Programme Project Report (PPR) for Master of Arts – POLITICAL SCIENCE

Programme'sMission&Objectives:

1. To provide educational opportunities for higher education through Online Learning mode for a rgesegment of the population, including those in employment, women (includinghousewives) andadults who wish to upgrade their education or acquire knowledge invarious fields of study.
2. To spread the light of education till the smallest & darkest corner.

3. To provide access t ohighereducation to all segments of the society;

4. To offer high-quality, innovative and need-based programme sat different levels,to all those who require them;

5. Toreachouttothedisadvantagedbyofferingprogrammesinallpartsofthecountryatafforda blecostswithourmotto" दश हित म शिक्षा का परसार, दश क कान कान म"

6. Topromote,coordinateandregulatethestandardsofeducationofferedthroughopenanddistan celearning inthecountry.

7. Tospreadmoreliteracyinthesociety.

RelevanceoftheprogramwithHEI'sMissionandGoals :

The University understands the need of literacy in India & firmly believes that education has to bespread to the general masses. The University has acquired a commendable record of service inthe field ofeducation, health care,and socialwelfare.To reach with theabove motive ofservice to the remotest corner of India, the Distance Education Programme of Swami VivekanandSubhartiUniversitywasconceivedin2009.

Natureofprospectivetargetgroupoflearners:

A large segment of the population living in villages, weaker sections of the society including thosewhoarealreadyinemployment,girlsbelongingtotheremoteareas,womenwithsocialcommitments (includinghome-
makers)andanyonewhowishestoupgradetheireducationoracquireknowledgeinvariousfieldsofstudy.

AppropriatenessofprogrammetobeconductedinOpenandDistanceLearningmodetoacqui respecificskillsandcompetence:

Throughvariousprogrammes,distanceeducationcanbe abletospreadmoreliteracyinthesocietyandencouragethelargesegmentofpopulationtoupgradet heireducationskill/s.

CourseStructure:

1.InstructionalDesign:

TheInstructionalSystemoftheUniversitycomprisessixcomponents,viz,SelfLearningMaterial,Contin uousInternalAssessment(IA)&Assignmentwork(AW),TheoryTraining

Classes, Practical Exposure Classes, Professional Project Work, Internship & Industry IntegratedLearning.

1. **SelfLearningMaterial(SLM)–**

The success and effectiveness of distance education systems largely depends on the studymaterials.Self-learningmaterialsdependonexploitingthevariousmeansandwaysofcommunication to suitittothe needs of learners. These havebeen so designed astosubstitute effectively the absence of interaction with teachers in class room teaching mode.Theirstyleisidealforeasyandbetterunderstandinginself-studymode.

2. **ContinuousInternalAssessment(CIA)**

The progress of a learner is continuously monitored through Personal Contact Programmes,Viva & Group Discussions, Personality Development Programmes and Assignment Work. Allthese are compulsory and marks shall be awarded for attendance and performance of alearnerinalltheseactivities,asmaybeprescribedinthesyllabus.

   a. **Personality Contact Programme (PCP) –** PCP sessions guide the learners as theprogramme proceeds. The date and venue for the PCP will be communicated tothelearnersthroughourwebsite.DuringPCP,thelearnergetsguidance forbetter understanding of the subject. The learners can get their doubts clearedwith thehelpof subject experts so as to improve their self-learning capability.The total duration of PCP seesions for a subject of four credits shall be 12-16hours.LearnersarerequiredtoattendPCPsessionsforalltheirrespectivesubjects.

   b. **Viva&GroupDiscussion(VGD)–**
   VGDsaredesignedtohelpthelearnersimprovetheirprofessionalcommunicationand presentationabilities.Specialemphasisislaid onlearnersspeakingextempore,anabilitynecessaryforbuildingleadershipskillaswell asforenhancingthecapabilityofunderstandingandexchangingviews.Thetotaldurati on ofVGDsessionsforasubjectoffourcreditsshallbe3-4hrs.

   c. **Personal Development Programme (PDP) –** The PDPs are designed to improvethe overall personality of the learner, and aim, especially, at the improvement ofbody language and strengthening of the power of expression. The purpose is toinculcate leadership, communication and presentation skills and brush up theknowledge of the learner by organizing a mix of management games, debates,quizzes and role play. The duration of PDP sessions for a subject of four creditsshallbe3-4hrs.

   d. **Assignment Work (AW) –** Distance Education learners have to depend much onselfstudy.Inordertoascertainthewritingskillandlevelofcomprehensionofthe learner, assignment work iscompulsory forall learners. Each assignmentshall consist of a number of questions, case studies and practical related tasks.TheAssignmentQuestionPaperswillbeuploadedtothewebsitewithinaschedul ed time and the learners shall berequired to respond them within aspecified period of time. The response of the learner is examined by a facultymember.

3. **PracticalExposureClass(PEC)** –NotApplicable.
4. **ProfessionalProject/DissertationWork(PPW)**–ThePPWenablesalearnertoexperience the regours of an environment with the real life situations. The learners shallalso be required to prepare a project report, which shall be evaluated by the University.Learners shall be subjected to a comprehensive viva for proper evaluation of the ProjectReport.Forprojectwork,wherevermentionedinthesyllabus,DDEshallprovidecomplete guidance to the learners. Normally, one credit of PPW shall require 30 hrs orinputbythelearner.
5. **Internship&IndustryIntegratedLearning(IIIL)–**NotApplicable
6. **Examinations–**
   (a) The examination shall be held semester wise in June & December for the Calendar Batch andinDecember&June forAcademicbatchrespectively.

   (b) AdmitCards/RollNo.Slipsanddatesheetforappearingintheexaminationshallbeprovisional subject to fulfilling the eligibility, etc. Admit Cards/Roll Nos. and date-sheet will beissuedtothecandidatesconcerned,bye-mailorbyhand,10-12daysbeforethecommencement of examination concerned, if thestudents have fulfilled all the requirementsand paid their all kinds of fees/dues and submitted the requisite documents. If any candidatedoes not receive his/her Admit Card/Roll No. slip in time, he/she should contact the DirectorateofDistanceEducation.

   (c) An Examination Centre for theory& practical will be decided by the DDE and will be locatedinagovernmentcollegeoraschool, whcrealltherequisite facilitiescanbemade available.

2. Curriculumdesign

MAinPoliticalScience(FirstYear):

Semester-I

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		ContinuousComprehensiveAssessment (CCA)	End-SemesterExamination(ESE)	
CodeCourse										
M.A.POL.-101	AncientandMedievalwestern Politicalthought	Compulsory (Theory)	3	1	1	5	4	30	70	100
M.A.POL.-102	PoliticsinIndia		3	1	1	5	4	30	70	100
M.A.POL.-103	Indianpolitical System		3	1	1	5	4	30	70	100
M.A.POL.-104	Urban Politics intheageof Globalisation		4	1	1	6	6	30	70	100
Total							**18**	**120**	**280**	**400**

Semester-II

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		ContinuousComprehensiveAssessment (CCA)	End-SemesterExamination(ESE)	
CodeCourse										
M.A.POL.-201	Modern westernpoliticalthought	Compulsory (Theory)	3	1	1	5	4	30	70	100
M.A.POL.-202	Comparativepoliticalanalysis		3	1	1	5	4	30	70	100
M.A.POL.-203	International Politics		3	1	1	5	4	30	70	100
M.A.POL.-204	Indiangovernmentand Politics		3	1	1	5	4	30	70	100
Total							**16**	**120**	**280**	**400**

MAinPoliticalScience(SecondYear):Se

mester-III

Code	Course	Course Type	TeachingLoadper week				Credit	Marks		Total Marks
			L	T	P	Total		ContinuousComprehensiveAssessment(CCA)	End-SemesterExamination(ESE)	
CodeCourse										
M.A.POL.-301	Democracy inIndia	Compulsory (Theory)	3	1	1	5	4	30	70	100
M.A.POL.-302	Contemporary politicaltheory		3	1	1	5	4	30	70	100
M.A.POL.-303	LiberalPolitical theory		3	1	1	5	4	30	70	100
M.A.POL.-304	Political theoryafter world warfirst		3	1	1	5	4	30	70	100
Total							16	120	280	400

Semester-IV

Code	Course	Course Type	TeachingLoadper week				Credit	Marks		Total Marks
			L	T	P	Total		ContinuousComprehensiveAssessment (CCA)	End-SemesterExamination(ESE)	
CodeCourse										
M.A.POL.-401	ContemporaryissuesinGlobal Politics	Compulsory (Theory)	3	1	1	5	4	30	70	100
M.A.POL.-402	Public Administration		3	1	1	5	4	30	70	100
M.A.POL.-403	Gender andPolitics		3	1	1	5	4	30	70	100
M.A.POL.-404	Human rights inIndia		3	1	1	5	4	30	70	100
Total							16	120	280	400

3.DetailedSyllabus

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Subject:AncientandMedievalWesternPoliticalThoughtPa percode:M.A.POL.–101

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CourseObjectives:

The ancient **Indian concepts** of state and state-craft werederived from the **concept** of Dharma. It wasthe general philosophical position that the goal of each individual on earth is to move towards spiritualrealisation or moksha and duties in one's day to day life or karma was seen as a way of aiding thatprocess.

MedievalphilosophyisthephilosophyproducedinWesternEuropeduringthe**middleages**....

Philosophical writing about **politics** during the **middle ages** (asduringtheearlymodern period)wasoftenanattempttoinfluencepublicevents,andthehistoryofthesubjecthereforeinvolvesreferenc etothoseevents.

Unit-I

Greekpoliticalthoughts

1. Plato
2. Aristotle

Unit-II

AncientRomanpoliticalthoughts

1. Polybius
2. Cicero

Unit-III

AncientHinduPoliticalThoughtsK
autilya

Unit-IV

MedievalPoliticalthoughts

1. ThomasEquinas
2. Dante
3. Alighieri

Readings:

1. Barker,E.(1947),GreekPoliticalTheory:Platoandhispredecessors,Metheun,London.
2. Brecht,Arnold,PoliticalTheory,Princeton,PrincetonUniversityPress,1959.
3. Hacker,A.,PoliticalTheory:Philosophy,Ideology,Science,NewYork,Macmillian,1963.
4. Johri,J.C.,ContemporaryPoliticalTheory,NewDelhi,Sterling,1999.6.Verma,S.P.Modern

CourseObjective:

This course focuses on societal dynamics and their impact on political processes. It identifies specificthemes which are significant for the study of politics in India, explores the way in which these themeshave acquired salience, and how their changing forms have impacted upon the nature and course ofIndianpolitics.Itseeksinparticulartounderstandhowstateandpoliticsareinformedbysocialprocessesandpoliticalmobilizations,historicallyandincontemporarycontexts.

UNIT-I
1. ApproachestoIndianPoliticsa.Historical,cultural,legalandpoliticaleconomyperspectives
2. StateinIndiaa.Democratic,developmentalandcoercivedimensions

UNIT-II
1. Class,Caste,Tribe andGender
a. ThechangingnatureofclassdominanceinIndia
b. Politicsandsocialmobilizations
c. Issuesofequalityandrepresentation
2. Religion,RegionandLanguage
a. Communalismandsecularpolitics
b. Regionandlanguage:issuesofrecognition,autonomyandsecession

UNIT-III
1. DevelopmentProcess
a. Concept,strategies,policies,andcritiques
b. Povertyalleviationprograms
c. Globalizationandimpactontheweakersections
2. PoliticalPartiesa.Partysystemandreforms
3. Elections
a. Caste,class,religion,genderandregioninelectoralpolitics
b. ElectionCommissionandelectoralreforms
4. SocialMovements:objectives,methods,impactandrecenttrends(a).
Labour:organizedandunorganized,
(b).
Peasantry,(c).
Adivasis,
(d).Women

READINGS:
A.R.Desai(ed.),PeasantStrugglesinIndia,OUP,NewDelhi,1974.
A.R.Desai(ed.),AgrarianStruggles inIndia,OUP,NewDelhi,1986.
AbhayKumarDube(ed.),Rajnitikikitab,RajniKotharikakrititva,Vani,Delhi,2003.AbhayKumarDube(ed.),BharatkaBhumandalikaran,Vani,Delhi,2005.
AchinVanaik,ThePainfulTransition:BourgeoisDemocracyinIndia,Verso,London,1990.

Subject:IndianPoliticalsystemsP
apercode:M.A.POL.-103

UNIT-I

1. NomenclatureandCharacteristicsofAncientIndianPoliticalThought.
2. SourcesofAncientPoliticalThoughtandDifficultiesinthestudyofAncientIndianPoliticalThought.
3. PoliticalThoughtandInstitutionsinVedicLiterature
4. Mahabharata

UNIT-II

1. Manu:PoliticalandSocialIdeas
2. Kautilya

UNIT-III

1. PoliticalandSocialIdeasofGuruNanakDevJi.
2. PoliticalandSocialIdeasofGuruGobindSinghJi.REA

DINGS

Altekar,A.S.,StateandGovernmentinAncientIndia,Delhi,MotilalBanarasidass,1966.Banerji,P.N.,
International Law:CustominAncientIndia,Calcutta,1920.
Belvalkar,S.K.,Mahabharta:SantiParvam,1954.
Bhandarkar,D.R.,SomeAspectsofAncientHinduPolity,Varanasi,BanarasHinduUniversity,1963.Deol,
J.S.,Social and Political Ideas of Guru Nanak Dev and Guru Gobid Singh, New
Academic,Jallandhar,1986.

Subject:UrbanPoliticsintheageofGlobalizationPap
ercode:M.A.Pol.–104

CourseObjectives:

The main **objective** of the present course **Indian Political System**: Institutional and **Political** Dynamics isto present a systematic analysis of all the major dimensions of **Indian Political System**. What better waycantherebetogetintroducedto**politicalsystem** thanthroughthe**politics**of country

Unit-I

IntroductiontoUrbanPolitics
a) TheoreticalUnderstandingofUrbanPolitics:Pluralist,RegimeandPublicChoice.
b) UnderstandingGlobalization,GlocalisationandGlurbanisation.
c) UrbanisationandUrbanPoliticsinIndia

Unit-II

TheChangingUrbanPoliticalEconomy
a) UrbanPovertyandtheInformalSector
b) PoliticsofUrbanInfrastructureandInvestment
c) Education,HealthandHousing

Unit-III

PoliticsandtheProductionofUrbanSpace
a) PoliticsofLabourMarket
b) PoliticsofSocialandCulturalChange
c) PoliticsofUrbanSprawl

Unit-IV

NewUrbanParadigm
a. UrbanCommonsandtheSharedUrbanResources
b. Access,EntitlementsandUrbanEnfranchisement
c. TowardsanInclusiveUrbanDemocracy

Reading

1. SusanS.Fainstein,ScottCampbell(Eds.),ReadingsinUrbanTheory,BlackwellPublishers,Oxford,2002
2. CaroleRakodi,Representationandresponsiveness–urbanpoliticsandthepoorintencitiesinthe south CommunityDevelopmentJournal,Vol39,No3,2004,252-2653.
3. GyanPrakash,TheUrbanTurn:CitiesofEverydayLife,Delhi,SaraiReader,20014.
4. NieuwenhuysEva(Ed.),Neo-liberalglobalismandsocialsustainableglobalization,KoninklijkeBrill,Leiden,2006.5.
5. MohanSudha,UrbanDevelopmentandNewlocalism,RawatPublishers,Mumbai,NewDelhiandJaipur,July2005.6.
6. GavinShatkin,Globalcitiesof theSouth:Emergingperspectivesongrowthand inequalityCities,Vol.24,No.1, 1–15,20077.
7. CaroleRakodi,Representationandresponsiveness–urbanpoliticsandthepoorintencitiesinthesouth,CommunityDevelopmentJournal,Vol.39,No.3,2004,252–265 8.

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Subject:ModernWesternPoliticalThoughtP
apercode:M.A.POL–201

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CourseObjectives:

Politicalthought,or**politicalphilosophy**,isthestudyofquestionsconcerningpower,justice,rights,law,andoth
erissuespertainingtogovernance.   Whereas   **political**   science   assumes   that
theseconcepts**are**whatthey**are**,**politicalthought**askshowtheyhavecomeaboutandtowhateffect

UNIT-I

      1. GreekPoliticalThought-AnIntroduction
      2. ImportanceofClassicalTradition
      3. Plato
      4. Aristotle

UNIT-II

      1. SaintAugustine
      2. St.ThomasAqunias
      3. Machiavelli
      4. Hobbes

READINGS

      1. Brecht,Arnold,PoliticalTheory,Princeton,PrincetonUniversityPress,1959.
      2. Hacker,A.,PoliticalTheory:Philosophy,Ideology,Science,NewYork,Macmillian,1963.
      3. Johri,J.C.,ContemporaryPoliticalTheory,NewDelhi,Sterling,1999.6.Verma,S.P.ModernPoliticalT
         heory,NewDelhi,Vikas,1975.
      4. D.Held,PoliticalTheoryToday,Cambridge,Polity,1991.
      5. Barker,E.,thePoliticalThoughtofPlatoand Aristotle,NewYork,Dover,1959.
      6. Wayper,C.L.,PoliticalThought,London,En SharmaEnglishUniversitiesPress,1958.
      7. Suda,J.P.,PoliticalThought,Ancient& Medieval,Meerut,K.Nath&Co.

Subject:ComparativePoliticalAnalysisP
apercode:M.A.POL.-202

Objectives:Eachtopicistobestudiedwithreferencetoconcepts,theoriesandthehistoricalexperiments   of developing countries as well as advanced industrialised countries. A central concern ofthe course is to discern the Eurocentric bias in the field of comparative politics, and to identify theprocessesofde-centring whichhavereconfiguredthe fieldinsignificantways.

Its **purpose** is to analyse the similarities and dissimilarities of the Government and **politics** of differentcountries, so that it may be possible to predict for the future. The material for **comparative** study that isavailabletodayhasmadethe**comparativeanalysis**central basisofthestudyof**Political**Science

UNIT-I
ComparativeMethodsandApproaches
a. Comparativemethods:AnoverviewofthefieldofComparativePoliticalAnalysis
b. ApproachestoComparativePoliticalAnalysis
      i. Formal–Institutional
      ii. PoliticalSystemsandStructuralFunctionalApproach
      iii. Culture-centric
      iv. PoliticalEconomy
      v. NewInstitutionalism
UNIT-II
Development
a. TheoriesofModernization
b. Underdevelopment
c. Dependency
d. WorldSystem
e. Post
DevelopmentUNIT-
III
TheoriesoftheStates
SocialMovementsandRevolutions
      a. TheoriesofMovements
      b. NewSocialMovements
      c. TheoriesofRevolutions
      d. ComparativeStudyofRevolutions

READINGS:
1. AdilKhan,PoliticsofIdentity:EthnicNationalismandtheState inPakistan.Sage,NewDelhi2005
2. AlexanderHamilton,JohnJayandJamesMadison,TheFederalistPapers(editedwithIntro
   ductionand notesbyMaxBeloff)NewYork,BasilBlackwellInc.1987
3. AngeloPanebianco,PoliticalParties,OrganisationandPower,CambridgeUniversityPress,NewYork,
   1998.
4. ArendLijphart,ThinkingAboutDemocracy,Routledge,London,2008
5. BenedictAnderson,ImaginedCommunities:ReflectionsontheOriginandSpreadofNati
   onalism,London, Verso,1991

Subject:InternationalPolitics
Papercode:M.A.POL.–203

CourseObjectives:

Analyze and understand the major themes of international relations and global
politicsDevelopanappreciationoftheoryanditsutilityinthestudyandpracticeofInternational
Relations

Improvecriticalthinkingandwritingskills

Demonstratetheabilitytodescribethesocial,political,andeconomicforces
thatinfluencesocialbehaviorandtheglobal system

Useknowledgeofinternationalaffairsinapracticalproblem-
solvingwaytoaddressissuesofimmediateinternational concern

UNIT-I

1. Meaning,Nature,ScopeandDevelopmentsinInternationalPolitics.
2. TheoriestoStudytheInternationalPolitics:(a)Idealism(b)Realism/Neorealism
3. ScientificApproaches:SystemApproachandDecisionMakingApproach.
4. Dependency&Inter-dependency
5. ManagementofPower:BalanceofPowerandCollectiveSecurity

UNIT-II

1. NationalPower:Itsmeaning,elementsandconstraints
2. ColdWarandPost-ColdWarEra.
3. TheConceptofNon-Alignment:Basis,RoleandRelevance.
4. DisarmamentandArmsControlasaTheorytoPeace.

READINGS

1. ParmjitKaurGillandShevetaSehgal,DynamicsofInternationalRelationsMovingFromInternationaltoGlob
alTheoryandIssues,NewDelhi:Atlantic,2012.
2. CharlesKegleyW.Jr.andShannonL.Blanton,WorldPoliticsTrendsandTransformation,
NewYork:Wadsworth,2011.
3. StephineLawson,InternationalRelations,London;Polity,2004.

CourseObjectives:
Subject:IndianGovernmentandPoliticsP
apercode:M.A.POL- 204

Provides students the understanding of the processes ofpolitics.Such an understandingis very usefulinmany ways .Inthefirstplace,the politicalparticipationofsuchpeoplewhounderstandthe processesofpoliticsismuchhigherthan those who don't understand it. Secondly, the study ofpolitical science enlightens thepeopleaboutbasicelements ofpoliticsandmakestheprocess ofreconciliation easyas the politics involves resolutions ofconflicts.Thefailuretorecognizethesebasicelementsofpoli ticscreatesvariousconfusionsinsociety.

UNIT-I
1. ConstituentAssembly:CompositionandWorking.
2. Preamble,FundamentalRights,DirectivePrinciplesofStatePolicyandfundamentalDuties
3. ConstitutionasanInstrumentof SocialChange:AmendmentProcess
4. FederalisminIndiaanditsworking,TensionareasofCentre-StateRelationsandDemandforStateAutonomy.

UNIT-II
1. UnionExecutive:President,PrimeMinisterandParliament.
2. StateGovernment:Governor,ChiefMinisterandStateLegislativeAssembly.

UNIT-III
1. SupremeCourt,JudicialReviewandJudicialActivism.
2. ParliamentarySysteminIndia:CriticalAssessment.

READINGS

1. Kohli,Atul,DemocracyandDiscontent:India'sGrowingCrisisofGovernability,Cambridge,CambridgeUniversityPress,1990.
2. Kohli,Atul(ed.),theSuccessofIndia'sDemocracy,Cambridge,CambridgeUniversityPress,2001.
3. KothariRajani,PoliticsinIndia,Delhi,OrientLongman,1970,Reprint2005.
4. KothariRajani,StateagainstDemocracy:InSearchforHumaneGovernance,Delhi,Ajanta,1988.
5. KothariRajani,SocialMovementsandtheRedefinitionofDemocracy,BoulderColorado,WestviewPress,1993.
6. MorrisJonesW.H.,PoliticsMainly Indian,Delhi,OrientLongman,1978.
7. Mukherji,S.,RetainingParliamentaryDemocracyinIndia,Denouement,9,January-February,1999.
8. Basu,D.D.,AnIntroductiontotheConstitutionofIndia,NewDelhi,PrenticeHall,2014

Subject:DemocracyinIndiaP
apercode:M.A.POL.–301

CourseObjectives:

Working for Freedom from Hunger & Freedom from Fear, Working to establish social justice andequalityforallthecitizensofIndia,WorkingforestablishingtheWelfareState,whereallcitizenscouldbe ensured free education, health and food security, Working for the development of farmers andlabors,Againstall social evils

UNIT-I
1. DemocraticThinkingandtraditioninIndia:AncientandModern.
2. NatureofIndianDemocracy
3. StructureofIndianDemocracy.
4. ProcessofIndianDemocracy:PartySystem,InterestGroupsandSocialMovements.

UNIT-II
1. Socio-EconomicDeterminantsofIndianDemocracy:Caste,Language,RegionandPoverty.
2. IndianDemocracyattheGrass-rootlevel.
3. RoleofWomeninthePolitical Process.
4. EmergingTrends inIndianDemocracy.

Readings
1.Austin,G.,TheConstitutionofIndia:CornerstoneofaNation,Oxford
UniversityPress,1966.2.Austin,G.,WorkingofaDemoraticConstitution:TheIndianExperience,Delhi,OxfordU
niversity,Press,2000.
3. Baird,R.(ed.),ReligioninModernIndia,NewDelhi,Manoh,1981.
4. Baxi,U.,PoliticalJustice,LegislativereservationforScheduledCastesandSocialChange,Madras,Unive
rsityofMadras,1990.

Subject:ContemporaryPoliticalTheoryP
apercode:M.A.POL- 302

CourseObjectives:

To increase understanding of **political** science research and analytical skills, including the ability to thinkcritically; to construct logical arguments; to collect, analyze, and interpret evidence and data; and toformulatereasonedconclusions

Unit-I
The Nature of Political Theory : Evaluation, Decline and Revival of Political theory of recent times :Behaviouralism, Post-behavioualism and contemporary Trend in Political Theory. Distributive Theory :The Formulation and Analysis of Harold D. Larswell. Power Theory : The power structure of the polity - The monolithic Model of the classical Elitists, and the pluralistic model of Robert A. Dahl. Group Theory :The Group basis of politics, relationship between the Groups and the Government : Determination ofEffectiveness of Groups in the Decision-making process of the polity. Game Theory : Attributes Types ofGame, The strategy of Conflict, the out-comes of Games, Application and Significance of the GameTheory for political analysis. System Theory : "The concept of Political System the Model of David EastonandtheModelofGabrieA.Almond.CommunicationsTheory:ThemodelofpoliticalcybernatiesofKarl W. Deutsch. Political Culture Theory : The model of Abriel A. Almond - Types of political culture, theproblemofcultural-structuralrelationship, Secularization ofPoliticalCultureandtheproblemofNoation-buiIding.
Unit-II
Political Development: TheDevelopmentsyndromeandtheMajordeterminantsofPoliticalDevelopment, the crises of political development. PoliticaI Ideology: Relevance and Role of Ideology inPolitics - the problems of Human Rights, individual freedom and social justice, Relevance of Liberalism,Marxism andGandhismasalternativepoliticalideologiesforpoliticalexistenceandorganisation.

Readings
1. DavidEaston:ThePoliticalSystemAnEnquiryintotheStateofPol.Sc.
2. JamesC.CharlesWork(ed):ContemporaryPolitical Analysis
3. HeinzEulau:Behavioural persuasioninpolitics
4. RobertA.Dahl :ModernPolitical Analysis
5. HeinzEulau(ed):PoliticalBehaviour:Areader
6. HaroldD.Lasswell:PowerandPolitics
7. GeraintParry:PoliticalElite
8. DavidEaston:Aframeworkofpolitical analysis
9. DavidEaston:Asystemsanalysisofpoliticallife
10. GabrielA.Almond&JamesS.Coloman(ed):ThePoliticsofDevelopingAreas

Subject:LiberalPoliticalTheoryP
apercode:M.A.Pol.–303

CourseObjectives:

Liberal democracyemphasisestheseparation ofpowers, an independent judiciaryand a system ofchecks and balances between branches of government. **Liberal** democracies are likely to emphasise theimportanceofthestate beingaRechtsstaat, i.e.astatethatfollowstheprincipleofruleoflaw

UNIT-I

1. Liberalism:Meaning,Genesis,DevelopmentofClassicalLiberalism.
2. DevelopmentofModernLiberalism,LiberalismandWelfareState,ContemporaryLibera
3. Locke
4. Rousseau

UNIT-II

1. Montesquieu
2. Bentham
3. J.S.Mill
4. T.H

Green.READINGS

1. Arblaster,A.,TheRiseandDeclineofWesternLiberalismOxford:BasilBlackwell1984.
2. Gray,J.,Liberalism,2nded.,MiltonKeynes,OpenUniversityPress,1995.
3. Crowling,M.,MillandLiberalism,Cambridge,CambridgeUniversityPress,1963.
4. Warburten,N.,PikeJ&Matraves,D.,ReadingPoliticalPhilosophyMachiavellitoMill,London,Routl edgeinAssociationwithOpenUniversity,2000.
5. Barker,E.,ThePoliticalThoughtofPlatoandAristotle,NewYork,DoverPublication1959.
6. Bhandari,D.R.,HistoryofEuropeanPoliticalPhilosophy.TheBanglorePrintingandPublishingCo.Ltd.,Banglo re,1952

Subject:Politicaltheoryafterworldwar-IPapercode:M.A.Pol.–304

CourseObjectives:

The **goal** oftheStrategyand **War** Courseistoprovidesuchaneducationthroughhistoricalandcontemporary case studies as well as foundational theories of **war** to expose the complex relationshipbetweenpolitical**objectives**andtheends, ways,and meansofstrategy.

Unit-I

NatureofPolitical Thoughtinthe Post

WarPeriodUnit-2

Scientific Approach and Trends in Political

AnalysisUnit-3

Liberalism:Hayek,Rawls,Popper,Laski,Russell,Oakshott,HannahArendtUnit

-4

New-

Freudianism:EricFrommUnit-5

ExistentialistsJeanPaulSartre.

Readings

1. N.Daniels,*Reading Rawls,*BasicBooks,NewYork,1975

2. H.J.Laski,*AGrammerofPolitics* AllenandUnwin,London,1948

3. M.Canovan,*HannahArendt:AreinterpretationofherPoliticalThought,*CambridgeUniversityPress,Cambridge,1992

4. P.Franco,*ThePoliticalPhilosophy ofMichaelOakeshott,*YaleUniversity Press,NewHavenCT,1990

5. N.P.Barry,*HayeksSocialand EconomicPhilosophy,*Macmillan,London,1979

6. T.Burke,*ThePhilosophyofPopper,*ManchesterUniversityPress,ManchesterU.K.1983

7. J.Rawls,*ATheoryofJustice,*OxfordUniversityPress,Oxford,1972

Subject:ContemporaryIssuesinGlobalPoliticsPa
percode:M.A.Pol.–401

CourseObjectives

1. Educatestudentsaboutpoliticalprocesses,theories,andgovernmentsintheUnitedStatesandother countries andabout internationalrelationsbetweenthosecountries.

2. Preparestudentsforavarietyofcareersorgraduate andprofessional degreeprogramsinfieldssuchas law,government,education,politics,policy,andbusiness.

3. Offerstudentstheanalyticalandresearchskillsneededtounderstandandexplainpolitics,gover nment,andinternational relations.

UNIT-I
1. GlobalPolitics:InternationaltoGlobal
2. RoleofNon-StateActorsinGlobal Politics.

UNIT-II
1. Regionalism:EU,ASEAN,SAARC
2. GenderIssues
3. EnvironmentalIssues

UNIT-III
1. HumanRightsinGlobalPolitics.
2. HumanSecurity.
3. GlobalTerrorismandNarcoticsTrade
4. PoliticsofEthnicity
5. Multiculturalism

READINGS
1. ParmjitKaurGillandShevetaSehgal,DynamicsofInternationalRelationsMovingFromInternational toGlobalTheoryandIssues,NewDelhi:Atlantic,2012.
2. CharlesKegleyW.Jr.andShannonL.Blanton,WorldPoliticsTrendsandTransformation, NewYork:Wadsworth,2011.
3. R.C.Mishra,SecurityinSouthAsia:CrossBorderAnalysis,ND,AuthorsPress,2000.
4. RobertJacksonandGeorgeSorenson,IntroductiontoInternationalRelationsTheoriesandAppr oaches,NewYork:OUP,2007.
5. CharlesS.Pearson,EconomicsandGlobalEnvironment,NewYork:CambridgeUniversityPress,2000.
6. V.N.Khanna,IntroductiontoInternationalRelations,R.ChandandCo.,NewDelhi,2014.

Course Objective: The focus of this course is on the theories that have shaped the emergence of modernsystems of governance and their related structures and processes. These include Western and Non-Western traditions. The course has a clear normative thrust inasmuch as it seeks to clarify what can betheprerequisitesforpromotingeffectiveandjustadministrationatthelocalandnationallevels.

UNIT-I

TheoriesandApproachestotheStudyofPublicAdministration

       I. EvolutionoftheDisciplineofPublicAdministration:

            a. WesternTraditions

            b. Non-WesternTraditions

       II. ClassicalSchools

            a. TheScientificManagementSchool

            b. TheClassicalTheoryofManagement/AdministrativeManagementTheory

            c. The Idealorganization:MaxWeber.

            d. HumanRelations:EltonMayo.

            e. BehaviouralandSystemsapproaches

                  i. Argyris,Maslow,McGregor:thebehaviouralapproach

                  ii. SystemApproaches:open/closedsystems

UNIT-II

ContextualPublicAdministration

       a. EcologicalApproach:FredRiggs

       b. RationalDecision-MakingApproach:HerbertSimon

       c. DevelopmentAdministrationApproach

            i. PoliticalEconomyApproach

            ii. MarxistApproach

UNIT-III

ContemporaryDevelopments

       a) NewPublicAdministration

            1. Non-Weberianperspectives

            2. Valuequestions

            3. Clienteleperspective

       b) NewPublicManagement

            1. GoodGovernanceandDevelopment

            2. FeministPerspectivesonPublicAdministration

UNIT-IV

Grassrootsgovernance:alternativeperspectives

       a. Gandhi

       b. J.Nyerere

       c. Mao

READINGS:

1. Albrow,Martin,Bureaucracy,London,Macmillan,1978.
2. Arora,RameshK,ComparativePublicAdministration:AnEcologicalPerspective,NewDelhi,AssociatedPublishingHouse,1979.
3. Bhattacharya,Mohit,RestructuringPublicAdministrationEssaysinRehabilitation,NewDelhi,Jawahar,1999.
4. GeorgeF.,DevelopmentAdministration:Concepts,Goals,Methods,Madison,UniversityofWisconsinPress,1979.

CourseObjectives:

Equality of **women** andmenwithregardto **political** representationandparticipation.Enhancementof **gender** roles and standards for **women** and men, elimination of restricting standards.Same personalfreedomsfor**women**andmen,protectionagainstallformsofaggression.

Unit-I

WomenandPublicPolicyU

nit-II

WomenandPolitics:GlobalPatternsU

nit-III

GenderandtheHumanRightsdebateU

nit-IV

GenderandHumanDevelopmentU

nit-V

Health,PopulationpolicyandGender

Readings

1. HalehArshar(ed.)*WomenandPoliticsintheThirdWorld,*London:Routledge.1996
2. UnitedNations2000*The World'sWomen2000:TrendsandStatistics*,NewYork:UnitedNations
3. VandanaShiva*,StayingAlive:WomenEcologyandDevelopmentinIndia,*NewDelhi:KaliforWomen,1998
4. NiveditaMenon,*Gender andPoliticsinIndia*,NewYork,OUP,1999

CourseObjectives:

Human rights education aims to do the following: Enhance the knowledge and understanding of **humanrights**.Fosterattitudesoftolerance,respect,solidarity,andresponsibility.Developawarenessofhow**humanrights**canbetranslatedintosocialandpolitical reality.

Unit-I
AConceptualUnderstandingofHumanRightsHumanRightsConcept,Definition,Meaning&Nature,HumanValues:Liberty,Equality,andJustice

Unit-II
HistoricalFoundationofHumanRightsHistoricalDevelopment:MagnaCarta,BritishBillofRights,AmericanBillofRightsFrenchRevolutionanditsGoalofLibertyEqualityandFraternity,MarxistRevolution

Unit-III
TheoriesandClassificationofHumanRightsThreeGenerationofHumanRights,TheoryofNaturalRights,
Legal/Positive Theory of Rights, Marxist Theory of Rights, Feminist Perspectives of Human RightsUnit-IV
RuleofLawandHumanRightsRuleofLawandHumanRights:Concept,Origin,HistoricalDevelopmentinGreekandEnglishCivilizationanditsContributiontotheDevelopmentofRights

Readings

1. Alston,Phillip(ed.),(1992),TheUnitedNationsandHumanRights:ACriticalAppraisal,Oxford:ClarendonPress.
2. Bachr,PeterR,(1999),HumanRights:UniversalityinPractice,NewYork:Palgrave.
3. Baxi,Upendra,(2002),TheFutureofHumanRights,NewDelhi:OxfordUniversityPress.
4. Bhagwati,P.N.,(1987),DimensionsofHumanRights,Madurai:SocietyforCommunityOrganizationTrust.
5. Davidson,Scott,(1993),HumanRights.Buckingham:OpenUniversityPress.Donnelly,Jack,(1989), UniversalHumanRightinTheoryandPractice,Ithaca:CornellUniversityPress.
6. Dube,M.P.andNeetaBora,(ed.),(2000), PerspectiveonHumanRights,NewDelhi:AnamikaPublishers.
7. Freeman,Michael,(2003),HumanRights:AnInterdisciplinaryApproach,Cambridge:PolityPress.
8. Hargopal,G.(1999),PoliticalEconomyofHumanRights,Hyderabad:Himalaya.

4. CourseDuration:

Minimum Duration: 2 Years   **Maximum Duration: 5 Years**

5. Faculty and support staff requirement: 1 full time programme coordinator of Assoc./Asst. Professor level

Procedure for admission, curriculum transaction and evaluation:

A. Admission Procedure:

1. **Procedure for Obtaining Admission Form and Registration/Prospectus**
   a. The registration/prospectus containing Admission Form can be obtained in person from : The Directorate of Distance education, Swami Vivekanand Subharti University, Subhartipuram, NH-58, Delhi-Haridwar Bypass Road, Meerut or its city office located at Lokpriya Hospital Complex, Samrat Palace, Garh Road, Meerut on payment of Rs.1500/- in cash or by demand draft.

   b. The Registration/Prospectus can also be obtained by post by sending a demand draft of Rs. 1500/- drawn in favour of "SVSU, Distance Education", payable at Meerut along with a filled requisite proforma (available at DDE website i.e. www.subhartidde.com) for "ObtainingtheProspectusandAdmissionForm"totheDirectorate ofDistanceEducation.

2. **SubmissionofAdmissionForm:**
   a. An applicant should submit the admission form duly filled with all enclosures completed, personally or by post, to the Directorate of Distance education, Swami Vivekanand Subharti University, Subhartipuram, NH-58, Delhi-Haridwar Bypass Road,Meerut-250005.
   b. Theapplicationforadmissionshouldbesubmittedalongwiththefollowing:
      i. A demand draft for the course fee (as per fee structure table) drawn in favour of"SVSU,DistanceEducation"payable atMeerut.
      ii. Duly attested photocopy of Aadhar Card, statement of marks and other relevantdocuments/certificated pertaining to the qualifying examination, by a gazettedofficer or Principal of the college from where these were obtained, should besubmittedatthetimeofadmission.
      iii. Selfattestationofdocument/sispermissible,iftheoriginalsareproducedbeforetheR egistrarofSwamiVivekanandSubhartiUniversityorAsst.Director/DeputyDirector/D irectorofDirectorateofDistanceEducation.
      iv. 4recentpassportsizecolorphotographsshouldbeprovidedinwhich2photographssh ouldbepastedontheadmissionform&Enrollmentformaccordingly and another two photographs should be attached/stapled with theform.
   c. The learners are advised to check up the eligibility criteria of a course they wish to applyfor,fromourwebsitewww.subhartidde.comorDDEProspectus.

3. **AdmissionProcedure-**
   a. ApplicationscanbesenttotheDirectorateofDistanceEducationdirectlyorthroughitscity office. The applicant's eligibility will be checked and accordingly he/she shall begranted admission and an acknowledgement of the receipt of the fee and theapplicationformshallbeissued.

b. An Identity Card, mentioning the enrollment number of the learner, shall be issuedby University as soon as the admission is confirmed. Learners are advised to keeptheir Identity Card safely, as it will be required for attending counselingsessions/PCPs and also for the receipt of study material, mark sheets, Degree etc inperson. In case of loss of Identity Card, a duplicate can be issued on receiving awrittenrequestalongwithafeeofRs.100/-.The IdentityCardshall bevalidfortheentiredurationoftheProgramme.

c. The University conduct entrance examination twice in a year for admission in MBAandMCAoranyotherprogramme,asmaybedecidedbytheUniversity.Learnerscanobtain information relating to the entrance examination from the Directorate ofDistance Education or its website www.subhartidde.com. The University may, as analternative, consider granting admission on the basis of the score obtained by anapplicantinanycentralorstatelevelentranceexaminationforasimilarcourse.

4.

1. **Minimum Eligibility and Fee Structure –** Online Learning

Sr. No.	Title of Programme		Course Duration		Annual Fees Per
		Eligibility	Minimum	Maximum*	Year (In Rs.)
1	Master of Arts in Political Science	Graduation or eq.	2 Years	5 Years	17000-/-

B. Curriculum transaction and evaluation:

The University follows the following evaluation
system :
a. Continuousevaluationthroughpersonalcontactprogrammes,assignmentwork,viva,groupdiscussionandpersonalitydevelopmentprogrammes.

b. SemesterwiseExamination

c. Evaluation of practicals, wherever prescribed

d. Evaluationofprofessionalprojectreport,whereverprescribed

e. A learner shall be declared 'pass' at the end of the academic/calendar year, ifhe/shesecuresminimum40%marksineachsubject(includingprojectreport,internship, industry integrated learning and practicals, wherever prescribed)separatelyintheSemesterwiseExaminationandtheinternalassessment.Ifalearner fails to secure 40% marks in any subject or in internal assessment,he/shewill stillbepromoted to the nextacademic/calendar year, but he/she will have to appear in back paper for the subject in which he/she has not been able toobtain the requisite passing marks. The examination for learners giving backpaper in any subject shall be held along with the subsequent examination for the relevant subject. In case, the learner fails to secure minimum 40% marks ininternal assessment, he/she will have to resubmit the assignments forevaluation.

Requirementofthelaboratorysupportand Library Resources :

Resourcesareavailableof Library forthelearnersduringPCPs.TheUniversityhasarichCentral Library with more than 3.80 lac books, 181 journals (Foreign & Indian), Internet Section,ComputerCentres,Museum,Instrumentation(USIC)workshop,Student's GuestHouse,etc.

Theresourcesforlaboratoryalsoavailableaspertheneedoftheprogramme.

Costestimateoftheprogrammeandtheprovisions:

a. Costestimate: Approx.Rs.   1,510,786.05/-

                        (Thecostestimatemayvarydependinguponthe no.ofstudentsenrolled)

b. Provisions: SwamiVivekanandSubhartiUniversity

Qualityassurancemechanismand expectedprogrammeoutcomes:

InaccordancetotheUGCGuidelines,theUniversityhasestablishedanInternal QualityAssurance Cell, as per ordinance no. VI (1), dated 11.02.2009, to instill a momentum of qualityconsciousness amongst its all Institutions including Directorate ofDistance Education, aimingforcontinuousimprovement.

1. The cell holds various events regularly and maintain the documentation of the variousprogrammes/activitiesleadingtoqualityimprovement.
2. The cell is responsible for incorporating various new changes/developments regardingup-gradation of learning material and spreading awareness of Quality Culture in thevariousinstitutionsoftheUniversity.
3. Thecellalsoprepares'AnnualQualityAssuranceReport(AQAR)'asperthelaidguidelinesandp arameters.