learning outcome

1. Students should be able to identify a research problem stated in a study
2. Students should be familiar with how to write a good introduction to an educational research study and the components that comprise such an introduction.
3. Students should be familiar with conducting a literature review for a scholarly educational study:
 - a. The steps in the overall process.
 - b. The types of databases often searched.
 - c. The criteria for evaluating the quality of a study.
 - d. The ways of organizing the material found.
 - e. The different types of literature reviews.
4. Students should be able to use different techniques of data collections
5. Students should be able to apply inductive nature of qualitative data analysis.

COURSE CONTENT

1. Social Science Research: Meaning, nature and importance.
1. Problem formulation, Research Design- types and features of good research design.
2. Hypothesis: concept, types and features of good hypothesis.
3. Sampling: types, significance and limitations.
4. Methods of Data Collection: primary and secondary data.
5. Techniques of Data Collection: content analysis, interview, observation, questionnaire and schedule.
6. Data Analysis.
7. Report Writing.

Essential Readings

1. सामाजिक शोध एवं सांख्यिकी – रविन्द्र नाथ मुखर्जी
2. सामाजिक अनुसंधान तथा सर्वेक्षण – एस.आर.वाजपेयी
3. सामाजिक शोध एवं सांख्यिकी – तोमर
4. सामाजिक अनुसंधान – राम. आहुजा
5. Research Methodology - C.R. Kothari
6. Research Methodology –Ranjeet Kumar
7. Research Methodology –Dr. M. Girija
8. Social Research Methods– L.M. Bryman

IV. CORE COURSE
UNDERSTANDING GANDHI

[CCPOL124]

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100**Pass Marks: (MSE: 17 + ESE :28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives**

- 1 This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India which were also a matter of contestation before independence.
- 2 This course covers a wide range of issues and subjects from politics to economy to social reconstruction that provide insight into the idea of India that Gandhi dreamt of.
- 3 This course shall try to understand the essence of Gandhian thought and reflect upon its continuing relevance.

Course Learning Outcomes

1. The students shall be able to understand the key concepts and elements of Gandhian Philosophy.
2. They will be in a better position to appreciate Gandhi's role in India's freedom struggle.
3. They will also be able to appreciate the best practices inspired by Gandhian thought that have been embraced by the Constitution of India.

Course Content**Unit I**

- 1 Sources of Gandhian Thought
- 2 Truth, Ahimsa and Satyagraha

Unit II

- 1 Gandhi and Gram Swaraj
- 2 Gandhi and Trusteeship

Unit III

- 1 Gandhi on Women
- 2 Gandhian Model of Development and Environment

Reference Books:

1. Rajmohan Gandhi- Why Gandhi Still Matters: An Appraisal of the Mahatma's Legacy
 2. N.K. Bose- Studies in Gandhism
 3. Mahatma Gandhi:- The Story of My Experiments with Truth
 4. Ramchandra Guha- Gandhi: The Years that Changed the World
 5. Louis Fischer – The Life of Mahatma Gandhi
 6. Jaitirth Rao – Economist Gandhi The Roots and the Relevance of the Political Economy of Mahatma
 7. Ved Mehta – Mahatma Gandhi and his Apostles
 8. Rupa Publications- Letters of Mahatma Gandhi
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V. CORE COURSE
INTERNATIONAL POLITICS

[CCPOL125]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

1. The course seeks to provide building blocks for a sound understanding of international politics.
2. The key objective of this course is to introduce the students to the mainstream International Relations theories and approaches as well as globally diverse actors, processes and outcomes.
3. It also intends to make the students aware of the key concepts of International Politics like National Interest, Power and Security as well as new international alignments.

Course Learning Outcomes:

1. The students shall be well-versed with the key theories and concepts of the discipline of International Relations after the completion of this course.
2. The course shall aim to instill in the students a degree of awareness and sensitivity regarding global occurrences.
3. The course shall aim to make students thinking individuals who understand and take cognizance of global developments.

Course content

1. International Politics: Meaning, nature and scope.
2. Approaches to the study of international politics: System theory, Game theory and Decision making theory.
3. National Power: Concept, nature and elements.
4. National Interest: Concept, Determinants and Promotion of National Interest.
5. Balance of Power: Meaning, Nature, Technique and Relevance in contemporary scenario.
6. Collective Security: Meaning and relevance.
7. Disarmament and Arms Control: Meaning, types and Problems and Prospects.
8. Non-alignment: Meaning, features & relevance

Essential Readings

1. अन्तर्राष्ट्रीय राजनीतिक सिद्धान्त एवं व्यवहार – यू. आर. घई
2. अन्तर्राष्ट्रीय राजनीतिक सिद्धान्त एवं व्यवहार – बी.एल.फाडिया
3. अन्तर्राष्ट्रीय राजनीति के सैद्धान्तिक पक्ष – महेन्द्र कुमार
4. अन्तर्राष्ट्रीय सम्बन्ध – एस.सी. सिंहल
5. अन्तर्राष्ट्रीय सम्बन्ध और व्यवहार – पुष्पेश पंत
6. अन्तर्राष्ट्रीय सम्बन्ध – तपन बिस्वाल
7. Theoretical aspects of International politics – Mahendra Kumar
8. International Politics – Prakash Chandra
9. International relations – P. Ghosh.

SEMESTER II

I. CORE COURSE

[CCPOL221]

POLITICAL SOCIOLOGY**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. This course aims at highlighting the relationship between political institutions and other social entities and the mutual embeddedness between all that is political and social.
2. Political sociology tends to impart a normative orientation unlike other courses which indicates its utmost salience in the syllabus.
3. The course shall seek to make the theories and concepts relatable to the Indian context so that students can understand their relevance and applicability.

Course Learning Outcomes:

1. The students shall be acquainted with a whole range of concepts such as political culture, political socialization, political elite, political recruitment, political development and modernization.
2. This course shall enable students to appreciate the much larger role of the political realm in our everyday lives than is what is normally evident.
3. The students will become adept in understanding the relationship between state and society in the shaping of politics in India.

Course Content

1. Political Sociology: Meaning, Nature and Scope
2. Political Culture
3. Political Socialization
4. Political Elite
5. Political Recruitment
6. Political Development and Modernization
7. Society and Politics in India

Reference Books:

1. Elizabeth S. Clemens- What is Political Sociology?
 2. Tom Bottomore- Political Sociology
 3. Edwin Amanta – The Wiley- Blackwell Companion to Political Sociology
 4. Shefali Roy- Society and Politics in India: Understanding Political Sociology
 5. A. Ashraf – Political Sociology: A New Grammar of Politics
 6. Ed. Pradip Basu – Political Sociology
 7. Chakraborty Satyabrata – Political Sociology
 8. M. Baruah – Political Sociology: Theories and Concepts.
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II. CORE COURSE

[CCPOL222]

LOCAL SELF GOVERNMENT IN INDIA**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives**

1. This course aims to educate students about the functioning of democracy at the grass-roots level.
2. The course shall enlighten the students about the various endeavours of the government as well participation of the people in the democratic process at this crucial level of decision-making.
3. An attempt shall be made to discuss the strains in the functioning of the local-self-government and to find feasible solutions to the problems at hand.

Course Learning Outcomes

1. This course shall be the center-piece to impart practical knowledge about the concept of direct democracy.
2. The students shall discover for themselves that Gandhiji's concept of Gram Swaraj has been actualized at the level of local self-government.
3. Knowledge about democratic decentralization is bound to enhance the understanding of the students about the Indian polity as a whole.

Course Content

1. System of Local Self Government: Origin and development
2. Main provisions of the 73rd and 74th constitutional amendments
3. Finance of Local Self Government
4. Public Participation and Local Self Government: Gram Sabha and Social Audit.
5. The Impact of Women's Quota on Panchayati Raj System
6. Local Autonomy: Problem and Prospects

Reference Books:

1. S.P. Jain – Emerging Trends in Panchayati Raj in India
2. Rakesh Kumar Singh- Local Self Government including Panchayat Administration
3. Ishita Chatterjee- Local Self-Government
4. Joshua Toulmin Smith- Local Self-Government and Centralization
5. C.P. Barthwal – Understanding Local Self Government
6. Ramnarayan Prasad – Urban Local Self Government in India
7. Rajendra Bharati- Local Self Government in Jharkhand
8. Sethuramalingam – Tribal Leadership in Local Self Government- Problems and Performance

III. CORE COURSE STATE POLITICS IN INDIA

[CCPOL223]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course objective:

1. The objective of the paper is to understand the changing power structure of the centre-state relations within the quasi-federal framework of India.
2. This paper shall make the student aware of the accommodative nature of Indian democracy.
3. It shall educate and familiarize the students with the problems and challenges being faced by Indian democracy and their impact upon state politics and centre-state relations.

Course Learning Outcomes:

1. With the completion of the course, the students will be able to comprehend the importance of state units in the politics of India.
2. Students will be able to identify important issues affecting centre-state and inter-state relations.
3. This course will make students aware about factors influencing political process in India.

Course Content**UNIT I: States as Units of Politics**

1. Formation of States
2. Linguistic States
3. Regional Identity Politics
4. New Demands from sub-regions

UNIT II: Center-State and Inter-State Conflicts

1. Issues of Centre-State conflicts—President's rule, Autonomy and Distribution of Resources
2. Issues of Inter-State Disputes—River water and border disputes

UNIT III: Caste and State Politics

1. Rise of Middle Peasant Castes
2. Dalit Politics
3. OBC Politics

UNIT IV: Religion and Communal Politics

1. Legacy of Partition and Early Communal Politics of the North
2. Rise of Communal Politics in the Nineties

UNIT V: Political Economy and State Politics

1. The issue of backwardness; Response to liberalization of economy

Reference Books:

1. Frankel Francine and M.S.A. Rao - Dominance and State Power in Modern India, Volumes 1&2
2. Iqbal Narain- State Politics in India, 1976
3. Roy Ramashray and Paul Wallace - Indian Politics and the 1998 Elections, Regionalism, Hindutva and State Politics
4. John R. Wood - State Politics in Contemporary India: Crisis or Continuity
5. K. R. Bombwall - The Foundations of Indian Federalism
6. Chanda - Federalism in India: A Study of Union-State Relations
7. L. Fadia - State Policies in India
8. Subrata K. Mitra – Politics in India: Structure, Process and Policy

IV. CORE COURSE

UNDERSTANDING AMBEDKAR

[CCPOL224]

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE :28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

1. The course is proposed to introduce Ambedkar's ideas and their relevance in contemporary India.
2. In this course Ambedkar's concept of democracy, society, religion and constitutionalism are to be discussed and interpreted.
3. This course will deal with Ambedkar's role as a chairman of Drafting Committee and will make students understand Ambedkar's views on social, political, constitutional and democratic issues in India.
4. The central thrust of the course is to understand Ambedkar beyond caste and the impact of his ideas on the larger questions of constitutional democracy in general and nationalism in particular.

Course Learning Outcomes:

1. On completion of this course, it is hoped that a student will develop an in-depth understanding about the ideas and philosophy of Ambedkar.
2. The students shall understand Ambedkar's role as Chairman of Drafting Committee, his ideas of social democracy, equality, freedom, justice and Dalit politics.
3. This will make the learning ability of students more tolerant and sensitive to the otherwise marginalized discourse around Ambedkar thoughts and philosophy.
4. This will enable students to critically engage with the existing social concerns and its political implication. This will also facilitate them to strengthen their creative thinking with a collective approach to understand ongoing socio-cultural and political functioning of the society.

Course Content**Unit I: 1. Life and Times of B.R. Ambedkar**

- a. Early life and Social, economic, and political context of colonial India
 - b. Influences: Phule, Buddha, Western thinkers
2. **Ambedkar's Critique of Caste**
 - a. Analysis of caste in Hindu society
 - b. Annihilation of Caste

Unit II: 1. Political Thought and Democratic Vision

- a. Views on democracy, rights, and social justice
 - b. Role in framing the Indian Constitution and Concept of constitutional morality
2. **Gender and Social Reform**
 - a. Views on women's rights and family
 - b. The Hindu Code Bill and Intersectionality in Ambedkarite thought

Unit III: 1. Religion and Conversion to Buddhism

- a. Critique of Hinduism and philosophy of Navayana Buddhism.
 - b. Social and political dimensions of conversion
2. **Ambedkar and Dalit Empowerment**
 - a. Dalit identity, movements, and representation, Education as a tool of empowerment
 - b. Formation of political parties and organization
 3. **Legacy and Contemporary Relevance (Post Ambedkar Dalit movements),**
 - a. Ambedkar's influence on Indian politics and society today, Ambedkar in global and comparative perspective)

Reference Books:

- 1 B.R. Ambedkar – Ambedkar's India: A Collection of 3 works by B.R. Ambedkar on Caste and Constitution
- 2 CAD Vol II – Constituent Assembly Debates
- 3 B.R. Ambedkar – My Autobiography
- 4 B.R. Ambedkar – Annihilation of Caste
- 5 S. Lal and K.S. Saxena – Ambedkar and Nation Building
- 6 N. Gehlot – Ambedkar, Mahatma Gandhi and Dalit Movement
- 7 B. R Ambedkar- Babasaheb Ambedkar Writing and Speeches (Vol I to XXI)
- 8 R Ambedkar- Dr. Ambedkar and the Hindu Code Bill, Babasaheb Ambedkar Writing and Speeches. Vol. 14, Part I, II
- 9 R. Ambedkar- Buddha and His Dhamma, Babasaheb Ambedkar Writing and Speeches. Vol. 11.
- 10 Eleanor Zelliot- Ambedkar's Conversion
- 10 Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond.

V. CORE COURSE
INTERNATIONAL LAW

[CCPOL225]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100**Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Objectives**

1. To threat and enhance the understanding of important principles and theories of International Law.
2. To understand legal and political aspects of international decisions and events.
3. To encourage students to think analytically on international disputes and incidents.

Outcomes

1. Students will aware about their surroundings of international law
2. Students will learn the role of legal norms in international relations.
3. Students will learn the legal perspective of important events of world history and current issues of international conflict and cooperation.

Chapters

1. International Law: Definition, origin, nature, development, codification and difference between International and Municipal law.
2. International legal principles: recognition and succession of states.
3. Treaty
4. Laws of warfare: land, Ariel and sea warfare.
5. Blockade & Contraband
6. Intervention & Extradition.
7. Privileges and immunities of diplomats and envoys.
8. Crime against humanity: prisoners of war, Nuremberg and Tokyo trial.

Essential Readings

1. International Law – Hingorani
 2. International Law - A.C.Kappor
 3. अन्तर्राष्ट्रीय कानून एवं संगठन – वी.एल.फाडिया
 4. अन्तर्राष्ट्रीय विधि – अंजली गुप्ता
 5. मानव अधिकार एवं अन्तर्राष्ट्रीय विधि – एस.के.कपूर
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SEMESTER III

I. CORE COURSE

[CCPOL321]

IKS & FOUNDATION OF ADVANCED POLITICAL SCIENCE

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Objectives

1. To provide students a solid understanding of the core concepts, theories and methodologies of the discipline
2. Equip students with capacity to critically analyze and understanding of the political phenomena, institution and processes.
3. To understand history and development of political thoughts and evolution of the discipline.
4. To promote well informed and engaged citizens with special knowledge of ancient and modern political system.

Outcomes

1. Students will grasp fundamental political concepts
2. Students will understand the development of political theories and various democratic virtues.
3. Students will be able to analyze the impact of political theories on society.
4. Students will gain an understanding of the Indian political system and its dynamics.
5. The course fosters informed citizenship by providing deeper understanding of political processes.
6. Student will be able to apply their knowledge to understand current political issues and events

Course Content

1. Sources of Indian Political Thought – Vedic, Literature, Manu, Smriti, Arthashastra
2. Political Philosophy of Srimad Bhagwat Gita
3. Indian Political System: Meaning & Characteristics, Preamble of Indian Constitution Federalism
4. Political Concepts: Liberty, Equality Justice and Sovereignty
5. Theories of International Politics – Idealism, Realism System Theory
6. Public Administration: Meaning, Nature and Scope

Books recommended

1. समकालीन राजनीतिक सिद्धान्त – ओ.पी.गावा
 2. भारतीय प्रशासन और राजनीति – बासुकी नाथ चौधरी एवं युवराज कुमार
 3. लोकप्रशासन – बी.एल.फाड़िया
 4. भारतीय राजनीति विचारक – पी.के.त्यागी
 5. Modern Political Theory- S.P. Verma
 6. Constitutional Development National Movement of India
 7. Public Administration – Awashti & Maheshwari
 8. Political Philosophy of Bhagwat Geeta – A.V. Rathna Reddy
 9. Political Theory of Bhagwat Geeta – Stuart Gray
 10. Political Thought of Gita in Action – Shruti Kapila & Faisal Devgi.
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II. SKILL ENHANCEMENT COURSE - A LEADERSHIP AND MANAGEMENT

[ECPOL322A]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

By the end of this course, students will be able to:

1. Understand key leadership and management theories and their practical applications.
2. Develop leadership competencies such as decision-making, problem-solving, and team-building.
3. Analyze the roles of leaders and managers in organizational success.
4. Evaluate strategies for effective communication and conflict resolution.
5. Apply ethical decision-making and corporate social responsibility in leadership roles.

Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Identify and critically assess different leadership styles and their impacts.
2. Demonstrate strong leadership and managerial skills in team settings.
3. Utilize strategic thinking and planning for organizational growth.
4. Apply effective communication techniques in professional environments.
5. Solve complex business problems using leadership and management frameworks.

Course Content:

1. **Introduction to Leadership and Management**
 - Definitions and key concepts, Differences between leadership and management
2. **Leadership Theories: Followers, Approach, Leader**
 - Trait Theory, Situational Theory, Transformational Theory, Transactional Theory
3. **Management Skills**
 - Decision-making, Time management and delegation
4. **Organizational Behaviour**
 - Motivation : Concept & theories Morale
5. **Ethics, Diversity, and Responsibility**
 - Ethical leadership inclusive leadership
6. **Leadership in Digital Era**
 - Technology-driven leadership, Innovation change Challenges

References Books:

1. Leadership and Management: Concepts and Practices – S. K. Bhatia (Deep & Deep Publications, 2008)
2. Leadership and Management in the 21st Century – R. Srinivasan (PHI Learning, 2012)
3. Netritva Kaushal Ki Asli Shakti 'Ausr' Ro dkS'ky dh vlyh 'kfDr½ Sridhar (Manjul Publishing House, 2022)
4. The Leadership Sutra: An Indian Approach to Power – Devdutt Pattanaik (Aleph Book Company, 2016)
5. The Secret of Leadership – Prakash Iyer (Penguin India, 2013)
6. Chanakya's 7 Secrets of Leadership – Radhakrishnan Pillai & D. Sivanandhan (Jaico Publishing House, 2014)
7. Leadership Lessons from the Bhagavad Gita – Ace Simpson (Routledge, 2020)
8. Leadership and Governance – R.K. Mishra & K. Raghunandan (Academic Foundation, 2011)
9. Leadership by Example: The Ten Key Principles of All Great Leaders – Sanjiv Chopra (Thomas Dunne Books, 2012)
10. The 21 Irrefutable Laws of Leadership – John Maxwell (Thomas Nelson, 1998)
11. Leaders Eat Last – Simon Sinek (Portfolio, 2014)
12. The Leadership Challenge – James Kouzes & Barry Posner (Wiley, 2017)
13. How to Win Friends & Influence People – Dale Carnegie (Simon & Schuster, 1936)
14. Leadership and Team Building - Uday Kumar Haldar (Oxford University Press, 2010)

OR SKILL ENHANCEMENT COURSE - B
UNDERSTANDING OF INDIAN BUREAUCRACY

[ECPOL322B]

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| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

By the end of this course, students will be able to:

1. Understand the structure and functioning of Indian bureaucracy.
2. Analyze the historical evolution and role of bureaucracy in governance.
3. Evaluate bureaucratic reforms and challenges in contemporary India.
4. Examine the relationship between bureaucracy and political institutions.
5. Assess the impact of globalization and digitalization on Indian bureaucracy.

Learning Outcomes:

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

1. Explain the principles and characteristics of bureaucracy in India.
2. Critically analyse bureaucratic efficiency and accountability.
3. Compare Indian bureaucracy with global administrative systems.
4. Apply theoretical frameworks to assess bureaucratic reforms.
5. Demonstrate an understanding of ethical and governance issues in bureaucracy.

Course Content:

1. **Introduction to Indian Bureaucracy: Meaning, Nature & Significance**
Definition and key concepts, Weberian bureaucracy and its relevance, Bureaucracy in democratic governance
2. **Evolution of Indian Bureaucracy: Ancient, Medieval & Modern**
Colonial legacy and administrative structures, Post-independence Bureaucratic reforms, Role of bureaucracy in policy implementation
3. **Structure and Functioning of Indian Bureaucracy**
Central and State bureaucracies, Role of All India Services & Implementation.
4. **Bureaucracy and Governance**
Bureaucracy and political institutions, policy formulation, accountability and transparency
5. **Challenges and Reforms in Indian Bureaucracy**
Corruption, Administrative reforms and modernization, and e-governance
6. **Impact of globalization on Indian bureaucracy: Future, Trends and challenges**

References Books:

1. Indian Bureaucracy: Evolution, Issues, and Reforms – S.R. Maheshwari (Macmillan, 2005)
2. Public Administration in India – S.R. Maheshwari (Oxford University Press, 2006)
3. Governance in India – M. Laxmikanth (McGraw Hill, 2014)
4. Bureaucracy and Development Administration – R.K. Sapru (Sage Publications, 2010)
5. Administrative Thinkers – Prasad & Prasad (Sterling Publishers, 2012)
6. Indian Bureaucracy: Crisis and Reforms – B.B. Mishra (Oxford University Press, 2011)
7. Bureaucracy and Political Development – Fred W. Riggs (Princeton University Press, 1964)
8. Public Administration and Bureaucratic Theory – Mohit Bhattacharya (Macmillan, 2008)
9. The Indian Administrative Service: A Study in Bureaucratic Adaptation – B.S. Bawa (Sage Publications, 2015)
10. Bureaucracy in Contemporary India – University of Delhi Course Material Available Online

III. CORE COURSE
INDIA & WORLD (POST-COLD WAR ERA)

[CCPOL323]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100**Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Objectives**

1. It aims to equip students with comprehensive understanding of India's role in the global area.
2. It aims to understand the objections of the Indian foreign policy and its relationship with other nations.
3. Students will learn to critically evaluate the different perspectives on international relations.

Outcomes

1. Students will have an understanding of India's foreign policy and its place in the world.
2. Students will be able to analyze complex international issues, evaluate different perspectives.
3. This course can promote students for career in international organization, think tanks and academia.

Chapters

1. Indian Foreign Policy: Principles and objectives in the changing world scenario.
2. Determinants of Indian foreign policy.
3. Sino-Indian Relations.
4. Indo – Pakistan Relations.
5. Indo – Russia Relations.
6. India – USA Relations.
7. India and UNO: Problem of restructuring UN and issue of permanent membership in Security Council.
8. Look East Policy of India: Relations with ASEAN and Japan.

Essential Readings

1. भारत की विदेश नीति – अंशु पाडेंय
 2. भारत की विदेश नीति – बी.एल.फाड़िया
 3. बदलती दुनिया में भारत की विदेश नीति – वी.पी.दत्त
 4. भारत की विदेश नीति – वी.एन. खन्ना एवं लिपाक्षी अराडे, I।
 5. Foreign policy of India – V.N. Khanna
 6. Indian foreign policy – J.N. Dixit
 7. Indian foreign policy in changing world – V.P. Dutt
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IV. CORE COURSE
COMPARATIVE PUBLIC ADMINISTRATION

[CCPOL324]

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| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
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(Credits: Theory-04, 60 Hours)**Course Objectives:**

By the end of this course, students will be able to:

1. Understand the administrative structures and governance models of USA, UK, France, and Japan.
2. Compare and contrast bureaucratic systems across different political and economic contexts.
3. Evaluate the effectiveness of governance models in policy implementation.
4. Analyze the impact of globalization and digitalization on public administration.
5. Assess bureaucratic efficiency, accountability, and transparency in different nations.

Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain the principles and characteristics of public administration in different countries.
2. Critically analyze bureaucratic efficiency and governance models.
3. Compare administrative structures across democratic and authoritarian systems.
4. Apply theoretical frameworks to assess administrative reforms.
5. Demonstrate an understanding of ethical and governance issues in bureaucracy.

Course Content:

1. **Introduction to Comparative Public Administration**
Evolution, Meaning, Nature, Scope and Significance
2. **Approaches to the study of comparative public administration**
Bureaucratic System Approach, Behavioural Approach, Systems Approach, Structural-functional Approach, Ecological Approach
3. **Administrative Systems in USA, UK, France, Japan** Recruitment, Training and Role in administration
Characteristics of administration, Role of bureaucracy in governance.
4. **Role of Political Executive in USA, UK, France, Japan**
5. **Bureaucratic Structures and Governance**
Models- Presidential vs. parliamentary systems (USA vs. UK & France), Administrative hierarchy and decision-making (Japan)
6. **Good Governance: A Focus for Comparison**
7. **Comparative Public Policy Approach**

References:

1. Comparative Public Administration – J.A. Chandler (Routledge, 2014)
2. Comparative Public Administration Course Material – Dr. P. Magudapathy (GACBE, 2018)
3. A Framework for Comparative Analysis: Public Administration Across the Globe – Murat Önder & Ülkü Nur Zengin (Springer, 2022)
4. Public Administration: Concepts and Theories – Mohit Bhattacharya (Macmillan, 2008)
5. Comparative Government and Politics – Rod Hague & Martin Harrop (Palgrave Macmillan, 2013)
6. Administrative Theories and Management Thought – R.K. Saprú (PHI Learning, 2013)
7. Bureaucracy and Political Development – Fred W. Riggs (Princeton University Press, 1964)
8. Governance and Public Administration in Developing Countries – Ali Farazmand (CRC Press, 2009)
9. Comparative Public Administration: The Essential Readings – Eric E. Otenyo & Nancy S. Lind (Emerald Group Publishing, 2006)
10. The Politics of Bureaucracy – B. Guy Peters (Routledge, 2018).

V. CORE COURSE
POLITICS OF JHARKHAND

[CCPOL325]

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100**Pass Marks: (MSE: 17 + ESE :28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. This paper focuses in detail on the political processes and the actual functioning of the political system in Jharkhand.
2. The objective of the paper is to make students aware of the movement related with the formation of the state.
3. The paper further deals with the political process of the state in detail, identifying various dependent and independent variables and their working at the state as well as local level.

Course Learning Outcomes:

1. With the completion of the course, the students will be able to understand the working of the political system in Jharkhand.
2. The students will gain insights about the history of the formation of Jharkhand.
3. The students shall become aware of the different factors influencing the political process in Jharkhand.

Course Content

1. Demography, land and people, environment of Jharkhand.
2. Impact of British administration in tribal areas and protest movements- Birsa Movement and Kol rebellion.
3. Success and failure of the Jharkhand party in the first three general elections, merger of the Jharkhand party with Congress and its after effect.
4. Impact of death of Jaipal Singh on tribal politics.
5. Circumstances leading to separation on Jharkhand from Bihar.
6. Jharkhand politics since 2000.

Essential Readings

1. बिरसा मुण्डा और उनका आन्दोलन – कुमार सुरेश सिंह
 2. झारखंड दिसुम मुक्ति गाथा और सृजन के सपने – हरिवंश
 3. झारखंड एक परिचय – सुनील सिंह
 4. छोटानागपुर का इतिहास – वी.पी.केशरी
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SEMESTER IV

**I. ELECTIVE COURSE-A
INDIA & NEIGHBOURS**

[ECPOL421A]

| | |
|---|---|
| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
|---|---|

(Credits: Theory-04, 60 Hours)**Objectives**

1. This course is proposed to familiarize students about India and its Neighbours.
2. To examine India's Neighbourhood policy and bilateral relations with neighbouring countries like Pakistan, China, Nepal, Bangladesh and Sri Lanka.
3. To understand the Geographical topography, Historical and Political relations between India and its neighbouring countries.
4. To understand initiatives taken by India to improve its relations with its neighbours.

Outcomes

After studying the paper students would be able to

1. Identify the Geographical topography, natural boundaries and historical and political relations between India and its neighbouring countries.
2. Identify the various conflicts and disputes between India and its neighbours.
3. Analyse bilateral relations with reference to social, economic and cultural perspective.
4. Evaluate critically India's foreign policy decisions, regional power dynamics, and the challenges and opportunities in its neighbourhood.
5. Recognize India's growing influence and its efforts to promote peace, stability and cooperation in the region.

Course Content - Relations with

1. China
2. Pakistan
3. Bangladesh
4. Nepal
5. Sri Lanka

Books recommended

1. भारत और उसके पड़ोसी : डॉ. सुरेश शर्मा
 2. भारत-चीन संबंध : संघर्ष से सहयोग तक : प्रो आर.एन.त्रि.मिश्रा
 3. भारत-पाकिस्तान संबंध : एक समीक्षा : डॉ.सीमा त्रिपाठी
 4. भारत की पड़ोसी नीति : डॉ.अजय कुमार पांडेय
 5. Foreign Policy of India – V.N. Khanna
 6. Indian Foreign Policy and its Neighbours – J.N. Dixit
 7. India and its Neighbours : Renewed Threats and New Directions – S.K. Shah
 8. India and her neighbours – N. Jayapalan
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OR ELECTIVE COURSE-B
INDIA & SUPERPOWERS

[ECPOL421B]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Objectives

1. To Understand and analyze India's geopolitical and security strategies in relation to major global powers.
2. Assess Economic Partnerships and evaluate trade, investment, and economic cooperation between India and these countries.
3. Explore Historical and Diplomatic Ties of India's foreign relations since independence, including colonial legacies and Cold War alignments.
4. Examine Global Influence and Alliances and understand India's role in global forums (e.g., UN, BRICS, Quad) and its alignment or divergence with superpower agendas.
5. To assess how foreign relations affect India's technological advancement, defence capabilities, and economic growth.

Outcomes:

1. Students will be able to critically evaluate India's foreign policy choices and their implications.
2. Students will gain insights into how global power dynamics affect regional stability, especially in Asia.
3. Students will understand the nuances of diplomatic negotiations, agreements, and conflicts.
4. Students will be able to compare India's bilateral relations with each superpower to identify strengths, challenges, and opportunities.

Course content

1. **India–United States Relations**
 - a. Historical Background: From Cold War to Strategic Partnership
 - b. Economic and Trade Ties
 - c. Defence and Strategic Cooperation
 - d. Technology, Education, and Diaspora
2. **India- United Kingdom Relations**
 - a. Colonial Legacy and Post-Independence Diplomacy
 - b. Trade, Investment and Economic Engagement
 - c. Defence Cooperation and Security Dialogue
 - d. Bilateral Challenges and Opportunities in the 21st Century
3. **India–Russia Relations**
 - a. Indo-Soviet Ties: Historical Foundations
 - b. Strategic Defence Partnership
 - c. Energy and Nuclear Cooperation
 - d. Divergences and the Changing Global Order
4. **India–China Relations**
 - a. Historical Context and Border Disputes
 - b. Economic Interdependence and Trade Imbalances
 - c. Strategic Rivalry in Asia
 - d. Multilateral Engagements: BRICS, SCO, and Global Platforms
5. **India–Japan Relations**
 - a. Cultural and Civilizational Bonds
 - b. Economic Partnership and Infrastructure Development
 - c. Strategic and Defence Cooperation
 - d. Indo-Pacific and Shared Democratic Values
6. **India-France Relations**
 - a. Indo Pacific Partnership
 - b. Defence and Security Partnership
 - c. Economic Development and Connectivity

Books recommended

1. भारत और विश्व राजनीति : राकेश सिन्हा
2. भारत की विदेश नीति – श्रीराम महेश्वरी
3. अंतर्राष्ट्रीय संबंध एवं भारत : राजीव शुक्ला
4. भारत और महाशक्तियाँ : डॉ.शंभुनाथ शर्मा
5. "Choices: Inside the Making of India's Foreign Policy" – Shivshankar Menon
6. "India's Foreign Policy: Retrospect and Prospect" – Sumit Ganguly (Ed.)
7. "India and the World: Through the Eyes of Indian Diplomats" – Surendra Kumar (Ed.)
8. "The India–China–US Triangle: Strategic Relations in the Post-Cold War Era" – William Atkins

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

1. To understand regional engagements of India, the challenges and opportunities presented by these relationships.
2. To comprehend the various regional organisations that India is a part of and study its significance.
3. To understand the regional groupings like SAARC, ASEAN, QUAD, EU and African Union, including their structures, objectives and impact.
4. This paper will analyse the political, economic, and social dynamics of different regions in Asia and their implications for India.

Course Outcomes:

1. Students will gain a thorough understanding of India's position and role in regional groups including their objectives, principles, and challenges.
2. Students will be able to analyse the dynamics between India and regional organisations, considering various factors like political, economic, and social influences.
3. Students will be equipped with the knowledge about international relations, particularly in the context of India and the regional groups.

Course Content

1. India's approach towards regional Organizations, India's Look East/Act East policy
2. SAARC: Objectives and Principles, achievements, Importance for India, challenges, and future prospects.
3. ASEAN: Objectives and Principles, Concept of Indo Pacific, India's engagement with ASEAN.
4. QUAD, QUAD Plus – Formation, Objectives, Significance for India
5. BIMSTEC and BRICS – Formation, Objectives, Significance for India.
6. European Union - Objectives and Principles, India-EU relations, Significance for India.
7. African Union - Objectives and Principles, India-African Union relations, Significance for India.

Books recommended

1. Rajiv Sikri - A Study of India's Approach Towards Regional Organization.
2. S.D.Muni – India's Eastward Engagement.
3. Dr. Gunjan Tripathi – Regional Organisation and SAARC
4. Dr. Gunjan Tripathi – Socio-Political and Economic Challenges in South Asia
5. Rajiv Kumar – Thirty years of SAARC
6. J.K.Bagchi – Regional Integration
7. Killian Spandler – Regional Organizations in International Society
8. Arndt Michael – India's Foreign Policy and Multilateralism
9. Swarna Singh, Reena Marwah – India and ASEAN in the Indo Pacific
10. Tommy Koh, Hernaikh Singh, Moe Thuzar- ASEAN and India: The Way Forward
11. Girish Chandra Pandey – QUAD aur Bharat
12. Jagannath P. Panda – QUAD Plus and Indo Pacific
13. Bawa Singh, Aslam Khan, P.A. Thoker, M.A. Lone – New Great Game in Indo Pacific
14. Rajendra Kumar Jain – India and European Union
15. Dr. Nagalaxmi M. Raman, Dr. Neha Sinha – Synergising India Africa Relations.

II. ELECTIVE COURSE-A ELECTORAL PROCESS & ECI

[ECPOL422A]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

1. This course intends to understand the constitutional and institutional framework governing elections in India, including the roles of key authorities and legal provisions.
2. To analyze the procedures and functioning of electoral processes such as voting, nomination, and counting of votes in the Indian democratic setup.
3. To examine the structure, powers, and responsibilities of the Election Commission of India and its pivotal role in ensuring free and fair elections.
4. To evaluate the challenges in the electoral system and explore reforms, anti-defection provisions, and judicial interventions related to electoral integrity.

Course Learning Outcomes:

1. After completing this course, the student will be able to explain the constitutional provisions and institutional mechanisms that regulate the electoral system in India.
2. The student will be able to describe the step-by-step electoral processes and the roles of various stakeholders involved in conducting elections.
3. They will be able to critically assess the effectiveness of the Election Commission of India in maintaining transparency and democratic values.
4. The student will be able to evaluate major electoral reforms, anti-defection laws, and judicial contributions towards strengthening the electoral democracy in India.

Course Content

1. **Constitutional and Institutional Framework of Elections in India**
 - a. Evolution of Electoral System in India (Pre & Post-Independence)
 - b. Constitutional Provisions: Articles 324 to 329
 - c. Electoral Laws: Representation of the People Acts (1950 & 1951), Delimitation of Constituencies
2. **Electoral Processes in India**
 - a. Role of Media and Social Media in Elections
 - b. Voting Behaviour: Determinants (Caste, Economic Class, Religion, Region, Gender)
 - c. Electoral Funding: Transparency, Limits, and Electoral Bonds
3. **Electoral Challenges**
 - a. Issues in Electoral Integrity: Booth Capturing, Fake Voting, Paid News
 - b. Criminalization of Politics and Role of Judiciary
 - c. ONE Nation, ONE Election: Prospects and Challenges
4. **Structure and Powers of the Election Commission of India**
 - a. Composition, Power and Functions of the Election Commission
 - b. Autonomy and Independence: Legal Safeguards and Limitations
 - c. Relationship with President, Judiciary, and Government
5. **Electoral Reforms initiated by Election Commission of India**
 - a. EVMs and VVPATs • Electoral Reforms Initiated by ECI
 - b. Voter Awareness and Electoral Literacy (SVEEP Program) Chapter 6: Anti-Defection Law and Judicial Regulations
 - c. Anti-Defection Law -1985 d. 91st Constitutional Amendment Act 2003
 - d. Recommendations of 22nd Law Commission (2020-2024)

Books recommended

1. M. P. Singh & Rekha Saxena – Indian Politics: Constitutional Foundations and Institutional Functioning
2. D.D. Basu – Introduction to the Constitution of India
3. M.P. Jain – Indian Constitutional Law
4. Election Commission of India (ECI) – Manuals, Reports, and Constitutional/Legal Framework Documents
5. Yogendra Yadav – Understanding the Indian Voter
6. Yogendra Yadav & Suhas Palshikar – Electoral Politics in Indian States
7. Suhas Palshikar & Sanjay Kumar – Electoral Politics in India: Resurgence of the Bharatiya Janata Party
8. भारतीय विधि आयोग – रिपोर्ट (विशेष रूप से 170वीं, 255वीं आदि)
9. ई.सी.आई.एसुधार प्रस्ताव – आधिकारिक दस्तावेज
10. ए.डी.आर. (एसोसिएशन फॉर डेमोक्रेटिक रिफॉर्म्स) – चुनाव निगरानी रिपोर्ट और डेटा
11. पी.डी.आर. लेजिस्लेटिव रिसर्च – चुनाव संबंधी रिपोर्ट और नीति संक्षिप्त विवरण
12. एरेन्ड रिजफर्ट – लोकतंत्र के पैटर्न : छठीस देशों में सरकार के स्वरूप और प्रदर्शन
13. बी.एल.फाड़िया – भारतीय सरकार और राजनीति

OR ELECTIVE COURSE-B

[ECPOL422B]

PLANNING & DEVELOPMENT PROCESS IN INDIA**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. To provide an understanding of the historical evolution of planning in India, including major phases and policy shifts.
2. To acquaint students with the institutional framework (constitutional and non-constitutional) involved in planning and development.
3. To develop analytical skills to assess sectoral and regional planning strategies in the context of economic reforms and liberalization.
4. To explore the concepts of sustainable development and future planning approaches suitable for India's socio-economic challenges.

Course Learning Outcomes:

1. After completing this course, the student will be able to explain the historical trajectory of planning in India and key turning points in its development paradigm.
2. The student will be able to identify and analyze the roles of different institutions involved in India's planning and development processes.
3. They will be able to evaluate sectoral, regional, and liberalization-driven planning models and their socio-economic impacts.
4. The student will be able to assess the relevance of sustainable development goals and formulate informed perspectives on India's future planning vision.

Course content

1. **Historical Background and Evolution of Planning in India**
 - a. Establishment and Role of Planning Commission
 - b. An overview of Five-Year Plans
 - c. NITI Aayog
2. **Institutional Framework of Planning and Development: Constitutional & Non-constitutional Bodies**
 - a. Panchayati Raj Institutions (PRIs) – under the 73rd Constitutional Amendment
 - b. Urban Local Bodies (ULBs) – under the 74th Constitutional Amendment
 - c. National Development Commission
3. **Sectoral and Regional Planning**
 - a. Sectoral Planning: Agriculture and Education
 - b. Regional Planning: Regional Development Council, State Planning Board, District Planning Committee
4. **Planning in the Era of Economic Reforms and Liberalization**
 - a. Economic reforms of 1991 and their impact on planning
 - b. Planning in the context of Globalization and WTO
5. **Sustainable Development and the Role of Planning**
 - a. Environmental planning and climate change
 - b. Sustainable Development Goals (SDGs) and India's commitment
 - c. Urbanization and Smart Cities Mission
6. **Vision for future Planning in India**
 - a. Role of Technology and Data in modern planning
 - b. Vision@2047

Books recommended

1. Planning and Economic Development in India: M.L. Seth
2. Planning in the 20th Century and Beyond: India's Planning Commission and NITI Aayog: Santosh Mehrotra
3. Breaking the Mould: Reimagining India's Economic Future: Raghuram Rajan and Rohit Lamba
4. विकास के पथ पर भारत : डॉ. सौरभ मालवीय
5. सरकारी योजनाएं, नीतियां एवं कार्यक्रम (योजना एवं कुरुक्षेत्र) : मानव श्रीवास्तव
6. भारत में आर्थिक नियोजन एवं विकास : डॉ.बी.एन.सिंह

OR ELECTIVE COURSE-C

[ECPOL422C]

REGIONALISM AND CASTE POLITICS OF INDIA**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. To understand the conceptual and theoretical foundations of regionalism and caste politics in India.
2. To analyze the historical, social, and political processes that have shaped regional and castebased movements.
3. To explore the interface between democracy, regional aspirations, and caste-based mobilization.
4. To critically assess contemporary debates and challenges related to caste and regional politics in India.

Course Learning Outcomes:

1. After completing this course, the students will be able to explain key concepts and dimensions of regionalism and caste politics.
2. The students will develop analytical skills to assess the role of caste and region in political mobilization and policy-making.
3. They will be able to critically engage with debates on democracy, social justice, and identity politics.
4. The students will gain insight into the changing nature of caste and regional politics in contemporary India.

Course Content

1. **Conceptual Foundations of Regionalism**
 - a. Definition and Understanding of Regionalism.
 - b. Historical Evolution of Regionalism in India
 - c. Regional Identity vs. National Integration
2. **Dynamics and Manifestations of Regionalism**
 - a. Electoral Politics and the Rise of Regional Parties.
 - b. Ethnic and Cultural Regionalism
 - c. Sub-regionalism and New State Demands
3. **Regionalism, Democracy, and the Indian State**
 - a. Regionalism and Democratic Mobilization
 - b. Empowerment of Marginalized Groups via Regional Platforms.
 - c. Promoting Cooperative Federalism.
4. **Historical Foundations of Caste Politics in India**
 - a. Conceptual understanding of caste in India
 - b. Role of Caste in the Indian National Congress and Early Leadership
 - c. Reservations and Protective Discrimination
5. **Caste and Political Mobilization**
 - a. Caste-based Political Parties and Movements
 - b. Caste based Civil Conflicts in India
 - c. Caste and Voting Behaviour
6. **Contemporary Debates and Challenges in Caste Politics**
 - a. Urbanization, Education, and New Caste Alignments
 - b. Caste in New Professional Classes
 - c. Anti-Caste Movements and Civil Society

Essential Readings :

1. Regionalism in Indian Politics : A.K. Majumdar & Bhanwar Singh
2. Rethinking State Politics in India : Regions within Regions : Ashutosh Kumar
3. Annihilation of Caste : Dr. B.R. Ambedkar
4. My Experiments with Truth - Mahatma Gandhi
5. भारतीय राजनीति और शासन : डॉ. विद्याभूषण और डॉ.विश्वनाथ
6. भारतीय राजव्यवस्था और शासन : राम प्रकाश
7. भारत की राजनीति : लक्ष्मीकांत
8. जाति का विनाश : डॉ.बी.आर.अंबेडकर
9. सत्य के साथ मेरे प्रयोग : महात्मा गांधी

III. CORE COURSE
FINANCIAL ADMINISTRATION IN INDIA

[CCPOL423]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100**Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Objective**

1. The financial administration ensures that the organization has enough funds to meet its obligations.
2. Financial Administration involves safeguarding the resources from losses and wastages.
3. Another key objective is to ensure that the resources are used optimally, i.e., at minimum cost and maximum benefit.

Course Outcome:

1. This course attempts to develop an understanding about Financial Administration in India.
2. Under this, students will be taught about budget, revenue, expenditure, deficit, inflation, and parliamentary control etc which will help them to understand the issues, concerns and nuances of public financial management in India.

Course Content

1. Meaning, nature and significance of Economic Development.
2. Budget, principles of sound budget.
3. Performance budget and Zero budget.
4. Preparation of budget in India.
5. Financial relations between centre and state.
6. Policy Commission and planning process in India, Finance Commission.
7. Accounts and Audit, problem of separation of accounts and audit, office of Auditor Comptroller General of India.
8. Control over public expenditure: Public accounts Committee and Estimate Committee.

Essential Readings

1. Public Administration - Fadia and Fadia
 2. Public Administration - Awasthi & Maheshwari
 3. लोक प्रशासन सिद्धांत एवं व्यवहार – अनिल कुमार शर्मा
 4. लोक प्रशासन – बी.एल.फाडिया
 5. लोक प्रशासन – शर्मा और सदाना
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IV. CORE COURSE
CONTEMPORARY GLOBAL ISSUE

[CCPOL424]

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE :28) = 45

(Credits: Theory-04, 60 Hours)

Objectives

1. Interdisciplinary course seeks to explore contemporary global issues.
2. Understand the concept of human security
3. The key challenges to environmental protection
4. Describe the analyse the nature and types of weapons of Mass Destruction (WMDs)
5. Understand the concept of non-tradition security
6. Explain various concepts associated with refugee and migrants
7. To know the various dimensions of Globalization

Outcomes

Student should be able to

1. Analyze and discuss the major problems facing the world today, including problem related to human security, environment, refugee and migration, non-traditional security treats, globalization and it's challenges
2. Critically assess the merits of competition arguments concerning these issues

Course Content

1. Human Security
2. Global politics and Environment
3. Challenges of Proliferation of Weapons of Mass Destructions
4. Non-Traditional Security Threats
5. Refugee and Migration
6. Globalization and its Challenges

Books recommended

1. Baylis, John, 2005 "International and Global Security in the post-Cold war era." In the globalization of world politics: An introduction to international relations, eds. John Baylis and Steve Smith. Third edition. NY: Oxford University Press.
2. Best, Edward and Thomas Christiansen. 2008
 "Regionalism in international affairs." In the globalization of Worlds Politics: An Introduction to international relations, eds. John Baylis, Steve Smith and Patricia Owens. New York: Oxford University Press
3. Chatterjee, Shiladitya and Raj Kumar. 2010. "Assessing Social outcomes through the Millennium Development Goals." In poverty and sustainable development in Asia: Impacts and Responses to the Global Economic Crisis, eds. Armin Bauer and Myo Thant. Manila: Asian Development Bank.
4. Greene, Owen. 2005. "Environmental Issues." In the Globalization of world politics: An introduction to international relations, eds. John Baylis and Steve Smith. Third Edition. New York: Oxford University Press
5. Darvesh, Gopal-Contemporary Global Issue
6. Dey, Amrita Maheep – Non-Traditional Security Threats
7. Gullapalli, Sailaja – Human Security
8. Gulla palli, Sailaja-Global Politics and Environment
9. Pandey, Pragya-Challenges of Proliferation of Weapons of Mass Destruction
10. Paul, Salvin-Refugee and Migration
11. Richard J.Payne, Global issues: Politics, Economics and Culture, Pearson, 4th Edition, 2014

V. PROJECT

[PRPOL425]

DISSERTATION/ PROJECT/ TEACHING APTITUDE

Marks: 30 (MSE: 20 Viva + 5 Attd. + 5 RPOLrd) + 70 (ESE Pr: 6 Hrs) = 100

Pass Marks: = 45

(Credits: Theory-04, 120 Hours)**Guidelines to Examiners for**

End Semester Examination (ESE):

The evaluation of the dissertation will be done in 100 marks (70 marks + 30 marks of the session). The sessional component will be evaluated by the concerned supervisor.

The end term evaluation (70 marks) will be done by a board of examiners. The end term evaluation in 70 marks will include the literary and scientific presentation of the dissertation and the performance in the viva-voce.

Overall project dissertation may be evaluated under the following heads:

- Motivation for the choice of topic
- Project dissertation design
- Methodology and Content depth
- Results and Discussion
- Future Scope & References
- Participation in Internship programme with reputed organization
- Application of Research technique in Data collection
- Report Presentation
- Presentation style
- Viva-voce

Course Objectives:

1. To develop research skills and scientific inquiry through independent investigations of a topic or problem related with the Political Science.

Course Outcomes:

On successful completion of this course the student should know:

1. About conducting research with approve stages of research methodology in Political Science. A dissertation will enable student to further investigate and navigate different aspects and events of life through research.

PROJECT WORK

Each student has to submit three copies of hard bound dissertation work (along with the raw data), duly forwarded by the HOD of Department concerned. The forwarded copies will be submitted in the Department of Political Science, Ranchi University, for evaluation (one month before the viva voce examination).

The paper may involve:

- (a) Field work/ Lab work related to the project.
- (b) Survey research, Case Study or any other type of research related with the subject.
- (c) One Large study/ Experiment or several studies/ Experiments depending on the objectives of the research.
- (d) The writing of dissertation should be within 80 to 100 pages including references and appendices.
- (e) Content must be typed in Font: Times New Roman with Line Spacing: 1.5 and Font Size 14 points.

Presentation of project work in the seminar on the assigned topic in the P.G. Department of Political Science, Ranchi University, Ranchi & open viva voce thereafter.

Topics: As decided by the Supervisor/Guide

Teaching Aptitude: Only selected candidates, in alternative to the Dissertation, may be provided duty to teach the assigned topics in selected colleges. The performance may be evaluated based on the organized feedback for the candidate.
