

Agenda 15

To consider and approve the proposal from BOS in Political Science for revising the syllabus from the academic year 2021-22.

The BOS in Political Science held on 13th November 2020 from 10 am to 1.30 PM

Following members were present:

Chairperson: Dr Rose Veera Dsouza

Members:

1. Ms Maria Shaila Dsouza
2. Mr Alwin D Souza
3. Dr Joyce Sabina Lobo

Subject Expert: Dr Rajram Tolpadi, Professor and Director Nehru Study Centre,
Mangalore University

Representative from Industry: Mr. David Pais, Advocate, Pais & Pais Advocates & Notary, Light
House Hill Road, Mangalore

Student Representative: Ms Melnitha Correa, III BA

POLITICAL SCIENCE, INDIAN CONSTITUTION AND HUMAN RIGHTS

Preamble:

Political sphere is the significant part of modern society and is inclined to ensure a just and humane society. The three major BA Programme, with Political Science as one of the major subjects has been designed to train the students in the skills and disciplinary insights to articulate, critically examine, assess, and explain the concerns of political spheres through the wide range of disciplinary, interdisciplinary and trans-disciplinary modules and themes. The course provides a good foundation for students who can take forward their learned skills and knowledge for higher research in the discipline and its associated spheres. As a knowledge domain, political Science also engages with relevant ethical and normative questions towards building a better society—a free, equitable and a just society to live in. The students will be able to explore research possibilities also empirical research which would promote their employability.

The Foundation Courses in Indian Constitution and Human Rights and four CBCS papers offered by the department also promote conscious, healthy, civic, active, participatory, and responsible citizenry strengthening the functioning of the democratic system. The Courses are designed in such a way that the students get their best within the time frame of each semester.

LEARNING OBJECTIVES:

The study of the discipline is designed to promote skills of perception and application, in explaining, assessing and critically examining the political questions and political phenomenon. The teaching-learning is geared to promote memory power, imaginative and innovative mind in the analysis of given situations. Problem-solving research components, analysing case studies, and team and leadership orientations are integral to this discipline. The fundamental concepts, theories, perspectives, and ideological discourses of Political Science are studied. This will enable them to explain and evaluate the functioning of political systems and governments of diverse kinds with their institutions, structures, and ideologies. Besides, the student is equipped with certain practical skills which can be used for seeking gainful employment. The aim is also to train the students in research design and application of tools and techniques for empirical and normative research.

Extent of the Courses Covered

The course covers the key six sub-disciplines of Political Science like Political Theory, Indian Government and Politics, Comparative Politics, Public Administration, and International relations and Fundamentals of Management. All these sub-disciplines have two papers each spreading over two semesters. Besides, there are several interdisciplinary papers under Foundation Courses and CBCS comprising Indian constitution, Human Rights, Public Policy, Legal literacy, Peace Conflict and Reconciliation, Ecology and Sustainable Development. The courses are attuned to enable them to develop proactive stance and critical outlook.

Three Years B.A. Degree Course in Political Science							
Sem	Code	Subject	Hours	Marks			Credit
				Exam	Int. Ass.	Total	
I	G 103.1	Understanding Political Theory	6	100	50	150	3
	G 103.1E	Legal Literacy in India	2	40	10	50	1
II	G 103.2	Major Political Thinkers	6	100	50	150	3
	G 103.2E	Public Policy and Governance	2	40	10	50	1
III	G 103.3	Ideology and Politics in India	6	100	50	150	3
	G 103.3E	Conflict, Peace and Reconciliation	2	40	10	50	1
IV	G 103.4	Political Institutions and Processes in Comparative Perspective	6	100	50	150	3
	G 103.4E	Ecology and Sustainability	2	40	10	50	1
V	G 103.5a - P - V	International Relations	5	100	50	150	3
	G 103.5b- P - VI	Public Administration	5	100	50	150	3
	G 103.5c	Political Sociology					
VI	G 103.6a -P - VII	International Politics	5	100	50	150	3
	G 103.6b -P - VIII	Fundamentals of Management	5	100	50	150	3
	G 103.6c	Leadership					

Foundation Courses (Mandatory for all streams- BA, B.Com, BBA, BSc, BCA)

G 701.1	Foundation Course in Indian Constitution and Value Education	2	50	10	40	1
G 701.3	Foundation Course in Human Rights and Value Education	2	50	10	40	1

Programme Outcomes (POs)

Students completing B.A. degree with Political Science as one of the major subjects will be able to:

1. Demonstrate competency with the basic tools underlying the subject of Political Science (as a discipline of study and research);
2. Discern key concepts in politics, sharpen the understanding of political discourses and augment the ability to conduct scientific enquiry on political questions;
3. Promote a healthy civic society, contribute to the society as responsible civic conscious members of the society and to be gender sensitive;
4. Analyse political and policy issues and build capacities to articulate policy options;
5. Demonstrate critical thinking, including the ability to form an argument about key concerns of political theory and issues of public policy and politics.
6. Understand the relations between nations of the world.
7. Promote participation in the global world for better living.
8. Demonstrate the need for global leadership.

Sem	Core Paper	CBCS	FOC
I	G 103.1 Understanding Political Theory	G 103.1E Legal Literacy in India	G 701.1 Foundation Course in Indian Constitution

I BA Political Science – I Semester
UNDERSTANDING POLITICAL THEORY
G 103.1

Programme Specific Outcomes (PSOs)

Students completing the core paper of I SEMESTER of Political Science will be able to:

1. Discuss the major theories and concepts of political science and its subfields
2. Distinguish systematic normative inquiry from Behavioural kinds of inquiry within the discipline of political science.
3. Demonstrate the ability to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary political issues
4. Assess the origin and evolution of conceptual framework of political theory and Political Institutions.
5. Demonstrate the inter-connection between Liberty, Equality, Justice and Democratic ethos.

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Recognise the centrality of state in the discourses of politics.
2. Describe and appraise the distinct theories on the origin of state, theories of rights and democracy.
3. State the contemporary debates on the key concepts -equality, freedom, democracy, citizenship, and justice and recognise the expanding horizons of these discourses.
4. State the contemporary debates on the nature of security of state.
5. Indicate how Liberal and Marxist traditions consider and understand politics.
6. Discuss the origin, evolution and key issues which are at the core of the feminist movement, multiculturalism and postcolonialism.

Teaching hours per week: 6hrs
Total hours of Instruction: 60hrs.
Total Marks: 100+50=150

Block 1 Introduction	10hrs
a) Etymological Meaning, Contents and Scope of Political Science	
b) Approaches to the study of Political Science	
c) Doing Political Theory- Political Science and Political Theory	
Block 2 Understanding Concepts	12hrs
a) State: Etymological meaning, Central Perspectives: Liberal and Marxist	
b) Citizenship and Education	
c) Contemporary Debates on the nature of the security of state	
d) Changing nature of nation-state in the context of globalization	
Block 3 Concepts and Theories	10hrs
a) Origin of state: Social Contract Theories- Hobbes, Locke, Rousseau	
b) Sovereignty: Meaning; Theories of Sovereignty	
c) Liberty: Meaning and significance	
d) Rights: Meaning, Theories of Rights	
Block 4 Concepts and Grammar of Democracy	13hrs
a) Equality: Meaning, Significance and Dimensions of Equality	
b) Justice: Classical view of Justice, Justice as Fairness- John Rawls	
c) Democracy: Meaning; Theories of Democracy.	
Block 5 Major Ideological Trends	15hrs
a) Feminism	
b) Post Colonialism	
c) Multiculturalism	

Reference Books:

1. Agarwal, R. C. (2004) *Political Theory*. New Delhi: S. Chand &Co.
2. Asirvatham, Eddy. (2010) *Political Theory*, New Delhi: S. Chand & Co.
3. Barry, B. (1989) *Democracy, Power and Justice, Essays in Political Theory*, Oxford: Clarendon Press.
4. Bhargava, Rajeev and Ashok Acharya. (2008) "Political Theory–An Introduction", Pearson Education.
5. Dahl, Robert. (1998) *On Democracy*, New Delhi: Affiliated East-West Press Private Ltd.

6. Gauba, O.P (2008) *An Introduction to Political theory*, Macmillan India Ltd.
7. Harris, Perter (1976) *Foundations of Political Science*, Oxford University Press.
8. Hoffman John Hoffman and Paul Graham (2007) *Introduction to Political theory*-Pearson Education Ltd-
9. Johari, J C. (2012) *Contemporary Political Theory*, New Dimensions, *Basic Concepts and Major Trends*, New Delhi: Sterling.
10. Kapoor, A.C., (2014) *Principles of Political Science*, New Delhi: S. Chand & Co.
11. Mahajan, V.D.(2005) *Political Theory: Principles of Political Science*, New Delhi: S. Chand& Co.
12. Ramaswamy, Sushila *Political Theory: Ideas &Concepts*, E-book Adobe digital Edition
13. Waldron, J., ed.(1984), *Theories of Rights*, New Delhi: OUP.

Suggested Readings:

1. Adichie, Chimamanda Ngozi (2014) *We Should All Be Feminists*, Vintage Original E books.
2. Bhargava, Rajeev,(2010)*What is Political Theory and Why do We need It*, New Delhi: OUP.
3. Fernandes Leela. (2014),*Routledge Handbook of Gender in South Asia*, New York, NY: Routledge.
4. Goodin E. Robert and Philip Pettit, eds.(1995) *A Companion to Contemporary Political Philosophy*, Oxford: Blackwell Publishers..
5. Gutman, Amy, Ed.(1988) *Democracy and the Welfare State*, New Jersey: Princeton University Press.
6. Held David, (1989) *Political Theory and the Modern State: Essays on state, Power and Democracy*, Cambridge: Polity Press..
7. Jayal, Niraja Gopal (1999) *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Delhi: OUP.
8. _____, *Democracy in India*, (2012) New Delhi: OUP.
9. Jha, M. (2001) '*Ramabai: Gender and Caste*', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.
10. Mishra, Ramesh. (1985), *The Welfare State in Crisis*, Brighton: Wheatsheaf Books, (Reprint, 1985)
11. Rosen Michael and Jonathan Wolff, (1999) *Political Thought*, Oxford: OUP.
12. Scholz Sally. (2012) *Feminism: A Beginners Guide*, Oxford: One World
13. Sen, Amartya. (2010) *Idea of Justice* New Delhi: Penguin Books.
14. Titmus R. (1958) *Essays on Welfare State*, London: Allen and Unwin.
15. Vanaik, Achin. (2011) *Political Science*, Vol.1, vol.2, vol.3, vol.4, New Delhi: OUP.

Political Science Elective Course
I SEMESTER - G103.1E
LEGAL LITERACY IN INDIA

Programme Specific Outcomes (PSOs)

Students completing the I SEMESTER of CBCS will be able to:

1. Provide essential knowledge on general principles of law, get acquainted with the nature and sources of law, relation of law with human and institutional agencies responsible to ensure just, equitable and secure environment for the protection of human rights, liberty and balancing the interests of the individuals and society at large.
2. Locate criminal justice system, civil procedure code, various family laws, laws relating contract and property

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Recall the structure, components and functioning of the various institutions of the Indian legal system, and develop an understanding on the role of law in their day to day life
2. Demonstrate the knowledge on criminal justice system, civil procedure code, various family laws, laws relating to contract and property in India
3. Analyse various mechanisms in India relating to access to legal aid and justice, RTI, PIL and about the formal and alternate dispute redressal (ADR) mechanisms

Teaching hours per week: 02

Total Teaching Hours: 30

Total Marks: 50

Unit I - INTRODUCTION TO LEGAL SYSTEM IN INDIA

04 Hrs.

- What is Law?
- Law and Civil Society
- Need for the promotion of Legal Literacy in India
- The significance of legal institutions in our lives, culture, and political system

Unit II - UNDERSTANDING THE LAWS IN INDIA

14Hrs.

- Laws relating to Criminal Jurisdiction: provision relating to filing of FIR, arrest, bail search, and some understanding on the questions of evidence and procedure in Cr. P.C. and related laws.
- Laws relating to Civil Jurisdiction: Institution of Civil Suit-Injunction-Plaint and Written Statement.
- Laws relating to Family Jurisdiction: Personal Laws-Capacity to marry- Nullity of Marriages- Restitution of Conjugal Rights- Judicial Separation- Divorce- Adoption- Succession, Maintenance
- Laws relating to contract and property.

- Laws relating to women and children- Protection of Children from Sexual Offence Act, 2012, Sexual Harassment at Workplace (prevention, prohibition & redressal) Act 2013, Juvenile Justice (Care & Protection of Children) Act, 2000 and Amendment Act 2006.

Unit III - ACCESS TO COURTS AND ENFORCEMENT OF RIGHTS

12Hrs

- Understanding the functioning of the legal system-Alternative Dispute Resolution mechanisms - Legal Aid- Lok Adalat- Right to access to information (RTI)-Centralized Public Grievance Redressal and Monitoring System (CPGRAMS)
- What to do if you are arrested; if you are a victim of sexual harassment; domestic violence; child abuse, caste, ethnic and religious discrimination; filing a RTI and Public Interest Litigation.
- Land Mark Judgements of the Supreme Court of India: Indian Young Lawyers' Association Vs. Union of India (Lifting ban on entry of women (aged 10-50) inside Sabarimala Temple), Shayara Bano Vs. Union Of India and Others (Triple Talaq), National Legal Services Authority Vs. Union of India (transgender as 'third gender') –Common Cause (A Regd. Society Vs. Union of India—recognizing passive euthanasia)

BIBLIOGRAPHY

1. Agnes, F. (1997). *Law and Gender Equality*. Delhi : OUP.
2. Bajpai, A. (2003). *Child Rights in India : Law, Policy, and Practice*. New Delhi: Oxford University Press.
3. Cardozo, B. N. (2005). *The Nature of Judicial Process*. Dover Publications.
4. Madhubhushi, S. (2011). *Alternative Dispute Resolution: Negotiation and Mediation*. LexisNexis.
5. Mahendra P. Singh and V.N. Shukla. (2008). *Constitution of India*. Eastern Book Co.
6. Majumdar, P. (2016). *Law of Bails, Bonds and Arrest*. Orient Publication.
7. Minattu, J. (2006). *Indian Legal System*. ILI Publication.
8. P.C. Rao and William Sheffiled. (2002). *Alternate Dispute Resolution: What it is and How it Works*. Delhi: Universal Law Books and Publishers.
9. Puliani, S. (2017). *The Juvenile Justice (Care & Protection of Children)Act*. Bangalore: Karanataka Law Journal Publications.
10. Singh, K. S. (2007). *Towards Legal Literacy: An introduction to Law in India*. Delhi: OUP.
11. Wadhera, B. (2009). *Public Interest Litigation: A Handbook*. Delhi: Universal law publishing Ltd.
12. Williams, G. (2012). *Text Book of Criminal Law*. New Delhi: Universal Law Publishing Co.

Webliography:

1. <http://pgportal.gov.in>

I DEGREE (COMPULSORY PAPER)
G 701.1 (I Semester BBA/BCOM/ B.Sc/ B.A/B.C.A)

Programme Specific Outcomes (PSOs)

Students completing the I SEMESTER of graduate degree with Foundation Course in Indian Constitution will be able to:

1. Discuss the philosophy, Fundamental Rights, Duties and Directive Principles of State Policy as prescribed by the Indian Constitution and to recognize the nature and working procedures of legislature, executive and judiciary in India.
2. Demonstrate empathetic social concerns and equity-centred national development and the ability to act with an informed awareness of issues to participate in civic life through volunteering.
3. Generate an interdisciplinary perspective among students and thereby inculcate the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society.

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. State the need for a constitution, the process of constitution-making, basic principles enshrined in the Constitution of India
2. Recall the intent of the framers of the Constitution and its interpretation in the context of balancing Justice, Rights, Directive Principles of State Policy, Preamble and Governance.
3. Describe the powers and functions of Government- Legislature, Executive and Judiciary
4. Discuss the functioning of regulatory authorities in India, NITI Aayog, Lobbying institutions such as trade unions, farmers association etc.
5. Demonstrate the importance of peace, harmony, rules, regulations, rights, and duties for a responsible citizen.

Teaching hours per week: 2hrs
Total hours of Instruction: 20hrs
Total Marks: 50

Block 1 Introduction

8 hrs

- a) Constituent Assembly Debates and Philosophy
- b) Basic Structure Doctrine
- c) Fundamental Rights
- d) Directive Principles of State Policy

Block 2 Institutional Functioning

8 hrs

- a) Legislature: Union Parliament- President- Lok Sabha, Rajya Sabha

- b) Union Executive: President of India – Powers and Position
- c) Prime Minister and Council of Ministers
- d) Judiciary: Organization, Powers and Judicial Activism

Block 3 Civil Society, Ideas and Institutions in Public Policy*

4 hrs

- a) What are the institutions of Public Policy?
- b) Role of Regulatory Institutions
- c) How Civil Society contributes to the making of public policy?

Note: * Class activities and assignments to be largely from Block 3 in order to apply the political process.

Reference Books:

1. Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
2. -----, (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
3. Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson.
4. Basu DD, *Introduction to the Constitution of India*
5. Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.
6. Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.
7. Chandhoke, N. & Priyadarshi, P. eds. (2009) *Contemporary India: Economy, Society, Politics*, New Delhi: Pearson.
8. Jayal, N. G. & Mehta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press.
9. Menon, N. and Nigam, A. (2007) *Power and Contestation: India since 1989*. London: Zed Books.
10. Pylee M.V. (2007) *Indian Constitution and Politics*, New Delhi: Vikas Publishing.
11. Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
12. Vanaik, A. & Bhargava, R. eds. (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.

Suggested Student Exercises:

1. Discussion of readings on Fundamental Rights/Cases such as Keshavananda Bharti Case /Golaknath etc.
2. Group of students to collect examples and discuss on the provisions relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, and prevention of atrocities on SC & STs.

Sem	Core Paper	CBCS	FOC
II	G 103.2 Major Political Thinkers	G 103.2E Public Policy and Governance	G 701.2 Foundation Course in Indian Constitution

I BA Political Science – II Semester

MAJOR POLITICAL THINKERS

G 103.2

Programme Specific Outcomes (PSOs)

Students completing the core paper of II SEMESTER of Political Science will be able to:

1. Examine the perspectives of classical political thinkers from the West who shaped the ideas and key concepts of Political Science
2. Understand the need for developing a 'just society' and a 'just state'
3. Illustrate the base of conceptual themes in Political Theory which has its origin in the expressions of Political Philosophy of older times.
4. Formulate a clear and coherent explanation of the ideas of major Political Thinkers in the history of Indian and Western Political Thought.
5. Assess the significance of Western and Indian Political Thought.

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. State the key ideas of all the political philosophers given in the course.
2. Describe the concept of ideal state.
3. Illustrate how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in the operation of statecraft.
4. Recall the medieval political history especially the church- state controversy.
5. Discuss the significance of State according to modern Western and Indian political thinkers.
6. Indicate the role of Women political thinkers towards promoting political participation.

Teaching hours per week: 6hrs
Total hours of Instruction: 60hrs
Total Marks: 100+50=150

Block 1 Ancient Political Thinkers **10hrs**

- a) Pre-Platonic Philosophy
- b) Plato: On State, Philosopher King, Justice as Virtue
- c) Aristotle: On State, Citizenship, Revolution
- d) Cicero: On Law

Block 2 Medieval Political Thinkers **10hrs**

- a) Church v/s State Controversy
- b) St. Augustine
- c) St. Thomas Aquinas

Block 3 Modern Political Thought **10hrs**

- a) Transition to Modernity
- b) Machiavelli: On State and its Preservation
- c) Modernity: Rise of the Individual—Hobbes and Locke

Block 4 Modern Political Thinkers **10hrs**

- a) Hegel
- b) J.S. Mill: Representation, Rights, Liberty and Democracy
- c) Karl Marx: On Capitalism, Revolution & State

Block 5 Indian Political Thinkers- **15hrs**

- a) Sir Syed Ahmed Khan: On Identity and Education.
- b) Vinayak Damodar Savarkar: On Hindutva
- c) Mahatma Gandhi: On Swaraj, Non-Violence, Satyagraha
- d) J. Nehru: Nationalism, Secularism and Democracy
- e) B. R. Ambedkar: Constitutional Democracy and Social Justice

Block 6 Women Political Thinkers **05hrs**

- a) Kamaladevi Chattopadyaya
- b) Iris Marion Young

Reference Books:

1. Bertrand Russell, (1946) *A History of Western Philosophy*, London, George Allen & Unwin.
2. Bhikhu Parekh, (1982) *Marx's Theory of Ideology*, New Delhi, Ajantha.
3. Brian Nelson. (1996) *Western Political Thought: From Socrates to the Age of Ideology*. Second Edition. Englewood Cliffs, New Jersey, Prentice Hall.
4. Ernest Barker, *Politics of Aristotle*, (1977) Delhi: OUP.
5. Ernest L. Fortin, *St. Augustine*, (1994) *Political Writings*, Ed., with an Introduction, Indianapolis, Hackett Publishing Company.
6. George H. Sabine. (1958) *A History of Political Theory*, New York, Henry Holt and Company.
7. J. Grey, *Liberalism*. (1998) New Delhi: World View.
8. Pantham Thomas and Kenneth L. Deutsch. (1987): *Political Thought in Modern India*, New Delhi, Sage.
9. V.R.Mehta.(2006) *Political Ideas in Modern India*, Sage.

Suggested Readings:

1. Bhikhu Parekh. (1988) *Gandhi's Political Philosophy*, London, Macmillan.
2. Brown Judith. (2004) *Nehru: A Political Life*, (OIP).
3. Nanda B. R. (2004) *In Search of Gandhi: Essays and Reflections*, New Delhi: OIP.
4. _____. (2004) *Three Statesmen: Gokhale, Gandhi, Nehru*, New Delhi: OIP.
5. Nanda, Reena. (2002) *Kamaladevi Chattopadhyaya: A Biography* New Delhi: OIP.
6. Rodrigues, Valerian (2004) *The Essential Writings of B.R. Ambedkar* (OIP) Young, Iris Marion.(2004) *On Female Body Experience: "Throwing Like a Girl" and Other Essays*, New Delhi: OUP.
7. Rudolph, Lloyd I. & Susanne H. Rudolph, (2005) *Post Modern Gandhi and Other Essays* New Delhi: OIP.
8. Young Iris Marion, (1990) *Justice and the Politics of Difference*, New Jersey: Princeton University Press.

Political Science Elective Course
II SEMESTER - G103.2E
PUBLIC POLICY AND GOVERNANCE

Programme Specific Outcomes (PSOs)

Students completing the II SEMESTER CBCS will be able to:

1. Demonstrate the basic skills to understand public problems and develop policy responses.
2. Apply the skills and knowledge acquired in the curriculum to analyse policy issues and make policy recommendation.

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Define and Describe the concept, nature, scope, significance and types of Public Policy
2. Indicate and appraise the public policy and governance in India
3. Discuss the public problems and develop public policy responses

Total Teaching Hours: 30

Teaching hours per week: 02

Total Marks: 50

Unit I: INTRODUCTION

06 Hrs

- Concepts in Public Policy
- Nature, Scope and Importance of Public Policy
- Types of Public Policy: Regulatory, Welfare, Distributive and Re-distributive

Unit II: UNDERSTANDING PUBLIC POLICY & GOVERNANCE IN INDIA

14Hrs

- Process of Public Policy-political, constitutional, legal administrative and socio-economic dimensions of Public Policy.
- National Institution for Transforming India (NITI Aayog), National Development Council.
- The role of the Government, Bureaucracy, Parliament, Courts, Public Opinion, Political Parties, Pressure Groups, Corporate Sector, Interest groups, Media, Citizens and NGO's in the policy processes.
- External influencing agencies: UNDP, WHO, ILO, UNEP, World Bank and IMF

Unit III: PUBLIC POLICY IN INDIA

10Hrs

- Public Policy in India: Models and Trends
- Understanding Mahatma Gandhi National Rural Employment Guarantee Act, National Rural Health
- Challenges of Public Policy and governance in India
- 'Crisis of governability': Democracy and public policy: Are they against each other?
- Privatization, state and emerging governance in India

BIBLIOGRAPHY

- Kumar Prabir De. (2012). *Public Policy and Systems*. New Delhi: Pearson Education India.
- Sapru RK. (2010). *Public Policy-Formation, Implementation and Evaluation*. New Delhi: Sterling Publishers.
- Ayyar RV Vaidyanatha. (2009). *Public Policy Making in India*, New Delhi: Pearson Education India.
- Anderson JE. (2006). *Public Policy-Making an Introduction*. Boston Houghton
- Bergerson Peter .(Ed) (1991). *Teaching Public Policy Theory, Research and Practice*. Greenwood Press.
- Birkland Thomas A. (2005). *An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy making*. Armonk: ME Sharpe.
- Dye Thomas. (2008). *Understanding Public Policy*, Pearson Education. Singapore.
- Hill Michael. (2005). *The Public Policy Process*. Harlow: Pearson Education UK.
- Arora, D. (1993). STATE, SOCIETY AND PUBLIC POLICY IN INDIA. *The Indian Journal of Political Science*, 54(1), 64-85. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/41855641>
- Arora, D. (1993). STATE, SOCIETY AND PUBLIC POLICY IN INDIA. *The Indian Journal of Political Science*, 54(1), 64-85. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/41855641>

Sem	Core Paper	CBCS	FOC
III	G 103.3 Ideology and Politics in India	G 103.3E Conflict, Peace and Reconciliation	G 701.3 Foundation Course in Human Rights and Value Education

II BA Political Science - III Semester
IDEOLOGY AND POLITICS IN INDIA
G 103.3

Programme Specific Outcomes (PSOs)

Students completing the III SEMESTER of Political Science will be able to:

1. Demonstrate civic responsibilities and ethical reasoning
2. Develop an appreciation for diversity in identifying and realizing constitutional goals
3. Demonstrate interest in learning the constitutional background
4. Probe the evolution of political processes in India
5. Analyse the growth of political Institutions in India

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Recall the constitutional articles related to fundamental rights, directive principles and federal structure of the Indian state.
2. Distinguish between constitutional philosophy and party ideologies in realising the constitutional goals.
3. Compare and contrast the Indian political system with that of other countries.
4. Apply India's constitutional principles and philosophy to the working of the government through electoral and political processes
5. Appraise and develop solutions to the challenges to the constitution's foundational principles.
6. Analyse the merits and demerits of security and other recent acts within the context of India's constitution.

Teaching hours per week: 6hrs
Total hours of Instruction: 60hrs
Total Marks: 100+50=150

Block 1 Constituent Assembly and Constitution of India **13hrs**

- a) Making of Indian constitution- Influences, Processes, Colonial Reforms and Debates
- b) Philosophy of Indian Constitution- Social Justice, Democracy, Secularism
- c) Fundamental Rights
- d) Directive Principles of State Policy

Block 2 Federalism and Decentralization **12hrs**

- a) Indian Federalism: Meaning and Features
- b) Centre-State Relations
- c) 73rd and 74th amendment
- d) Panchayat Raj and Urban local bodies

Block 3 Electoral Processes **10hrs**

- a) Electoral System,
- b) Issues and challenges
- c) Election Commission
- d) Electoral Reforms

Block 4 Political Parties **15hrs**

- a) National and Regional Parties: Ideologies of major parties
- b) Changing Patterns: Coalitions
- c) Identity, Community and Political Parties
- d) Regional Political Parties

Block 5 Security Laws and Recent Acts **10hrs**

- a) Preventive detention laws and constitutional exceptions
- b) Extra-ordinary laws: Anti-terror laws, laws against organized crimes
- c) Right to Information Act 2005
- d) Right to Education Act 2009

Reference Books:

1. Avasti, P. (2014) *Indian Government and Politics*, Agra: Lakshmi Narayan Publications.
2. D.D. Basu. (2013) *Introduction to the Constitution of India*, New Delhi: LexisNexis.
3. Granville, Austin. (1996) *The Indian Constitution: The Cornerstone of a Nation*, Oxford: OUP.
4. Government of India (2002) *The Constitution of India*, New Delhi: Jain Book Company.

5. Kalra, H. (2011) *Public Engagement with the Legislative Process*, New Delhi:PRS, Centre for Policy Research Can be accessed on:
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>
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7. Kothari, Rajini. (1967) *Party Systems and Election Studies*, Bombay, Asia Pub, House.
8. _____. (1967) *Politics in India*, New Delhi, Orient Longman.
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Suggested Reading:

1. Baxi, Upendra. (1980) *The Indian Supreme Court and Politics*, Delhi: Eastern Book Company.
2. Brass, P. (1990) *Politics of India since Independence*, Hyderabad: Orient Longman, 1990.
3. Granville, Austin. (2001) *Indian Constitution: Working a Democratic Constitution (The Indian Experience)* New Delhi: Oxford University Press.
4. Kashyap, S. (1992) *Parliament*, New Delhi: NBT.
5. Kohli, Atul. (1999) *Democracy and Discontent: India's Growing Crisis of Governability*, Cambridge: Cambridge University Press.
6. _____.ed. (2001) *The Success of India's Democracy*, Cambridge: Cambridge University Press.
7. Morris Jones, W.H. (1974) *The Government and Politics of India*, Delhi: BI Pub.
8. Pandey J.N. (2006) *Constitutional Law of India*, Allahabad, Central Law Agency.
9. Roy, R. and Wallace P. eds. (1999) *Indian Politics and the 1998 Elections: Regionalism, Hindutva and State Politics*. New Delhi: Sage.
10. Rudolph S.H. and L.I. Rodolph. (1987) *In Pursuit of Lakshmi – The Political Economy of the Indian State*, Delhi: Orient Longman.
11. Shankar, B.L. & Valerian Rodrigues. (2014) *Indian Parliament: A Democracy at Work*, New Delhi: OUP.
12. Weiner, M. (1957) *Party Politics in India*, Princeton NJ, Princeton University Press.
13. Young, R. (2003) *Postcolonialism: A Very Short Introduction*, Oxford: Oxford University Press, pp.9-68.

14. Yaddu, Vineeta. (2011) *Political Parties, Business Groups and Corruption in Developing Countries*, New Delhi: OUP.

Political Science Elective Course
III SEMESTER - G103.3E
CONFLICT, PEACE AND RECONCILIATION

Programme Specific Outcomes (PSOs)

Students completing the III SEMESTER CBCS will be able to:

1. Demonstrate the need for stable and sustainable societies
2. Develop an appreciation for diversity and generate ideas for development-based society

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Identify and interpret the relationship between social conditions and conflicts
2. Evaluate the roots of conflict and apply strategies of reconciliation
3. Design strategies for developing the social, political, economic, and ecological conditions for peace building

Total Teaching Hours: 30

Teaching hours per week: 02

Total Marks: 50

UNIT I: UNDERSTANDING CONCEPTS

10 Hrs

- Violence- What is violence? Structural and Cultural Violence
- Conflict: Meaning, Nature, and Functions
- Armed Conflict: International and non-international armed conflict- Changing nature of armed conflicts.

UNIT II: CONFLICTING DOMAINS

08 Hrs

- Gender
- Children
- Indigenous People
- Ethnicity – Multiculturalism
- Ecology

UNIT III: PEACE AND CONFLICT RESOLUTION

12 Hrs

- Peace- Positive and Negative Peace –Approaches to peace: Gandhian Approach, Lutheran Approach, Bottom-up Peace Building Approach: Local ownership and inclusivity
- Conflict – Conflict Prevention, Conflict Management and Conflict Resolution through good offices or dialogue, mediation, facilitation and negotiation– Conflict Transformation- Reconciliation

BIBLIOGRAPHY

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- Churchman, D. (2013). *The Origins, Nature, and Management of Human Conflict*. University Press of America.
- David P Barash and Charles P Webel. (2017). *Peace and Conflict Studies*. Sage.
- Galtung, J. (1958). *Theories of Conflict*. Columbia University.
- Ghali, B. (1992). *An Agenda For Peace: preventative diplomacy, peacemaking and peacekeeping*. New York: United Nations.
- Ilene Cohn and Guy S. Goodwill-Gill. (2003). *Child soldiers: The Role of Children in Armed Conflict*. Oxford: Clarendon Press.
- Johan Galtung Carl and G. Jacobsen. (2000). *Searching for Peace: The Road to TRANSCEND*. London: Pluto Press.
- Keynes, J. M. (1920). *The Economic Consequences of the Peace*. London: Macmillan.
- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall. (2005). *Contemporary Conflict Resolution*. Polity Press.
- Vayrynen, R. (1991). *New Directions in Conflict Theory: Conflict Resolution and Conflict Transformation*. London: Sage.
- William Zartman and Lewis Rasmussen. (1997). *Peacemaking in International Conflict: Methods and Techniques*. Washington, DC: United States Institute of Peace Press.
- Wolfgang Dietrich, Josefina Eachavarría Alvarez and Norbert Koppensteine. (2006). *Key Texts of Peace Studies*. Vienna: LIT Münster.

FOUNDATION COURSE IN HUMAN RIGHTS
II DEGREE (COMPULSORY PAPER)
G 701.3 (III Semester BBA/ BCOM/BSc/BA / BCA)

Programme Specific Outcomes (PSOs)

Students completing the III SEMESTER with Foundation Course will be able to:

1. Know the conceptual base of Human Rights
2. Interpret and create responses to prevent violation of Human Rights
3. Assess critically the challenges in promoting justice.

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Define and describe the concept, nature, origin and classification of Human Rights
2. Explain the role of IGO's and NGO's, and recall the articles related to Covenants and UDHR
3. Assess the marginalised groups in connection with Human Rights
4. Examine the status of rights in India and develop ways to address the issues and challenges
5. Analyze and assess the remedies available against Human Rights violations in India

Teaching hours per week: 2hrs

Total hours of Instruction: 20hrs

Total Marks: 50

Block 1 Idea of Human Rights

8hrs

- a) Liberty, Freedom and Rights
- b) Historical Perspective: From rights to Human Rights
- c) UN Declarations and Covenants
- d) Human rights and Citizenship Rights

Block 2 Human Rights of Marginalized Groups

8hrs

- a) Dalits, Adivasis, Women, Minorities
- b) Laborers and Unorganized Workers
- c) Protection for Child and Refugees
- d) Transgender as Third Gender

Block 3 Civil Society Organisations, Legal Agencies and Human Rights

04hrs

- a) Advocacy Groups
- b) Inter-Governmental Organisations
- c) National Human Rights Commission

Reference Books:

1. Agnes, Flavia (1997) *Law and Gender Equality*, OUP.
2. Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
3. Bajpai, Asha (2003) *Child Rights in India: Law, Policy, and Practice*, Oxford University Press, New Delhi.
4. Chiranjeevi Nirmal J.(2000)*Human Rights in India: Historical, Social, and Political* New Delhi: Oxford University Press.
5. Hargreaves Jenifer &Eric Anderson (2014) *Routledge Handbook of Sport, Gender and Sexuality*. Routledge
6. Jois, Rama M., (1997) *Human Rights and Indian Values*, National Council of Teachers Education, New Delhi, 1997, p.1.
7. Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also. ☐
8. Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also. ☐
9. Ray, Aswini K.(2003) 'Human Rights Movement in India: A Historical Perspective.' *Economic and Political Weekly*, August 9,p. 3411.
10. Shah, Ghanshyam, *Social Movements in India: A Review of Literature*, Sage, New Delhi
11. South Asia Human Rights Documentation Centre (SAHRDC), *A Step in the Right Direction*, Tata McGraw Hill, New Delhi, 2000, p. 78.
12. The UN, <http://www.un.org/>
13. [The Human Rights Channel on YouTube - YouTube](https://www.youtube.com/user/humanrights)
<https://www.youtube.com/user/humanrights>
14. [The 30 Articles of Human Rights - YouTube](http://www.youtube.com/watch?v=36CUlaqmFi4)
www.youtube.com/watch?v=36CUlaqmFi4

Suggested Student Exercises:

1. Discussion of readings on-Case Studies from Consumer Council Redressal Council India (CFBP) for consumer Rights
2. Groups of students to collect examples of and discuss various sample-based studies across fields: unemployment rates, educational standards, domestic violence, child labour.
3. Spreading awareness on Transgender Rights- 'She wanted to die but now she is inspiring Hundreds –Case of Akai Padmashali', Reading of the Kannada novel "*Nanu Avalu, Avanalla*"
4. Awareness against Racial and Ethnic Discrimination – Case of Rwanda- A Case of Armed Conflict?

Sem	Core Paper	CBCS	FOC
IV	G 103.4 Political Institutions and Processes in Comparative Perspective	G 103.4E Ecology and Sustainability	G 701.4 Foundation Course in Human Rights and Value Education

II BA Political Science – IV Semester

POLITICAL INSTITUTIONS AND PROCESSES IN COMPARATIVE PERSPECTIVE

G 103.4

Programme Specific Outcomes (PSOs)

Students completing the IV SEMESTER of Political Science will be able to:

1. Assess political systems and their processes effectively.
2. Examine a set of diverse analytical frameworks that can help to interpret the origins and influence of institutions.
3. Create an environment for civil society participation
4. Develop understanding on the origin, influence and interconnectedness of political institutions in modern political systems
5. Indicate the functioning of diverse political systems and the potential costs and benefits and often-unanticipated consequences of institutional change.

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Compare and contrast major democratic political systems
2. Discuss and apply various approaches to the study of political systems
3. Examine the foundational principles enshrined in the constitution
4. Identify types of political parties and analyze their ideologies
5. Analyze the role of pressure groups in major democracies in order to assess the working of democratic system in the context of promotion of rights
6. Review major formal political institutions as well as some informal institutions.

Teaching hours per week / 6 hrs

Total Hours of Instruction: 60 hrs

Total Marks: 100 + 50 = 150

Block-1 Introduction

10hrs

- a) Importance of studying Comparative Political Systems
- b) Approaches to the Study Modern Constitutions
- c) Traditional Approaches
- d) Modern Approaches

Block 2 Constitution of the UK **10hrs**

- a) Evolution of the British Constitution and its Features
- b) The Executive: i) Crown, ii) Prime Minister, iii) Cabinet
- c) The Legislature: i) The Parliament, ii) Composition and Powers, iii) The Legislative Process
- d) The Judiciary: Composition and Jurisdiction

Block 3 Constitution of the United States **10hrs**

- a) Making of the Constitution: Philadelphia Convention
- b) Features of the Constitution
- c) Method of Amendment to the Constitution
- d) Bill of Rights

Block 4 Institutions and Processes in the US **10 hrs**

- a) The American Federal System
- b) The Presidency: i) Election of the President, ii) Powers and Functions, iii) President and the Cabinet
- c) The Legislature: The Congress i) Composition, ii) Powers and functions of House of Representatives and the Senate, iii) The role of Committees,
- d) iv) The Legislative Process
- e) The Judiciary: Composition and Powers; Due Process of Law and Judicial Review

Block 5 Comparative Perspective on Political parties and Pressure Groups **10hrs**

- a) Major Political Parties in Britain
- b) Political Parties in United States of America
- c) Interest Groups
- d) Pressure Groups

Block 6 Rights and Advocacy in UK and US **10 hrs**

- a) Gun Control
- b) Death Penalty
- c) Gender Rights
- d) Environmental Rights
- e) Labor Rights

Reference Books:

1. A.H. Birch (1980) *British System of Government*, 4th ed., London: George Allen and Unwin.

2. G.A. Almond et.al (2000) *Comparative Politics Today: A World View*, 7thedn., New York: Harper/Collins.
3. Bagehot, N.(1963) *The English Constitution*, London, Fartana.
4. BlondelS(1996) *An Introduction to Comparative Government*, London, Weidenfeld and Nicolson.
5. E.S. Griffith. (1983) *The American System of Government*, 6th ed., London, Methuen.
6. J. Wilson. (1997) *American Government*, 4th ed., Boston Mass, Houghton, Mifflin, 1997.
7. Kenneth Janda, Jeffrey M. Berry & Jerry Goldman. (1989) *The Challenged of Democracy, Government in America*, Boston, Houghton Mifflin.
8. Kopstein, J. and Lichbach, M. eds. (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 1-15; 16-36; 253-290.
9. Singh, U.K. (2008) 'The Silent Erosion: Anti-TerrorLaws and ShiftingContours of Jurisprudence in India', in Tarabout, G.and Samadar, R. (eds.)*Conflict, Power and the Landscape of Constitutionalism*. London: Routledge, pp.93-128.

Suggested Reading:

1. Barrington, Moore (1966) *Social origins of Dictatorship and Democracy*, Harmondsworth, Pelican.
2. Cole,A.(2011)'ComparativePoliticalParties:SystemsandOrganizations',in Ishiyama, JohnT. And Breuning, M. (eds.)*21stCentury Political Science: A Reference Book*. Los Angeles: Sage.
3. Finer, H. (1969) *Theory and Practice of Modern Government*, London, Methuen.
4. Gerring, John.(2001) *Party Ideologies in America*, New Delhi: Cambridge University Press.
5. Howard,M.(2009) "CultureinComparativePoliticalAnalysis",inLichback,M.I.andZuckerman,A.S. (eds.) *Comparative Politics: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press, pp. 134-161.
6. Lijphart, A.(1992) *Parliamentary Versus Presidential Government*, Oxford and New York, OUP.
7. Watts,R.L.(2008)'Introduction',in*ComparingFederalSystems*.MontrealandKingston:McGill Queen's University Press, pp. 1-27; 29-62.
8. Wilson, J(1997) *American Government*, 4th ed., Boston Massachussetts, Houghton, Mittin.

Political Science Elective Course

IV SEMESTER - G103.4E

ECOLOGY SUSTAINABILITY AND DEVELOPMENT

Programme Specific Outcomes (PSOs)

Students completing the II SEMESTER CBCS will be able to:

1. Develop competencies to reflect actions, taking into account the current and future social, cultural, economic and environmental impacts, from a local and a global perspective.
2. Empower people to change the way they think and work towards a sustainable future and promote transformation by reorienting education and help develop knowledge, skills, values and behaviors needed for sustainable development.

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Describe and draw the meaning and significance of ecological sustainability and the interrelationship between resource use, politics and environment
2. Explain the way development impacts the people – women, tribal Population and analyze and develop strategies to address ecological and environmental issues and promote awareness on the shrinking diversity in India and motivate to protect diversity
3. Develop skills to assess Environmental Impact, Environment friendly technologies and education in sustainability and Promote to think Globally and Act Locally

Total Teaching Hours: 30

Teaching hours per week: 02

Total Marks: 50

UNIT- I PERSPECTIVES ON ECOLOGY AND SUSTAINABILITY

10Hrs

- An Introduction to Ecology and Sustainable Development –Meaning and scope
- Global Initiatives and Perspectives -Rio Declaration and Sustainable Development, Think Globally Act Locally.
- Millennium Development Goals of the UN: Sustainable Developmental Goals – Agenda 2030
- *Laudato Si*- Papal Encyclical- a Document on Ecological Justice

UNIT-II ENVIRONMENTAL CHALLENGES IN INDIA

6hrs

- Levels of environmental impacts of human activities- Shrinking diversity and threat of extinction to various biological communities in the regions of Western Ghats and Himalayas

- Need for Human capital: Improved ecological health and knowledge; Sustainable opportunities for people

Unit III ECOLOGICAL MOVEMENTS IN INDIA AND PUBLIC POLICY

14hrs

- Various Ecological Movements: Tehri Dam, Appiko, Chipko, Narmada Bachao Andolan- role of women; Women and sustainability
- Recent Ecological Policies and Reports: Gadgil Committee Report; Kasturi Rangan Report
- Skill Development Assessment: (Field Study) Environmental Impact assessment; Environment Campaign / Programmes – designing, implementation and evaluation; Environment friendly technologies.

Case Studies:

1. Tehri Dam Project,

<https://www.youtube.com/watch?v=-cj0cDXCljU>

2. Kudankulam Protest

3. People's Initiatives for Environment and Forest Management in India

BIBLIOGRAPHY:

1. Baviskar, A. (1997). Ecology and Development In India: A Field And Its Future. *Sociological Bulletin*, 46(2), 193-207. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/23619589>
2. Chokar, K.B., Pandaya, M. and Raghunathan, M. (2004). *Understanding Environment*. New Delhi: Sage Publications & CEE.
3. Gadgil, M. and Guha, R. (1995) *Ecology and Equity*. New Delhi, Penguin Books
4. Haas, P. (1996). Is "Sustainable Development" Politically Sustainable? *The Brown Journal of World Affairs*, 3(2), 239-247. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/24590153>
5. Haque, M. (2000). Environmental Discourse and Sustainable Development: Linkages and Limitations. *Ethics and the Environment*, 5(1), 3-21. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/27766052>
6. Holdgate, M. (1995). How Can Development Be Sustainable? *RSA Journal*, 143(5464), 15-29. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/41376905>
7. Jaswal P.S., (2006). *Environmental Law*. Faridabad: Allahabad Law Agency

8. Karnad, D., Krishnadas, M., & NAIR, T. (2013). Budgeting for Nature: Economic Growth and Ecosystem Conservation in India. *Economic and Political Weekly*, 48(25), 22-26. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/23527967>
9. Kothari, Ashish. (1997). *Understanding Biodiversity: Life, Sustainability and Equity*. Hyderabad: Orient Longman.
10. Madhusudan, M., & Shankar Raman, T. (2003). Conservation as if Biological Diversity Matters: Preservation versus Sustainable Use in India. *Conservation and Society*, 1(1), 49- Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/26396450>
11. Moellendorf, D. (2011). A Right to Sustainable Development. *The Monist*, 94(3), 433-452. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/23039153>
12. Narayanan P., & Hanjagi, A. (2009). *Land Transformation: A Threat On Bangalore's Ecology - A Challenge to Sustainable Development: Theoretical and Empirical Researches in Urban Management*, 4(1S), 38-47. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/24872407>
13. On Development and Ecology. (2000). *Economic and Political Weekly*, 35(14), 1153-1154. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/4409105> Patel, S. (1997). Ecology and Development. *Economic and Political Weekly*, 32(38), 2388-2391. Retrieved from <http://iproxy.inflibnet.ac.in:2060/stable/4405866>
14. Sharma, P.D. (1995). *Ecology and Environment*. Delhi: Rasthogi Publishes
15. Shiva, Vandana. (1998) *Earth Democracy, Justice Sustainability and Peace*. London.

Sem	Core Paper	CBCS	FOC
V	G 103.5a – P -V International Relations G 103.5b– P – VI Public Administration G 103.5c Political Sociology	NIL	NIL

III BA Political Science-V Semester I Paper (Core)

INTERNATIONAL RELATIONS

103.5a

Programme Specific Outcomes (PSOs)

Students completing the V SEMESTER of Political Science will be able to:

1. Familiarize with the basic concepts of International Relations

2. Gain insights into the goals of building good relations across nations
3. Comprehend both the mainstream International Relations and approaches to its study
4. Demonstrate the theoretical and practical knowledge of International Relations and to state views and positions on international issues.
5. Promote abilities for career opportunities in National and Global Institutions.

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Indicate the extent and importance of the study of International Relations
2. Apply mathematical models to the study of International Relations
3. Discuss the limitations of national power
4. Locate and explain the realm of diplomacy
5. Discuss the dynamics of Cold War politics and promote the understanding on the need for disarmament
6. Assess the Emerging Centres of power in the World today

Teaching hours per week: 5 hr

Total hours of Instruction: 50 hrs

Total Marks: 100+50=150

Block 1 The Framework

10hrs

- a) Nature, scope and importance of the study of International Relations
- b) Traditional Approaches to the study of International Relations
- c) Modern Approaches: Systems Theory, Decision making, Game Theory
- d) Idealist & Realist

Block 2 National Power and Foreign Policy

10hrs

- a) National Power: Meaning, Elements and Limitations
- b) National Interest: Nature; Importance
- c) Relationship between National Power and National Interest
- d) Factors influencing Foreign Policy

Block 3 Concepts

10hrs

- a) Diplomacy – Meaning, Kinds and Importance;
- b) Diplomats -Powers and Privileges
- c) Propaganda – Meaning, Importance and Implications

- d) Subversion – Meaning, Methods and Process

Block 4 Cold War & Post-Cold War Developments

10hrs

- a) War and Conflicts
- b) Cold War – Meaning and Patterns
- c) Post-Cold war
- d) Emerging Centers of Power (European Union, China, Russia and Japan)

Block 5 Issues and Concerns

10hrs

- a) Balance of Power: Meaning, Nature and Importance
- b) Disarmament: Meaning and Importance
- c) Arms Control: Significance
- d) Re-mapping of Collective Security

Reference Books:

1. Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp.90-123;142-159;262-277.
2. Boutros-Ghali, B. (1995), *An agenda for Peace*, New York: The United Nations.
3. Brown, C.(1997) *Understanding International Relations*, London: Macmillan.
4. Coulombis, A.A (1989) and Wolf, J.H., *Introduction to International Relations: Power and Justice*, New York: Praegar.
5. Cox, R., ed. (1997) *The New Realism: Perspectives on Multilateralism and World Order*, Tokyo: United Nations University Press
6. Deutsch, K.W. (1989) *The Analysis of International Relations*, New Delhi, Prentice Hall,.
7. Deutsch, K. and Hoffman, S., ed.(1955), *The Relevance of International Law*, Oxford: Clarendon Press
8. Frankel, J. (1963) *The Making of Foreign Policy*, London: Oxford University Press.
9. Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.
10. Gilpin, Robert. (1981) *War and Change in World Politics*, Cambridge: Cambridge University Press.
11. Goldstein, J. & Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.
12. Waltz, Kenneth. (1979) *Theory of International Politics*, McGraw-Hill.

Suggested Readings:

1. Huntington, S.P.(1996), *The Clash of civilizations and Remaking of the World Order*, New York: Simon and Schuster,
2. Hirst, P. and Thompson,(1999) G., *Globalization in Question: the International Economy and the Possibilities of Governance*, Massachusetts: Blackwell.
3. Hoffman, S.H.,(1989) *Essays in Theory and Politics of International Relations*, Boulder, Colorado: Westview Press.
4. Kaplan, M.(1964) *System and Process in International Politics*, New York: Wiley.
5. Kegley, C.W. and Wittkopf, E.R.(1995) *World Politics: Trends and Transformation*, New York: St. Martin's Press.
6. Kissinger, H.(1994) *Diplomacy*, New York: Simon and Schuster.
7. Mewmillians,W.C.andPiotrowski,H.(2001)*TheWorldSince1945:AHistoryofInternational Relations*. Fifth edition. London: Lynne Rienner Publishers.
8. Morgenthau, H.J.(1985) *Politics among Nations*, New York: Alfred Knopf.

III BA- Political Science V Semester -II Paper (Core)

PUBLIC ADMINISTRATION

G 103.5b

Programme Specific Outcomes (PSOs)

Students completing the V SEMESTER of Political Science will be able to:

1. Familiarize with the meaning, key concepts, and schools of thought in public administration.
2. Comprehend the structure and functioning of the organization
3. Learn the dynamics of communication, motivation, leadership and conflict management
4. Delineate the dynamics of Lokayukta and Lokpal for transparent administration
5. Demonstrate the need for Private -Public Partnership

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Distinguish between the public administration and private administration.
2. Organise the journey of discourse in public administration for ex: how the old public administration view was contested by the idea of new public administration
3. Explain the attributes of Development Administration
4. Analyse Personnel Administration and demonstrate the need for capacity building and training.
5. Define and describe Financial Administration and Gendering of Budget

Teaching hours per week: 5hrs

Total hours of Instruction: 50hrs.

Block 1 The Framework

10hrs

- a) Etymology, Nature and Importance
- b) Public and Private administration
- c) New Public Administration
- d) Development Administration

Block 2 Organization

10 hrs

- a) Meaning and Importance
- b) Principles: Unity of Command; Hierarchy; Span of Control
- c) Line, Staff and Auxiliary Agencies.
- d) Departments, Boards, Public Corporations and Independent Regulatory Commissions

Block 3 Personnel Administration

10hrs

- a) Bureaucracy: Nature, Importance and Features
- b) Recruitment
- c) Training
- d) Morale, Conduct and Discipline

Block 4 Financial Administration

10hrs

- a) The Budget-Importance
- b) Budgetary Process
- c) Audit and Accounting: i) Importance ii) Implications
- d) Gendering Budget

Block 5 Administrative Law and Control Over Administration

- a) Delegated Legislation
- b) Administrative Adjudication
- c) Executive, Legislative and Judicial Control
- d) Lokpal and Lokayukta

Block 6 Public Policy and Governance

10hrs

- a) Understanding Public policy
- b) Capacity building
- c) Relevance of Policy Making in Public Administration
- d) Private-Public Partnership

Reference Books:

1. Awasthi,A.and Maheshwari,S. (2003)*Public Administration*.Agra: LaxmiNarain Agarwal.
2. Henry, N. (2003)*PublicAdministration and PublicAffairs*. NewDelhi: PrenticeHall
3. Bhattacharya, M. andChakrabarty, B. (2005)'Introduction: Public Administration: TheoryandPractice', inBhattacharya, M. andChakrabarty, B.(eds.) *PublicAdministration: A Reader*. Delhi: Oxford UniversityPress.
4. M. Bhattacharya, (2012), *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers.
5. B. Chakrabarty and P. Chand (2012) *Public Administration in a Globalizing World: Theories and Practices*, New Delhi: Sage Publications, pp.151-166

6. B. Chakrabarty, (2007) *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, pp. 68-106.
7. U. Medury, (2010) *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan

Suggested Reading:

1. Bhattacharya M.(1991) *Public Administration (1991) Structure, Process and Behaviour*, Calcutta, The World Press.
2. C.E. Caiden.(1971) *The Dynamics of Public administration*, New York: Holt.
3. C.P.Bhambri. (1978) *Administration in a Changing Society*, Delhi: National.
4. ShaliniGoel.(2002) *Democratic Decentralization and Rural Development*, New Delhi: Deep & Deep Publications.
5. R.B. Jain.(1976) *Contemporary Issues in Indian Administration*, New Delhi, Vishal.
6. J. Perry.(1989) *Handbook of Public Administration*, San Francisco, Jossey-Bass.
7. H. Singh and M. Singh.(1990) *Public Administration in India: Theory and Practice*, New Delhi, Sterling.
8. Stivers. C. (1993) 'Gender Dilemmas and the Quest for legitimacy
9. Mouzelis,N.P.(2005)'The Ideal Type of Bureaucracy', in Bhattacharya, M. and Chakrabarty, B. eds. *Public Administration: A Reader*. Delhi: Oxford University Press, pp. 88-100.

III BA- Political Science-Semester V – paper III (Optional)

POLITICAL SOCIOLOGY

G 103.5c

Programme Specific Outcomes (PSOs)

Students completing the V SEMESTER of Political Science will be able to:

1. Understand the nexus between social identities and political power.
2. Analyse linkages between social and political processes.
3. Analyse changes in the trends of Socio-Political processes.

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Explain and draw the emerging perspectives on Political Sociology and Political Socialization
2. Describe Political Participation, Political Culture, and Political Apathy
3. Organise the trends in Modernity & Post Modernity
4. Describe the trends in Nationalism, Secularism, Communalism, Regionalism and Women Movements
5. Discuss and arrange the components of Civil Society Organization and indicate the need for Right to information

Teaching hours per week: 5hr

Total hours of Instruction: 50hrs

Total Marks: 100+50=150

Block 1 The Framework **10hrs**

- a) Origin of the Discipline
- b) Nature and Scope of Political Sociology
- c) Emerging Perspectives
- d) Individual and Political Society

Block 2 Concepts **10hrs**

- a) Political Culture
- b) Political Socialization
- c) Political Participation
- d) Political Apathy

Block 3 Power and Authority **10hrs**

- a) Concept of power
- b) Concept of Authority
- c) Modernity
- d) Post Modernity

Block 4 Political Actors and Processes **10hrs**

- a) Pressure Groups
- b) Civil Society Organization
- c) Corruption
- d) Right to Information

Block 5 Contemporary Debates **10hrs**

- a) Nationalism
- b) Secularism
- c) Communalism
- d) Regionalism
- e) Women's Movement

Reference Books:

1. Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.
2. Alam, Javed.(1999) *Living With Modernity* New Delhi: Oxford University Press.
3. Bose, Sugata and Ayesha Jalal (1998) *Modern South Asia: History, Culture and Political Economy*, OUP.
4. Basu, Amrita, and Kohli, Atul. (eds., (1998) *Community Conflicts and the State in India*, OUP.
5. Corbridge, Stuart and Harriss.(2000) John, *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*
6. Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
7. Chatterjee, Partha, ed.(1997), *State and Politics in India*. OUP.
8. Frankel, Francine, *et al.*, eds. (2000), *Transforming India: Social and political dynamics of democracy* CUP.

9. Giddens, Anthony(2010) *Sociology, Polity*, Chap 7.
10. Jayal, NirajaGopald(2001), *Democracy in India*.
11. Jayal, NirajaGopal and Pai, Sudhaeds, (2001) *Democratic Governance in India: Challenges of poverty, development, and identity*, OUP.
12. Rajeev Bhargava, (1999) *Secularism and Its Critics*.
13. Nirmal, Chiranjivi J. ed.(2000) *Human Rights in India* (Historical, Social and Political Perspectives); 2000;
14. Pathak, Bindeshwar&Srivastava, B.N(1999) *Constitutional Safeguards for Weaker Sections and the Minorities in India*.
15. Ram, Nandu (1999) *Encyclopaedia of Scheduled Castes of India*, 5 Vols.
16. Vora, Rajendra and Palshikar, Suhaseds (2004) *Indian Democracy: Meanings and practices*.

Journals and Magazines

- *Economic and Political Weekly*
- *Frontline*
- *India Today*
- *Journal of Asian Studies*
- *Journal of Commonwealth and Comparative Politics*
- *Mainstream*
- *Modern Asian Studies*

Sem	Core Paper		CBCS	FOC
VI	G 103.6a –P - VII	International Politics	NIL	NIL
	G 103.6b –P - VIII	Fundamentals of Management		
	G 103.6c	Leadership		

III BA Political Science-VI Semester Paper-I (Core)

INTERNATIONAL POLITICS

G 103.6a

Programme Specific Outcomes (PSOs)

Students completing the VI SEMESTER of Political Science will be able to:

1. Comprehend the multilateral political organizations in International Politics.
2. Analyse the organizational structure and the structural realities of political processes of the UN, and how it has evolved since 1945
3. Discern the performance of International monetary agencies and Regional financial institutions
4. Analyse the need for Security in South Asia

5. Assess the shifting perceptions of power

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Describe the recent developments in the International Bodies.
2. Identify the activities of the International Bodies
3. Identify the complexities of changing International Politics
4. Describe the need for reform of the Security Council
5. Demonstrate the conceptions of Soft Power and India's Foreign Policy
6. Indicate the contours Foreign Policy of the US and to review the policy of Convergence in South Asia

Teaching hours per week: 5hrs

Total hours of Instruction: 50hrs

Total Marks: 100+50=150

Block 1 United Nations

10hrs

- a) Evolution: UN Charter and Objectives; Organs of the UN
- b) Specialized Agencies with Special Reference to ILO & UNICEF
- c) Issues of Concern –Reform of the Security Council

Block 2 Global Monetary Institutions

10 hrs

- a) IMF
- b) World Bank: Structure and Operation
- c) WTO
- d) BRICS, ADB, AIIB

Block 3 Major Issues and Concerns

10hrs

- a) International law in the Present context
- b) Globalization
- c) Terrorism- and Counter- Terrorism

- d) Human Rights
- e) Security in South Asia and Central Asia

Block 4 Regional alliances

10hrs

- a) SAARC
- b) NAFTA
- c) ASEAN
- d) EU

Block 5 Foreign Policy

10hrs

- a) Continuity and Change in the Foreign Policy of India
- b) Shifting Perceptions of Power: Soft Power and India's Foreign Policy
- c) Foreign Policy of the US- Policy of Convergence in South Asia

Reference Books

1. Cox Michael et al., ed. (2000) *American Democracy Promotion: Impulses, Strategies, and Impacts*, Oxford: OUP.
2. Coulumbis A.A. and K.J. Woeff (1989) *Introduction to International Relations, Power and Justice*, New York: Praeger.
3. Dutt, V.P. (1999) *India's Foreign Policy*, New Delhi: Vikas..
4. Duffield, Mark. (2001) *Global Governace and the New Wars: The Merging of Development and Security*, London: Zed Books.
5. Gosh Peu, (2011) *International Relations* New Delhi: PHI Learning and Private Ltd.
6. Held D., et al. (1999) *Global Transformations: Politics, Economics and Culture*, London: Polity Press.
7. Held,D.,McGrew,A.etal.(eds.)(1999)*GlobalTransformationsReader.Politics,Economics and Culture*, Stanford: Stanford UniversityPress, pp. 1-50.
8. Kegley W. and E.R. Wittkopf. (1995) *World Politics : Trends and Transformation*, New York, St. Martin's Press.
9. Lechner, F. J. andBoli, J. (eds.) (2004) *The GlobalizationReader*. 2nd Edition. Oxford: Blackwell.

10. Halliday, F. (2004) 'Terrorism in Historical Perspective', *Open Democracy*. 22 April, available at: http://www.opendemocracy.net/conflict/article_1865.jsp
11. Mobely Blake (2012) *Terrorism and Counter Intelligence: How Terrorist Groups Elude Detection*, Columbia University Press.
12. Shapiro, Jacob N. (2015) *The Terrorist Dilemma Managing Covert Organization*, Princeton university Press.
13. Stallings, B. ed. (1996) *Global Change, Regional Response* Cambridge: OUP
14. Saksena, K.P. (1993) *Reforming the United Nations – The Challenge of Relevance*, New Delhi, Sage.
15. Thomas, C. (2005) 'Poverty, Development, and Hunger', in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics*. Third Edition. New Delhi: Oxford University Press, pp. 645-668.
16. Viotti, P. R. and Kauppi, M.V. (2007) *International Relations and World Politics-Security, Economy, Identity*. Third Edition. Delhi: Pearson Education, pp. 430-450.
17. Vanaik, A. (2007) 'Political Terrorism and the US Imperial Project', in *Masks of Empire*. New Delhi: Tulika Books, pp. 103-128.

III BA- Political Science VI Semester II Paper (Core)

FUNDAMENTALS OF MANAGEMENT

103.6b

Programme Specific Outcomes (PSOs)

Students completing the VI SEMESTER of Political Science will be able to:

1. Understand the essence of management
2. Determine the skills of management
3. Comprehend basics of management theories & practice
4. Indicate Minority-Challenges, Glass-ceilings, Gender issues in Management
5. Understand the dynamics of policy formulation

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Discuss and draw the functions and principles of management
2. Demonstrate the skills of Developing Excellent Managers
3. Corelate the various schools of Management Thought
4. Review the limitations of Planning and Techniques of Control
5. Develop leadership skills and to assess employee motivation and comprehend corporate strategy
6. Describe the need for valuing diversity, its dimensions and attitudes

Teaching hours per week: 5hr

Total hours of Instruction: 50hrs

Total Marks: 100+50=150

Block 1 Management and Theories of Management

8 hrs.

- a) Nature and Functions
- b) Fayol's Principles of management, Management Thought; The Classical School,
- c) The Human Relations School, Systems theory, Contingency Management
- d) Developing Excellent Managers

Block 2 Planning, Control, Co-Ordination

10 hrs

- a) Nature and purpose of planning process,
- b) Principles of Planning, Types of planning, Advantages and Limitation of planning
- c) Control: Meaning and Techniques
- d) Coordination: Meaning, Objective, Significance

Block 3 Leadership and Communication

10 hrs.

- a) Leadership: Basic Elements of Individual Behavior in Organization
- b) Managing Employee Motivation and Performance
- c) Leadership in Influence Process
- d) Communication in Organization; Types and Channels

Block 4 Strategies and Policies:

08 hrs.

- a) Concept of Corporate Strategy, Formulation of Strategy, Types of Strategies,
- b) Types of Policies, Principles of Formulation of Policies,
- c) Decision Making Process, Individual Decision-Making Models.

Block 5 Total Quality Management

07 hrs.

- a) Meaning and Significance
- b) Implementation of TQM,
- c) Quality Assessment
- d) Human Resource Development and Human Resource Management

Block 6 New Era of Management

07 hrs

- a) Managing in a Borderless World,
- b) International Business Environment,
- c) Trade-Alliances, MNCs, Valuing Diversity, its Dimensions and Attitudes,
- d) Minority-Challenges, Glass-ceilings, Gender issues in Management.

Reference Books:

1. Chakrabarty, B. & P. Chand. (2012) *Public Administration in a Globalizing World: Theories and Practices*, New Delhi: Sage Publications, pp.53-59.
2. Greenberg J. & R Baron. (1999) *Behavior in Organizations* Seventh Edition, HD 58.7 B37
3. Griffin Rickey. (2015) *Fundamentals of Management*, Cengage: Boston MA
4. Harold Koontz, Heinz Wehrich. (1994) *Management: A Global Perspective*, New Delhi, McGraw Hill, 10th Edition.
5. Hitt, Micheal A. , Ireland & Hoskisson. (2013) *Concepts and Cases, Strategic management: Competitiveness and Globalization*, Cengage: Standford

6. Kinicki Angelo & Mel Fugate (2011) *Organizational Behavior: Key Concepts, Skills & Best Practices* 5th Edition.
7. Noe, Raymond Noe, John Hollenbeck et.al. (2013) *Fundamentals of Human Resource Management* 5th Edition.
8. Robert Krietner (1999). *Management*, Houghton Mifflin Co., 7th Edition.
9. Robbins, Stephen P. David A. De Cenzo et.al.(2012), *Fundamentals of Management*, (Student Value Edition Plus NEW My Management Lab with Pearson eText -- Access Card Package) (8th Edition), Prentice Hall.
10. F. Taylor, (2004) 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth.

III BA- Political Science-VI Semester -Paper III (Optional)

LEADERSHIP

G 103.6

Programme Specific Outcomes (PSOs)

Students completing the VI SEMESTER of Political Science will be able to:

1. Critically evaluate leadership qualities and determine the yardsticks to inculcate them
2. Analyse the contributions of various leaders to the society
3. Focus on the need of good leaders in various spheres

Course Outcomes (COs)

On Successful Completion of the Course, students will be able to:

1. Describe the need for Traditional, Legal-rational, Charismatic, Authoritarian and Democratic Leadership
2. Define and explain Political, Civic, literary, and Cultural Leadership
3. Explain the importance of spiritual leadership
4. Describe different mores of leadership
5. Define and describe corporate leadership and labour leadership

Teaching hours per week: 5hrs
Total hours of Instruction: 50hrs
Total Marks: 100+50=150

Block-1 Introduction **6hrs**

- a) Leadership: Nature
- b) Bases: i) Weber on Leadership: Traditional, Legal-rational, Charismatic
ii) Authoritarian and Democratic Leadership
iii) Collective and Individual Leadership

Block-2 Political Leadership **10hrs**

- a) Roosevelt
- b) Abdul Nasser
- c) Fidel Castro
- d) Mao-Tse Tung
- e) J. Nehru
- f) Indira Gandhi

Block 3 Civic Leadership **10hrs.**

- a) Nelson Mandela
- b) Medha Patkar
- c) Jayaprakash Narayan
- d) Dr APJ Abdul kalam

Block 4 Literary, Cultural and Spiritual Leadership **14hrs**

- a) Rabindranath Tagore
- b) Shivram Karanth
- c) Swami Vivekananda
- d) Mother Theresa
- e) MK Gandhi
- f) St. Ignatius Loyola

Block 5 Corporate Leaders: Trends **08hrs**

- a) J.R.D. Tata
- b) Azim Premji

Block 6 Labour Leadership: **08hrs**

- a) George Fernandes,
- b) Datta Samant
- c) Nanjudeswamy

Reference Books:

1. Albrecht, K. (1980) *Brain Power: Learning to Improve Your Thinking Skills*. New York: Simon and Schuster.

2. Benenate, Becky, & Joseph Durepos, Eds. Mother Theresa. (1997) *No Greater Love*, California: New World Library, Navato.
3. Bhattacharya Dipankar. (1997) *Datta Samant, A Tribute*, Economic and Political Weekly, Vol XXXII, 9th January.
4. De Souza , Alfred.(1978) *Policies of Change & Leadership Development*, Manohar Publications
5. Gandhi, M. (1927) *My Experiments with Truth*, Ahmedabad: Navajivan Publuishing House, Kindle Edition, Amazon
6. Fernandes George. (1992) *George Fernandes Speaks*, George Mathew Ed., Delhi: Ajantha Publishers.
7. Kalam, APJ. (1999) *Wings of Fire*, New Delhi: OUP.
8. Lencioni, Patrick. (2009) *The Five Dysfunctions of a Team: A Leadership Fable*, Jossey Bass.
9. _____, (2009) *The Five Temptations of a CEO: A Leadership Fable*, Jossey Bass.
10. Laline, CV. (1991) *Rural Leadership in India: A Study of Emerging Trends in Democratic v/s Authoritarian Leadership*, Gian Publishing House.
11. Lala R.M.(2000)*Beyond the Last Blue Mountain: The Authorised Biography of J.R.D. Tata*
12. Pandey, B.N. (1977) *Leadership in South Asia*, New Delhi: Vikas Publishing House.
13. Punith, A.E.(1973) *Leadership in Rural India*, Dharwar: Karnatak University.
14. Maxwell John C. (2010), *Leadership*, Thomas Nelson.
15. _____.(2007) *21 Laws of Leadership*, Thomas Nelson
16. Willbern, York. (1984) *Types and Levels of Public Morality*. Public Administration Review (March-April) pp.102-108.

Pattern - Question Paper Duration: 3hrs. core papers in Political Science

Division	Instructions	Marks	No of questions	Total marks
I	Answer in three sentences each	02	06	12
II	Answer in about a paragraph	04	03	12
III	Answer in 10 sentences each	06	04	24
IV	Answer in 20 sentences	10	02	20
V	Answer in 40 sentences each	16	02	32
Total				100

CBCS Pattern - Question Paper

Division	Instruction Guidelines	Marks	No of questions	Total marks
I	Answer in three sentences each	02	05	10
II	Answer in about a paragraph / (Case Studies)	04	05	20
III	Answer in 20 sentences each	10	02	20
Total				50

Foundation Course Pattern - Question Paper

Division	Instruction Guidelines	Marks	No of questions	Total marks
I	Answer in three sentences each	01	05	05
II	Answer in about a paragraph / (Case Studies)	05	01	05
III	Answer in 10 sentences each	10	01	10
IV	Answer in 20 sentences	15	01	15
			Total	35
