

**ANDHRA UNIVERSITY**  
**DEPARTMENT OF POLITICAL SCIENCE & PUBLIC**  
**ADMINISTRATION**



**PROGRAM : M.A POLITICAL SCIENCE**  
**REGULATION AND SYLLABUS**  
**EFFECTIVE FROM 2021-2022 BATCH**

## **PROGRAMME OUTCOMES:**

PO1: Develop conceptual clarity of major theories and concepts of Political Science and related sub-fields.

PO2: Comprehend how power operates at different levels: personal/social/domestic and international and their inter-connectedness.

PO3: Analyse public policy formulations, implementation, problems and available public policy choices.

PO4: Develop critical thinking, articulate arguments on key issues of public policy and politics.

PO5: Demonstrate competency in basic social science research techniques and methods including qualitative and quantitative methods of research design and techniques

## **PROGRAMME SPECIFIC OUTCOMES:**

PSO1: Prepare the students to understand the working of the Indian constitution and its operation at the central and state level

PSO2: Make students understand and analyze the operation of power politics at state, national, regional and global levels

PSO3: Give the students career options in higher studies in fields related to public policy, international politics and law, gender studies, development studies, Environmental and sustainable development, law and survey research.

PSO4: The programme prepares the students the undertake research projects/surveys.



**ANDHRA UNIVERSITY**  
**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**  
**M.A. Political Science**  
**OBJECTIVES AND LEARNING OUTCOMES OF ALL SEMESTERS**  
**CBCS PATTERN**  
**(With effect from 2021-2022)**  
**The course of Study and Scheme of Examinations**

**M.A. Political Science**  
**Semester - I**

S.No	Title of the course	INTERNAL	EXTERNAL	TOTAL	HRS	Total.credits
1.	Political Theory	30	70	100	6	6
2.	Indian Political System	30	70	100	6	6
3.	Indian Foreign Policy	30	70	100	6	6
4.	Communication and Computer Skills	30	70	100	6	6
5.	Women and Indian Political Process	30	70	100	6	6
6.	Select Political Texts (Hobbes, Locke, Rousseau)	30	70	100	6	6
7.	Fundamental Rights and Directive Principles of State Policy	30	70	100	6	6
8.	Indian Nationalist Movement and Constitutional Development	30	70	100	6	6

### Semester - II

S.No.	Title of the course	INTERNAL	EXTERNAL	TOTAL	HRS	Total.cr redits
1.	Comparative Politics	30	70	100	6	6
2.	State Government and Politics: Focus on Andhra Pradesh.	30	70	100	6	6
3.	Indias Foreign Relations	30	70	100	6	6
4.	Environmental Politics	30	70	100	6	6
5.	Local Government in India	30	70	100	6	6
6.	Select Political Texts (Marx, Engles, Lenin)	30	70	100	6	6
7.	Human Rights in India	30	70	100	6	6
8.	Select Constitutions (UK, U S A., Switzerland, China)	30	70	100	6	6

### Semester - III

S.No.	Title of the course	INTERNAL	EXTERNAL	TOTAL	HRS	Total credits
1.	Western Political Thought	30	70	100	6	6
2.	Modern Political Analysis	30	70	100	6	6
3.	India - Political Sociology & Political Economy	30	70	100	6	6
4.	International Organizations and Global Issues	30	70	100	6	6
5.	Indian Political Thought	30	70	100	6	6
6.	Religion and Politics in South Asia	30	70	100	6	6
7.	E. Governance	30	70	100	6	6
8.	Social and Political Ideas Jyothi Rao Phooley & Dr. B.R. Ambedkar	30	70	100	6	6
	IPR					2
	MOOCS					2

**Semester – IV**

S.No.	Title of the course	INTERNAL	EXTERNAL	TOTAL	HRS	Total credits
1.	Public Policy Analysis	30	70	100	0	6
2.	Theory of International Relations	30	70	100	0	6
3.	Globalization and Impact on Political System	30	70	100	0	6
4.	Public Administration: Concepts and Issues	30	70	100	0	6
5.	Research Methodology in Political Science	30	70	100	0	6
6.	Contemporary Liberal Political Theory	30	70	100	0	6
7.	Readings from Tagore, Aurobindo, Gandhi and M.N. Roy	30	70	100	0	6
8.	Social and Political Movements	30	70	100	0	6
9.	PROJECT WORK			100		6
10.	MOOCS					

**ANDHRA UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

**M.A. POLITICAL SCIENCE FIRST SEMESTER**

**Paper- I(Hard Core): Political Theory**

(w.e.f. 2015-016 admitted batch)

**OBJECTIVES:**

1. To introduce the students about nature, scope and importance of the political theory with very clear and elaborate manner
2. To make the students to learn different concepts like liberty, equality and its types their themes and their applicability to present conditions
3. To acquaint the students with complete ideas on rights particularly human rights how they are reaching the society mostly marginalized people
4. To make the students learn about different traditional, classical and contemporary theories which are implementing in different countries in the world.
5. Learners should have a good understanding on ideologies like Gandhism, Feminism and Multiculturalism and how they are useful to the society

**Unit- I**

1. Political Theory: Nature, Scope and Significance
2. Traditional and Modern Approaches; Normative versus Empirical Approach
3. Decline and Resurgence of Political Theory.

**Learning outcomes**

1. The students will be able to understand the traditional and modern approaches in the political theory -how it is regained its prominence
2. The students will get complete idea on rights their types and its benefits

**Unit-II**

1. Liberty: Concept; Negative and Positive Liberty; Constraints on Liberty.
2. Equality: Concept; Legal, Social, Political and Economic Equality; Affirmative Action.

**Learning outcomes**

1. The learners will have a complete understanding on concepts like justice, democracy weather the benefits reaching or not otherwise how to fight for their rights and requirements
2. The students will know that different constitutional positions, it's obligations and constitutional solutions to get good Ideas on these

### **Unit- III**

1. Justice: Concept; Procedural, Substantive and Distributive Justice.
2. Rights: Concept; Kinds Of Rights; Concept Of Human Rights

#### **Learning outcomes**

1. The learners will have a complete understanding on concepts like justice, democracy weather the benefits reaching or not otherwise how to fight for their rights and requirements
2. The students will get complete idea on rights their types and its benefits

### **Unit- IV**

1. Democracy: Classical and Contemporary Theories
2. Nation- Nation State; civil society; Citizenship

#### **Learning outcomes**

1. Students improve some knowledge about democracy and contemporary theories
2. Should should have detailed understanding on Nation state and civil society, citizenship.

### **Unit- V,**

1. Ideologies: Liberalism; Socialism
2. Gandhism; Feminism
3. New Theories: Multiculturalism; Post-colonialism

#### **Learning outcomes**

1. The students will have clear idea on concepts Multiculturalism in which how minority freedoms and rights are to be protected.
2. Learners should have a good understanding on ideologies like Gandhism, Feminism and Multiculturalism and how they are useful to the society

### **Texts:**

1. Rajiv Bhargava and Ashok Acharya, 2008, *Political Theory: An Introduction*, India: Pearson Education.
2. Andrew Heywood, 2000, *Key Concepts in Politics*, Palgrave: Macmillan.
3. Andrew, Heywood, 2000, *Political Theory*, London: Macmillan Press.

## **References:**

1. Amal Roy and Mohit Bhattacharya, 2004, *Political Theory: Ideas and Institutions*, Calcutta: World Press.
2. Andrew Heywood, 2012, *Political Ideologies*, London: Palgrave Macmillan.
3. Asirvaatham Eddy and Mishra K.K, 2012, *Political Theory*, New Delhi: S Chand and Company.
4. [Charvet, John](#). 1982, *Feminism (Modern Ideologies)*, London: J.M. Dent & Sons Limited.
5. Gerald F. Gaus and Chandran Kukathas, 2004, *Handbook of Political Theory*, London: Sage Publications Ltd.
6. Kymlicka Will. 2002, *Contemporary Political Philosophy*, Canada: Oxford University Press.
7. M.P.Jain, 1993. *Political Theory*, New Delhi: Authors Guild Publications.
8. Ramaswamy, S. 2001, *Political Theory: Ideas and Concepts*, New Delhi: Macmillan India.
9. Rawls, John. 2004, *Justice as Fairness: A Re-statement*, New Delhi: Universal Law Publishing Co Pvt Ltd.
10. Rawls, John.1993, *Political Liberalism*, Columbia University Press.
11. Vinod, M.J and Meena Deshpande, 2013, *Contemporary Political Theory* New Delhi: PHI Learning Private Ltd.

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**ANDHRA UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

**M.A. POLITICAL SCIENCE , FIRST SEMESTER**

**Paper II(Hard Core): INDIAN POLITICAL SYSTEM**

(w.e.f. 2015-016 admitted batch)

**Objectives:**

1. To familiarize the students with the making of Indian Constitution.
2. To make the students understand the Powers and Functions of Union Executive.
3. To familiarize the students about the Indian Party system and the Election process.
4. To enable the students to understand the Role of Caste, Religion, Language and Regionalism in Indian Politics.
5. To make the students understand India's role in international organizations.

**UNIT-I**

1. The Making of the Indian Constitution;
2. Socio-economic and philosophical foundations of Indian Constitution; Salient Features.
3. Fundamental rights –Fundamental Duties; Directive Principle of State Policy.
4. Indian Federalism and Local Government.

**Learning Outcomes**

1. The students are familiarized with the Socio-economic and philosophical foundations of Indian Constitution and Salient Features Indian Constitution.
2. The students understand the importance of Local Governments in Indian Administration

**UNIT-II**

1. Union Executive: President –Powers and Functions; Prime Minister and Council of Ministers-Powers and Functions.

2. Parliament-Composition, Powers and Functions; Judiciary, Judicial Review and Judicial Activism.
3. Statutory Commissions / Institutions: Election Commission, Comptroller and Auditor General, Finance Commission, Union Public Service Commission, National Human Rights Commission

### **Learning Outcomes**

1. Students come to know about the Powers and functions of Indian executive, Indian parliament and Statutory Commissions in India.
2. The students enable to understand the Role of Union Executive in the Administration.

### **UNIT-III**

1. National and Regional parties - Ideology, organizational structure and Leadership patterns. Changing nature of Indian Party system; Coalition politics.
2. Elections and Voting behaviour; Pressure groups;
3. Socio-political Movements an overview; Separatist and Secessionist movements (Kashmir, Punjab, Mizoram and Nagaland);

### **Learning Outcomes**

1. Students understand the origin of Indian party system, Nature of Party system and Classification of political parties in India.
2. The students aware about the Socio-Political movements in India.

### **UNIT-IV**

1. Role of Caste, Religion, Language and Regionalism in Indian politics. Morris Jone's – Three Idioms of Indian Politics;
2. Mandir vs Masjid and Mandal Politics; Communalism;
3. National Integration and Problems of Nation-Building; Challenges to Indian political system.

### **Learning Outcomes**

1. Students will understand how Caste, Religion, Language and Regionalism influencing Indian Political System.
2. The students are enabled to know about the Problems and Challenges of Nation Building in India Political System.

### **UNIT-V**

1. Political Economy of Development: Planning Commission
2. India and Liberalisation, Privatisation and Globalisation in the Post 80s.

3. India in International Relations: Non-Alignment Movement; UNO; SAARC.

## Learning Outcomes

1. The students are enabled to know the India's role in Non-Alignment Movement, UNO, SAARC.
2. The students will understand the importance of non-Alignment movement in international relations.

### Texts:

1. D.D.Basu, 2013, *Introduction to the Constitution of India*, Lexis Nexis; Twenty-First edition.
2. Granville Austin, 2003, *Working a Democratic Constitution: A History of the Indian Experience*, Oxford University Press.
3. [Niraja Gopal Jayal](#) , [Pratap Bhanu Mehta](#), 2011, *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.
4. Ramachandra Guha, 2007, *India after Gandhi: The History of the World's Largest Democracy*, Picador; Indian ed.
5. M.P.Singh and Rekha Saxena, 2008, *Indian Politics: Contemporary Issues and Concerns*, New Delhi: Prentice-Hall of India.

### References:

1. Chandok, Neera. 2011, *Contemporary India*, New Delhi: Pearson India Ltd.
2. De Souza, Peter and Sridharan, E. (eds.), 2006, *India's Political Parties*, New Delhi: Sage Publications.
3. Granville Austin, 2002, *The Indian Constitution-Cornerstone of a Nation*, Oxford University Press.
4. Jean Dreze and Amartya Sen, 2013, *An Uncertain Glory: India and its Contradictions*, London: Penguin Books Ltd.
5. Kashyap Subhas, 2008, *Our Constitution*, New Delhi: National Book Trust.
6. M.P. Singh and Anil Mishra (eds.), 2006, *Coalition Politics in India: Problems and Prospects*, New Delhi: Manohar Publishers.
7. Nariman Fali S. 2012, *The State of the Nation*, New Delhi: Hay House Publishing. New Delhi: Manohar.
8. Noorani, A.G. 2000, *Constitutional Questions in India: The President, Parliament and the States*, New Delhi: Oxford University Press.
9. [Paul R. Brass](#), 1999, 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press.
10. [Paul R. Brass](#), 2010, *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*, New York: Routledge Publishers.
11. Paul, Flather, 2006, *Recasting Indian Politics: Essays on a Working Democracy*, London: Palgrave.
12. Rajini Kothari, 1970, *Politics in India*, New Delhi: Orient Longman.
13. W.H.Morris Jones, 1971, *Government and Politics in India*, London: Hutchinson

**ANDHRA UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

**M.A. POLITICAL SCIENCE FIRST SEMESTER**

**PAPER- III(Hard Core): INDIA'S FOREIGN POLICY**

(w.e.f. 2015-016 admitted batch)

**Objectives**

1. To make the students to understand the theoretical framework of foreign policy.
2. To enable the students to know about the Origin, Principles and Basis of India's foreign policy.
3. To Familiarize the institutional framework of External affairs and personality factors in India's foreign policy.
4. To enable the students Geo-political, Geo-economic and geo-strategic determinants of India and cross-border terrorism in India.
5. To make the students to understand the role UNO, UNPKF and WTO in international relation.

**I INTRODUCTION**

- Theoretical framework of Foreign Policy
- Meaning, nature and scope
- Foreign policy and National interest
- Foreign policy and Diplomacy

**Learning Outcomes**

1. The students are understand the theoretical framework of foreign policy.
2. The students are enabled Role of Foreign policy for National Interest.

## II Origin, Principles and Basis of India's foreign policy

- Philosophical,
- Historical basis
- Social and cultural basis
- Panchsheel , Non-alignment

### **Learning Outcomes**

1. The students are enabled to know about the origin, Principles and Basis of India's foreign policy.
2. The students come to know about the importance of Panchsheel agreement between India and China

## III Institutional framework

- Ministry of External Affairs- background
- Ministry of External Affairs- - structure
- Ministry of External Affairs- Role
- Personality factor in India's foreign policy

### **Learning Outcomes**

1. The students are familiarized the institutional framework of External affairs and personality factors in India's foreign policy.
2. The students come to know about the role of Ministry of External affairs.

## IV Geo-political, geo-economics and geo-strategic determinants

- Border concerns – border disputes, cross-border terrorism, illegal migrants
- Indian Ocean Region – security and trade
- issues and concerns New economic policy
- India's nuclear policy

### **Learning Outcomes**

1. The students are enabled to understand the Geo-political, Geo-economic and geo-strategic determinants of India and cross-border terrorism in India.

2. The students will understand the India's border disputes with neighboring countries

#### V International determinants

- UNO - overview origin, objectives, membership, principal organs and specialized agencies
- UNPKF
- WTO Agreements-Overview
- WTO issues and challenges – Trade facilitation, Agreement on Agriculture and Food Security.

### **Learning Outcomes**

1. The students will understand the role of UNO, UNPKF in International relations.
2. The students are familiarized with issues and challenges of WTO

### **Suggested Readings:**

1. J. Bandyopadhyaya, 1970, *The Making of India's Foreign Policy*, Calcutta: Allied Publishers (1<sup>st</sup> edition).
2. A. Appadorai, 1981, *Domestic Roots of India's Foreign Policy: 1947-1972*, Delhi: Oxford University Press.
3. V.N.Khanna, 1997, *Foreign Policy of India*, New Delhi: Vikas Publishing House Pvt. Ltd.

### **Further Readings:**

1. *Kanti P. Bajpai, and Harsh V. Pant (eds.), 2013, India's Foreign Policy: A Reader*, New Delhi: Oxford University Press.
2. M.B. Alam, (ed.), 2013, *Contours of Indian Foreign Policy: Changes and Challenges*, New Delhi: ESS ESS Publications.
3. *Sumit Ganguly (ed.), 2012, Indian Foreign Policy: Retrospect and Prospect*, New Delhi: Oxford University Press.
4. *N. Jayapalan, 2001, Foreign Policy of India*, New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.

**ANDHRA UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

## **M.A. POLITICAL SCIENCE FIRST SEMESTER**

### **Paper- IV(Soft Core): Communication and Computer Skills**

(With effect from 2015-16 Admitted Batch)

#### **Objectives**

1. To elucidate the History of computers
2. To make the students understand the Impact of computers on business and society
3. To familiarize the students with the Main functions of operating system files in computer
4. To make the students understand the Microsoft word and Micro soft excel sheet
5. To familiarize the students with the PowerPoint presentation and modern days communication.

#### **I. HISTORY OF COMPUTERS**

- A) STAGES IN THE EVOLUTION OF COMPUTER
- B) GENERATIONS OF COMPUTER
- C) HARDWARE AND SOFTWARE
- D) SYSTEM SOFTWARE: 1) OPERATING SYSTEM 2)LANGUAGES 3)DEVICE DRIVERS 4) UTILITY PROGRAMS.
- E) 1). PACKAGES 2). PROGRAMMING LANGUAGES

#### **Learning Outcomes**

1. The students are familiarized with the evolution of computers, Hardware and Software
2. The students are enabled to know about the programming languages in computer.

#### **II. COMPUTER-INTRODUCTION**

- A) CHARACTERISTICS OF COMPUTER
- B) BLOCK DIAGRAM OF A COMPUTER
- C) IMPACT OF COMPUTERS ON BUSINESS AND SOCIETY
- D) ELEMENTS OF COMPUTER
  - i) Data Accepting System in Computer
  - ii) Data Storage: a) Primary Memory (Main Memory):
    - ROM
    - RAM

b) Secondary Memory

- Hard Disk
- Floppy Disk
- Compact Disk

E) TYPE OF COMPUTERS

F) INPUT AND OUTPUT DEVICES

## **Learning Outcomes**

1. The students understand the Characteristics of computers and its impact on business and society.
2. The students will understand the importance of ROM, RAM and Hard Disk in working of computer.

### **III. 1). OPERATING SYSTEM (OS)**

A) MAIN FUNCTIONS OF OPERATING SYSTEM

B) TYPE OF OPERATIONG SYSTEM

C) DISK OPERATING SYSTEM (DOS)

D) FUNCTIONS OF DISK OPERATING SYSTEM

E) DIRECTORY AND FILE

F) DOS COMMANDS: a). Internal Commands in DOS

b). External Commands in DOS

### **2). MICROSOFT-OFFICE (M.S.OFFICE)**

A) COMMON OFFICE ELEMENTS

B) HISTORY OF MICROSOFT OFFICE VERSIONS 1995 TO 2011

C) WINDOWS –BASICS

D) MAIN ICONS IN WINDOWS THEI R USES

E) FILE MANGEMENT UNDER WINDOWS

F) ACCESSORIES IN WINDOWS

## **Learning Outcomes**

1. The students' asses the main functions of operating system and types of operating system
2. The students will understand the working process of M.S. Office.

### **IV. 1). MICRO-SOFT-WORD (M.S.WORD)**

A) WORD PROCESING- FEATURES

B) INTRODUCTION TO M.S.WORD

C) CREATING A DOCUMENT IN M.S. WORD

D) WORKING WITH TABLES AND COLUMNS



## **2). MICRO-SOFT-EXCEL (M.S.EXCEL)**

- A) THE EXCEL SHEET –ENTERING NUMBERS IN THE SHEET
- B) FORMULAE IN EXCEL
- C) FUNCTIONS IN EXCEL
- D) CHARTS AND GRAPHS IN M.S.EXCEL

### **Learning Outcomes**

1. The students understand the Micro soft word, working tables, columns
2. The students familiarized with the M.S.EXCEL

## **V. 1). POWER POINT**

- A) HOW TO CREATE SLIDES IN POWER POINT
- B) CREATING SLIDES THROUGH BLANK PRESENTATION
- C) PREPARING FOR SLIDE SHOW

## **2). MODERN COMMUNICATION**

- A) MULTIMEDIA DEVICES
- B) NETWORK- TYPES AND TOPOLOGIES
- C) INTER NET
- D) WORLD WIDE WEB (WWW)
- E) ELECTRONIC MAIL (E-MAIL)

### **Learning Outcomes**

1. The students are familiarized with the use of PowerPoint presentations
2. The students are enabled to know the modern-day communication which involves Technology.

### **References Books:**

- |                      |                              |
|----------------------|------------------------------|
| 1. DR. K.KIRAN KUMAR | : FUNDAMENTS OF COMPUTER.    |
| 2. PROF .J.L.NEOGY   | : RAPIDEX COMPUTER COURSE.   |
| 3. A.V. REDDY        | : COMPUTER FUNDAMENTALS.     |
| 4. AMIT GUPTA        | : PUSTAK MAHAL               |
| 5. V.K.JAIN          | : COMPUTER FOR BEGINNERS     |
| 6. V.K. JAIN         | : BASIC COMPUTER PROGRAMMING |
| 7. JAYANT NEOGY      | : INTERNET AND e-MAIL        |

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**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

**M.A. POLITICAL SCIENCE FIRST SEMESTER**

**Paper –V (Soft Core): WOMEN AND INDIAN POLITICAL PROCESS**

**(w.e.f. 2015-2016 admitted batch)**

## **Objectives**

1. To study theoretical perspectives of feminism.
2. To know about status women in this society.
3. To learn about women and political process in India.
4. To review of role of women in various movements.

### **Unit-I: Introduction:**

1. Women's Studies: Evolution, Nature, Scope and significance
2. Women's Studies and Political Science: Interrelationship.

### **Outcomes**

Students knew about evolution of women studies.

They knew also interrelationship between women's studies and political science.

### **Unit- II: Theoretical Perspectives.**

1. Individualist Feminism
2. Socialist Feminism
3. Radical Feminism

### **Outcomes**

Students make sure about perspectives of feminism.

Learnt about types of feminism.

### **Unit- III: Status of Women and Determinants**

1. Status of Women: Low Sex Ratio; Gender Development Index; Gender Empowerment Measurement.
2. Socio – Economic Determinants of Women's Status
3. Political Determinants: Constitution and Laws; Plans and Policies; Programmes and Administrative institutions

### **Outcomes**

Students knew about status of women in this society.

They knew about Socio – Economic Determinants of Women’s Status

#### **Unit- IV: Women and Political Process**

1. Women and Political Parties, Organizations and Leadership
2. Women in electoral process: Voting behaviour; problems in representation
3. Reservation in Local self govt.; the reservation debate.

#### **Outcomes**

Students learnt about women and political process in India.

They knew role of women in political parties.

#### **Unit- V: Women’s Movement:**

1. Women’s Role in Social Reform and Nationalist Movements
2. Episodes and Issues in Women’s Movement in Independent India.
3. International Women’s Movement: ILO and UNO on women’s issues;  
Beijing Declaration and Platform of Action,

#### **Outcomes**

Students knew about role of women in various movements.

Knew about Beijing Declaration.

#### **Texts:**

1. [Charvet, John](#), Feminism (Modern Ideologies) J.M. Dent & Sons Limited, London, 1982
2. [Neera Desai](#), [Usha Thakkar](#) Women In Indian Society [National Book Trust](#)
3. Vicky Randall “Women and Politics: An International Perspective” 1987 Palgrave Macmillan

#### **References:**

1. GOI, Ministry of social welfare, “*Towards equality: Report of the National Committee on the Status of Women in India*” 1974

2. [Geraldine Forbes](#), [Geraldine Hancock Forbes](#), “*Women in Modern India*” CUP., 1999
3. Human Development In South Asia, 2000, *The Gender Question*, The Mahbub ul Haq Human Development Centre, Oxford University Press, 2000.
4. Human Development Reports.
5. The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990, Zubaan, 1997
6. Relevant issues of In. J. Of Gender Studies, Economic and Political Weekly, Manushi, The Hindu and daily newspapers.

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**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**(SYLLABUS (CBCS MODEL))**

**M.A. POLITICAL SCIENCE FIRST SEMESTER**

**PAPER- VI (Soft Core) : SELECT POLITICAL TEXTS (HOBBS, LOCKE AND ROUSSEAU)**

(With effect from 2015-2016 admitted batch)

**Objectives:**

1. To introduce the students to the origin, background and importance of Western political thought in detailed manner
2. To bring out the Ideas what Introduced and developed by Western political thinkers or philosophers in different aspects to the students it is very useful
3. To study different philosophers'opinions, ideologies,concepts,doctrine with its implications and interpretations from from ancient Greek period to modern days how far they useful to learners
4. To give the students a profound understanding of western philosophy from ancient times,medieval times,modern times

The Course covered is as follows;

1. Leviathan-Hobbes, Part-I and II
2. Second Treatise on Civil Government- Locke, Chapters I to IX
3. Social Contract- Rousseau,J.J, Book-1: Chapters I to IX; Book-2: Chapters I to X  
Book-3: Chapters I to XV; Book-4: Chapters I to XIII

The following is the unit wise breakup:

#### **I THOMAS HOBBS: LEVIATHAN**

- a) Historical and Biographical background
- b) Characters and Method of His Philosophy
- c) The State of Nature
- d) Natural Law and Natural Rights
- e) Nature of the Social Contract

##### **Learning outcomes**

1. It is very important to the students to know the complete Ideas over the Western ideologies like liberalism,democracy,capitalism,utilitarianism,and other social contract theories at large
2. The students will have a clear and thorough understanding of thoughts of the different periods and or ages

#### **II. a) Rights of the Sovereign**

- b) The Liberty of the Individual
- c) Right to Rebel
- d) Monarchy as the best form of Government
- e) General Assessment

##### **Learning outcomes**

1. The learners will have a complete understanding on concepts of liberty and sovereign
2. Democracy weather the benefits reaching or not otherwise how to fight for their rights and requirements.

#### **III JOHN LOCKE: SECOND TREATISE**

- a) Historical and Biographical background
- b) Relation to Locke to Contemporary Theory and Practice
- c) The State of Nature
- d) Nature of Law
- e) Natural Rights
- f) Right to Property

**Learning outcomes**

- 1. The students learn about natural rights and natural law and relation to contemporary theories
- 2. The students should learn historical and biographical background of concept of John Locke

**IV. a) Nature of the Social Contract**

- b) Right of Revolution
- c) General Evaluation
- d) Locke's place in the History of Political Science
- e) Locke as the Father of Political Liberalism
- f) Comparison with Hobbes and Rousseau's Social Contract

**Learning outcomes**

- 1. To bring out the ideas introduced and developed western political thinkers or philosophers in different aspects to the students. It is very useful
- 2. It is very important to the students to know the complete ideas over the western ideologies like right to revolution, Locke political liberalism, capitalism and social contract theories at large.

**V. ROUSSEAU: SOCIAL CONTRACT**

- a) Source and Method of His Philosophy
- b) Nature and Society
- c) The Social Contract
- d) The General Will
- e) Forms of Government
- f) General Assessment and Evaluation

**Learning outcomes**

- 1. It is very important to the students to know the complete ideas over the western ideologies like right to revolution, Locke political liberalism, capitalism and social contract theories at large
- 2. The learners are able to know the world classes ideas, concepts how they are applicable are suitable to the present day condition from its inception or any other Biligations in implementing process.

**TEXT BOOKS:**

Leviathan-Hobbes-Edited by Macpherson (Penguin Books, England, 1968)  
Social Contract- Edited by Ernest Barker (Oxford University Press, London)  
Hall, J.C., Rousseau(1971), Introduction to His Political Philosophy, Macmillan

**REFERENCE BOOKS:**

Brian R. Nelson, (2004) Western Political Thought, Pearson, Delhi  
Dunn, John,(1969) The Political Thought of John Locke, Cambridge University Press,  
Cambridge  
G.H. Sabine: History of Political Theory, Chapters on Hobbes, Locke and Rousseau.  
Strauss, Leo and Joseph Cropsey,(1968) History of Political Philosophy, Rand McNally

**ANDHRA UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

**M.A. POLITICAL SCIENCE FIRST SEMESTER**

**PAPER- VII(Soft Core) : FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES  
OF STATE POLICY**

(W. e. F. 2015-2016)

**Objectives**

1. To make the students understand the nature, classification and importance of Fundamental Rights



2. To familiarize the students with different types of rights that are guaranteed through Indian Constitution.
3. To make the students to understand ten fundamental Duties that are incorporated in the Indian constitution through 42<sup>nd</sup> Amendment
4. To familiarize the students with the position and powers of the judiciary and Concept and Models of Judicial review.
5. To enable the students to understand about protection and safeguards in the society.

## **I.THE CONCEPT OF RIGHTS**

1. Classification
2. Importance of Rights
3. Evolution of Ideas of Fundamental Rights and Directive Principles in India
4. On Directive Principles
5. Nature and Scope of Fundamental Rights in India

### **Learning Outcomes**

1. The students are familiarized with the Ideas of Fundamental Rights and Directive Principles in India
2. The students will understand the nature and scope of Fundamental Rights in India.

## **II. RIGHTS UNDER LIBERTY (Articles 19-24)**

1. The '7 Freedoms'
2. Personal Liberty
3. Right versus Exploitation
4. Clash with other Rights
5. Clash with Directive Principles
6. Distinction between 'Procedure Established by Law' and 'Due Process of Law'

### **Learning Outcomes**

1. The students will understand the 7 types of freedoms and class with the other rights.
2. The students are enabled to know about the Due Process of Law in India.

## **III. EQUALITY (Articles 14-18 and 38-47)**

1. Right to Equality- Legal and Social
2. “Equality before Law” and “Equal protection of the Laws”
3. Provision under the Directive Principles
4. Right to Property (Articles 19f and 31)
5. Reforms and Problems- Clash between Rights and Directive Principles and among Right to Liberty, Property and Equality
6. 44<sup>th</sup> Amendment

### **Learning Outcomes**

1. The students will be able to know the ten fundamental duties to apply in their day-to-day life.
2. The students are enabled to know about their rights on property which is provided by the Constitution of India.

### **IV. RIGHTS RELATED TO RELIGION AND MISCELLANEOUS DIRECTIVE PRINCIPLES (Articles 25-30, 44, 48)**

1. Right to Freedom of Religion
2. Cultural and Educational Rights; Minority Institutions
3. Directive Principles- Common Civil Code
4. Directive Principles- Articles 40, 48, 51 etc.

### **Learning Outcomes**

1. The students will understand the right to freedom of Religion
2. The students enabled to know about the Directive Principal and Common Civil Code.

### **V. PROTECTION AND SAFEGUARDS (Articles 32, 226, 13 and 50)**

1. Position and Powers of the Judiciary
2. Right to Constitutional remedies
3. Judicial Review- Concept and Models
4. Nature, Scope and Limitations of Judicial Review in India
5. Public Interest Litigation (PIL); Role of the Judiciary
6. Other safeguards

### **Learning Outcomes**

1. The students understand the Judiciary system in India and models of Judicial reviews.

2. The students will be able to know about the Constitutional remedies and other safeguards of the human rights.

**Books Prescribed:**

1. Granville Austin : Indian Constitution : The Cornerstone of A Nation
2. D.N. Benrjee : Fundamental Rights
3. K.C. Markandam : Directive Principles in the Indian Constitution
4. S.N. Ray : Judicial Review of Fundamental Rights
5. K.P.K Shetty : Economic Justice in India

**FOR FURTHER READINGS**

1. P.V. Gajendragadkar : The Indian Parliament and Fundamental Rights
2. U.N. Gupta : Liberty in India
3. P.B. Mukharjee : Constitutional Law of India
5. H.M. Seervai : Constitutional Law of India

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**SYLLABUS (CBCS MODEL)**

**M.A. POLITICAL SCIENCE FIRST SEMESTER**

**PAPER VIII(Open Elective): Indian Nationalist Movement and Constitutional Development**

(With effect from 2015-2016 admitted batch)

**Objectives**

1. To make the students understand the socio-economic and political system of pre-colonial India and impact of colonialism in Indian society.
2. To familiarize the students with different phases of Nationalist movements and influence of Nationalist movements on British rule.
3. To make the students understand the Spread of Nationalism into mass movement in Gandhian Period

4. To make the students understand the backdrop of constituent assembly.
5. To enable the students to know about various strands in the Nationalist movement.

#### **I. The Background:**

- a) Socio-economic and political system of Pre-colonial India.
- b) European Advent; East India Company and the British Empire (1757-1857)
- c) Renaissance; social and religious reform movement; National Awakening.
- d) Impact of colonialism.

#### **Learning Outcomes**

1. The students know the various socio-economic and political system of before British period.
2. The students are enabled to know about the Social and Religious reforms movement.

#### **II. Anti - colonialism and Rise of Nationalism**

- a) The South Indian Rebellion-1800-1801; Sepoy Mutiny-1857; Queen Victoria proclamation-1858.
- b) Organised Nationalist movement: Early phase: Indian National Congress - Moderates - ideas and strategies.
- c) Militant phase: Extremists - ideas and strategies; Revolutionaries; The Muslim league - ideas and strategies;
- d) The Indian Council Acts of 1861, 1892, 1909 and Government of India Act 1919.

#### **Learning Outcomes**

1. The students understand the different phases of Nationalist movements and influence of National movements on British rule.
2. The students will understand the British Acts in India.

#### **III. Spread of Nationalism into mass movement**

- a) Gandhi: ideas and strategies.

- b) khilafat and non-cooperation movement.
- c) Mobilisation of farmers and working classes.
- d) Mobilization of women; Mobilization of Depressed sections.

### **Learning Outcomes**

1. The students are familiarized with Nationalism and mass movements in Gandhian period.
2. The students are enabled to know about the role of farmers and working classes in India's freedom movement.

#### **IV) Nationalist movement and Constitutional Development.**

- a) Nehru Report; 14 points formula; Simon commission Report
- b) Civil Disobedience Movement.
- c) Round Table Conferences; Communal Award; Poona pact.
- d) 1935 Act.

### **Learning Outcomes**

1. The students come to know about the Nehru's 14 points formula
2. The students will understand the Round table conferences

#### **V) Towards Independence**

- a) Azad Hind Fauz; Quit India; RIN Revolts.
- b) Cripps proposals; Cabinet mission scheme; Mountbatten Plan.
- c) Partition and independence.
- d) Various Strands in the Nationalist Movement.

### **Learning Outcomes**

1. The students are familiarized with various stages of National movement.

2. The students are enabled to know about the Indian's Partition and Independence Act. Made by British Parliament.

### **Texts**

1. Bipan Chandra, Amales Tripathi and Barun De, Eds. (2004). *Freedom Struggle*, New Delhi, NBT of India.
2. L.P. Sharma, ed.( 2000). *Indian National Movement and Constitutional Development*, Agra, Lakshmi Narain Agarwal
3. M.V.Pylee. (1972). *Constitutional History of India*, London, Asia Publishing House.

### **REFERENCES**

1. Bandopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New
2. Bipin, Chandra. (1989). *India's Struggle for Independence*, New Delhi, Penguin Books. Delhi: Orient Longman,
3. S.R. Mehrotra, ed. (1979). *Towards India's Freedom and Partition*, New Delhi, Vikas Publishing House
4. Sumit Sarkar,( 2000) [\*Modern India, 1885-1947\*](#), Macmillan Publishers India.

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## **ANDHRA UNIVERSITY**

### **DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

#### **SYLLABUS (CBCS MODEL)**

#### **M.A.POLITICAL SCIENCE, SECOND SEMESTER**

#### **Paper-I (Hard Core): COMPARATIVE POLITICS**

(With effect from 2015-2016 admitted batch)

### **Objectives:**

1. To understand the nature and scope of Comparative politics
2. To familiarize the students about Parliamentary and presidential forms Governments
3. To understand the Indian party system and pressure groups in India Politics
4. To enable the students to understand Political secularisation and Political Modernization
5. To understand the political approaches of Gabriel Almond and G.S. Powell

### **I. Introduction:**

1. Meaning, Nature, and Scope of Comparative Politics;
2. Growth of the study of Comparative Politics
3. New Approaches to the Study – Systems Analysis; Structural - Functionalism

### **Learning Outcomes**

1. The students are understand the nature and scope of comparative politics
2. The students are familiarized new political approaches-system analysis

### **II. Political Institutions:**

1. Constitutionalism and Classification of Governments
2. Unitary and Federal
3. Parliamentary and Presidential forms
4. Unicameral-Bicameral legislature; Judiciary

### **Learning Outcomes**

1. The students are familiarized to understand the parliamentary and presidential forms of Governments
2. The students are enabled to know about the Unicameral and Bicameral legislature system in India

### **III. Political Parties, Pressure Groups and Political Participation:**

1. Party-system: Nature, Determinants and Functions
2. Pressure Groups.
3. Political Participation
4. Representation

### **Learning Outcomes**

1. The students understand the how political parties influence Indian Democracy and role of Pressure groups in Indian Democracy.
2. The comes to know about the political participation and their representation in Indian Democracy.

### **IV. Political Process.**

1. Political Socialization;
2. Political Modernization
3. Political Culture
4. Political Secularisation

## Learning Outcomes

1. Students will understand political secularism and political modernization.
2. The students are enabled to know about the concept of political secularism and political culture.

### ***V. Political Development:***

1. Approaches of Gabriel Almond and G.S. Powell
2. Development Syndrome of Lucian Pye
3. Huntington's concept of 'Political Decay'
4. Marxian Model

## Learning Outcomes

1. The students are enabled to know about the political approaches of Gabriel Almond and G.S. Powell
2. The students will understand the Huntington's concept of Political Decay

### **Books recommended:**

- |                                     |   |   |
|-------------------------------------|---|---|
| 1. G.A. Almond and J.S. Coloman     | : | Politics of Developing Areas              |
| 2. G.A. Almond and G.B. Powell      | : | Comparative Politics today                |
| 3. L.W. Pye                         | : | Aspects of Political Development          |
| 4. M.A. Quartis                     | : | Comparative Government and Politics       |
| 5. H. Exkstein and D.E. Apter (ed.) | : | Comparative Politics – A Reader           |
| 6. S.R. Maheswari                   | : | Comparative Government and Politics       |
| 7. Peter H. Merkel                  | : | Modern Comparative Politics               |
| 8. Almond and Powell                | : | Comparative Politics today – A World View |



**ANDHRA UNIVERSITY**  
**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**  
**SYLLABUS (CBCS MODEL)**  
**M.A.POLITICAL SCIENCE, SECOND SEMESTER**

**Paper-II(Hard Core): State Governments and politics: Focus on Andhra Pradesh.**

(With effect from 2015-2016 admitted batch)

**Objectives**

1. To make the students understand the nature, scope and significance of state government and politics.
2. To understand the students to reasons behind the formation of Andhra and Andhra Pradesh.
3. To familiarize the students with Rural and Urban local self-Governments
4. To make the students understand with role political parties and pressure groups in India Political System.

5. To enable the students to understand with socio political movements and socioeconomic aspects of A.P. Politics

### **Unit-I**

1. Study of state government and politics: nature, scope and significance.
2. States Reorganisation in India - states in the Constitutional Scheme
3. Union-state relations; Federal Related issues.

### **Learning Outcomes**

1. The students will understand the nature, scope and significance of State Government and Politics
2. The students are familiarized with the States reorganization commission and the states in the constitutional scheme.

### **Unit-II**

1. Emergence of Andhra; Formation of A.P.
2. Telengana and Andhra separatist movements.
3. Bifurcation; Andhra Pradesh Reorganisation Act, 2014.

### **Learning Outcomes**

1. The students are enabled to understand reasons behind the formation of Andhra and Andhra Pradesh
2. The students will understand the Telangana leaders role behind the Telangana and Andhra separatist movements.

### **Unit-III**

1. A.P. Government: Governor; Chief Minister; Cabinet;
2. Legislature; Speaker; Judiciary;
3. Rural and Urban Local Self Governments

### **Learning Outcomes**

1. The students are familiarized with Rural and Urban Local Self-Government.
2. The students will understand the Role of Chief minister and Cabinet in Administration.

### **Unit-IV**

1. Political Parties and Pressure Groups.
2. Trends and patterns in electoral politics.

### **Learning Outcomes**

1. The students are familiarized to understand political parties and pressure groups in Indian Politics
2. The students will come to know about the Trends and patterns in electoral politics.

### **Unit-V**

1. Socio political movements: Social Reform; Naxalite and Anti arrack movements.
2. Socioeconomic aspects of A.P. politics: caste, class, Religion & region;
3. Comparisons with Kerala and Tamil Nadu on GDP, HDI and Party System.

### **Learning Outcomes**

1. The students are enabled to understand reasons behind the socio-political movements and socioeconomic aspects of A.P. Politics
2. The students are familiarized the role of women in Anti arrack movement in A.P.

### **Texts:**

- 1) A.PrasannaKumar (94) *Andhra Pradesh government and politics*, Sterling Publishers.
- 2) Fadia, Babulal, 1984. *State Politics In India, Vols. I & II*, Radiant Publishers.
- 3) Narisetti, Innaiah, 2002. *A Century of Politics in Andhra Pradesh*, Hyderabad: Rationalist Voice Publications,
- 4) Rao, M.G. and Singh, N. (2005) 'A Historical Review of Indian Federalism', in The Political Economy of Federalism in India. New Delhi: Oxford University Press

### **References:**

- 1) ParthaChatterjee ,1997. *State and politics in India*, Oxford University Press.
- 2) **Ashutosh Kumar** (Ed)2012. *Rethinking State Politics in India: Regions Within Regions*, Routledge.
- 3) M.Reddy and B.A.V.Sarma, *State Government and politics in Andhra Pradesh*.
- 4) Bernstorff, Dagmar and Hugh Gray, 1998. *Kingmakers: Politicians and Politics in Andhra Pradesh*, New Delhi: Har-Anand Publications.
- 5) World Bank, 1997. *Andhra Pradesh: Agenda For Economic Reforms*.
- 6) HasanZoya,2000. *Politics and the State in India*, New Delhi: Sage
- 7) Krishna Rao, Y.V. and S. Subramanyam, 2002 *Development of Andhra Pradesh: 1956-2001, A Study of Regional Disparities*, Hyderabad: N.R.R. Research Centre.
- 8) C.H.HanumanthaRao and S. MahendraDev,(2003) *Andhra Pradesh Development*
- 9) Andhra Pradesh Darsini

- 10) *Vision 2020: Swarnandhra Pradesh, Draft Vision 2020 Document*, Hyderabad: Government of Andhra Pradesh, 1999
- 11) Hussain, Majid (ed.,)1994.*Encyclopaedia of India, Vol. 27, Andhra Pradesh*, New Delhi: Rima Publishing House,
- 12) B N Srikrishna Commission [CCSAP \(Justice \(Retd.\) B N Srikrishna\) Report](#)
- 13) Newspapers: The Hindu, Eenadu, Prajasakti&Sakshi; Analysis and Andhra Pradesh

## **ANDHRA UNIVERSITY**

### **DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

#### **SYLLABUS (CBCS MODEL)**

#### **M.A.POLITICAL SCIENCE, SECOND SEMESTER**

#### **PAPER- III (Hard Core): INDIA'S FOREIGN RELATIONS**

(With effect from 2015-2016 admitted batch)

#### **Objectives**

1. To study our country relation with neighbourhood countries.
2. To study historical perspectives of neighbourhood countries.
3. To observe relation with United States of America.
4. To read about India relation with China.

#### **I AFGHANISTAN AND PAKISTAN**

- Afghanistan – historical and cultural links; during cold-war overview of relations

- Post-cold war issues - (a) geo- strategic importance (b) India's role in the reconstruction of Afghanistan (c) bilateral trade (d) the Pakistan issue – India's strategic concern
- Pakistan – historical and cultural links, contentious issues - (a) Kashmir conflict (b) wars of 1965, 1971, 1999
- Siachen glacier, water dispute (c) bilateral trade (d) CBMs (e) the China issue – India's strategic concern.

## **Outcomes**

Studied our country relation with neighbourhood countries.

Studied historical perspectives of neighbourhood countries.

They knew about Indo-Pak relations.

## **II BHUTAN AND NEPAL**

- Bhutan - historical and cultural links; Treat of 1949
- Areas of cooperation; economic and trade relations; the China issue – India's strategic concern
- Nepal - historical and cultural links; geo- strategic importance; Treaty of 1950
- India's role in Nepal's democracy movement; border dispute, water sharing dispute; bilateral trade, the China issue – India's strategic concern

## **Outcomes**

Studied about Bhutan - historical and cultural links.

Knew about relation between Indo-Nepal relations.

## **III BANGLADESH AND SRILANKA**

- Bangladesh – historical and cultural links; liberation war of 1971
- Border dispute; water sharing dispute; illegal immigrants; cross-border terrorism; CBMs; bilateral trade ; the China issue – India's strategic concern
- Sri Lanka – historical and cultural links; India's role in Sri Lanka's civil war
- Fishing dispute; bilateral trade; the China issue – India's strategic concern

## **Outcomes**

Knew about Indo-Srilanka relations.  
Learnt about Indo-Bangladesh.

#### **IV RUSSIA AND China**

- Soviet Union and India an overview; Gorbachev period
- Disintegration of USSR its impact on political, economic, defence relations
- China – geographical proximity overview; Tibet issue, 1962 war
- Arunachal Pradesh dispute; impact of Pak-China relations; China, India and Indian Ocean; CBMs

#### **Outcomes**

Students read about India relation with china.

Studied about Indo-USSR relations.

#### **V UNITED STATES OF AMERICA AND BRAZIL**

- USA – geostrategic importance of South Asia for US foreign policy; relations during cold war
- Post-cold war- India's New Economic Policy; changes in US-PAK relations; fight against terrorism; nuclear cooperation, role of diaspora
- Brazil – historical and cultural links;
- Evolving partnership between India and Brazil

#### **Outcomes**

Observed relation with United States of America.

Knew Evolving partnership between India and Brazil.

#### **Suggested Readings:**

Raja Mohan,C. Crossing the Rubicon: The Shaping of India's New Foreign Policy, Vikas Publishers 2003

Dixit J.N., India's Foreign Policy 1947-2003, Picus Books, 2003

V.P.Dutt: India's Foreign Policy in a Changing World, Vikas Publishing House Pvt. Ltd.2009

Further Readings:

Cohen, Stephen P., India: Emerging Power, Brookings Institution Press, 2001

Kapur S. and SumitGanguly, The Transformation of US – India Relations; An Explanation for the Rapprochement and Prospects for the Future, Asian Survey (4), 2007

S.D.Muni, Pangs of Proximity: India's and Sri Lanka's Ethnic Crisis, Sage Publications 1993

RumelDahiya and Ashok K. Behuria, India's Neighbourhood: Challenges in the next Two Decades, Pentagon Security International,2012

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**ANDHRA UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

**M.A.POLITICAL SCIENCE, SECOND SEMESTER,**

**PAPER- IV (Soft Core): ENVIRONMENTAL POLITICS.**

**(With effect from admitted batch of 2015 – 2016).**

**Objectives.**

1. To study the concepts of environment.
2. To learn why should we protect our wild life.
3. To review peoples movements for environmental protection.
4. To know impact of technology on environment.

**Unit I: The concept of Environment:**

- a) Man and Environment
- b) Population and Environment
- c) Health and Environment

- d) Need to conserve and protect environment.

### **Out comes**

Studied the concepts of environment.

Learnt about pollution impact on health.

### **Unit II: Development and Environment:**

- a) Industrialization and Pollution
- b) Infrastructure Projects, Environment
- c) Agriculture and Sustainable Development
- d) Degradation and Development

### **Out comes**

Knew about Industrialization is the causes of Pollution.

Studied Infrastructure Projects impact on environment.

### **Unit III: Environmental Management:**

- a) Article 51 A (h) – Environmental protection
- b) Laws on environment 1966 Law.
- c) Coastal Zone Rules
- d) Wild Life Protection

### **Out comes**

Reviewed people's movements for environmental protection.

Learnt why we should protect our wild life.

### **Unit IV: Technology and Environment:**

- a) Bio-Technology – Problems and Prospects
- b) Bio-Technology – Ethics
- c) Technological Innovations – Environment
- d) International Conference on Technology – KyotoProtocol

### **Out comes**

Knew about impact of technology on environment.



Read about Bio-Technology – Problems and Prospects

### **Unit V: Peoples' Movements and Environment:**

- a) Chipko Movement
- b) Narmada Bachavo Movement
- c) Green peace International Movement
- d) Role of Political Parties and NGO's in Environmental Movements.

### **Out comes**

Studied about Chipko Movement.

Learnt Green peace International Movement

Knew about Role of Political Parties and NGO's in Environmental Movements.

### **Text Books**

- 1) Rangrajan, M. (ed.) Environmental Issues in India: A Reader, PearsonLongman Delhi 2007
- 2) **ArvindKumar**(2004) A Text Book Of Environmental Science, APH Publishing
- 3) Anil Agarwal, SrabaniSen, SunitaNarain(1999)*Fifth Citizens' Report [SOE-5] - 2 Volume Series*, Centre for Science and Environment

### **References**

- 4) L. [Hunter Lovins](#) ,[Boyd Cohen](#) 2011 *Climate Capitalism: Capitalism in the Age of Climate Change* Hill and Wang
- 4) Sumi Krishna. *Environmental Politics: People's Lives and Development Choices*. New Delhi: Sage Publications, 1996
- 5) [Vandana Shiva and Ingunn Moser \(ed\)](#)*Biopolitics: A Feminist and Ecological Reader on Biotechnology*1995
- 6) Shiva, Vandana 1994, *Biodiversity Conservation: Whose Resource? Whose Knowledge?* INTACH, New Delhi
- 8) RenuKhator, *Environment, development, and politics in India* Lanham, Md. : University Pressof America, ©1991
- 9)[Shreekant Gupta](#), [John Adams](#), *Environmental policy in India : the political economy of socialchoices*, Cheltenham : Edward Elgar, 2003.
- 8) Guha, Ramachandra, 2000, *Environmentalism: A Global History*, O U P, New York

- 9) Pawar S N, Patil R B and Salunke , S. A. 2005, *Environmental Movements in India*, Rawat Publications, New Delhi
- 10) **Anil Agarwal, Sunita Narain and Anju Sharma (1999):** [Green Politics: State of Global Environmental Negotiations](#), Centre for Science and Environment, New Delhi.
- 11) Beder, Sharon (2006). [Environmental Principles and Policies: An Interdisciplinary Approach](#), UNSW Press, Sydney and Earthscan, London, 2006
- 12) [Al Gore \(2006\) An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It](#), Rodale Press
- 13) [Erik Assadourian 2010 State of the World 2010: Transforming Cultures: From Consumerism to Sustainability](#)
- 14) Madhav Gadgil and Ramachandra Guha, 2013. *This Fissured Land: An Ecological History of India* [Oxford University Press](#)
- 15) [Henry David Thoreau](#) 1854, *Walden; or, Life in the Woods*. [Ticknor and Fields](#): Boston
- 16) Rosenbaum, Walter W. 1991. *Environmental Politics and Policy*, New Delhi, Affiliated East West Press.
- 17) Sheth, Pravin. *Environmentalism Politics, Ecology & Development* Rawat Publications, Jaipur & Delhi-1997.

## **ANDHRA UNIVERSITY**

### **DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

#### **SYLLABUS (CBCS MODEL)**

#### **M.A.POLITICAL SCIENCE, SECOND SEMESTER**

#### **PAPER- V (Soft Core) : LOCAL GOVERNMENT IN INDIA**

**(w.e.f admitted batch of 2015 – 2016)**

#### **Objectives:**

1. To study about history of local government, ancient mediaeval and British Period
2. To know about Constitution Amendment act and articles.
3. To Study the concepts of Local bodies
4. To Learn types of Local government, Electoral process power and functions of local bodies.
5. The students improve Knowledge about Local government

#### **I. Local Self Government**

1. Local Self Government and Democracy, Decentralisation and Development
2. History of local Government in India: Ancient, medieval & British periods.
3. Post-Independence Developments: Balwant Roy Mehtha, Ashok Mehtha and other committees; Zakaria committee

4. 73rd Constitutional amendment; 74th Constitutional amendment.

**Learning outcomes**

1. To study about history of local government, ancient mediaeval and British Period
2. To know about Constitution Amendment act and articles

**II. Local Governments**

1. Structure, Powers & Functions of Gram Panchayat; and of Mandal Parishad
2. Zilla Parishad: structure, powers & Functions
3. Structure, Powers & Functions of Municipal Corporation; Municipality; & Other Urban local Governments
4. Concept of Smart City

**Learning outcomes**

1. The students will have a clear and thorough understanding of the evaluation of local government in India
2. The students will be to understand the nature, types of government power and functions of local bodies

**III. Local Government & Development**

1. Rural Problems in India
2. Rural Development Programmes
3. Urban Problems in India
4. Urban Development Programmes

**Learning outcomes**

1. The should have a clear and thorough understanding on the evaluation in local government
2. The students should know development Programmes and problems in local governments

**IV. Issues in local Self Government in India**

- (1) Centre, State and Local relations
- (2) Financial issues;
- (3) Administrative Issues;
- (4) Peoples' Participation; Access and Accountability.

**Learning outcomes**

1. Studying the state and local relations they are very important to the learners to attempt the state level and local level examinations particularly service commission examinations.
2. The students understand the financial issues and administrative issues in local self-government in India.

## V. Challenges to Indian local Government

- (1) Political Parties and Pressure Groups
- (2) Leadership at the grassroots level.
- (3) Weaker Sections and Local Government.
- (4) Future of local self-Government

### Learning outcomes

1. The students will understand about the political parties and pressure groups in grassroots level
2. The students will understand the problems of weaker sections and think about the future of the local self-Government.

### Text Books

- 1) [Pradeep Sachdeva](#), 2011. *Local Government in India* Pearson Education India.,
- 2) **S. Rajneesh S.L. Goel**, 2009. *Panchayati Raj in India : Theory & Practice*, Deep and Deep Publications,
- 3) S.R. Maheshwari. 2014. *Local Government in India*, [Lakshmi Narain Agarwal](#)

### REFERENCES

- 4) Bas, Denters and Lawrence E. Rose. ed. 2005. *Comparing Local Governance: Trends and Developments*, Hampshire, Macmillan Press.
- 5) Sweta Mishra. 1994. *Democratic Decentralization in India*, New Delhi, Mittal.
- 6) Asha Kaushik, ed., 1994. *Democratic Concerns in India's Experiences*, Jaipur, Aalekh.
- 7) Jayal, N.G. Prakash, A. and Sharma, P. (eds.) *Local Governance in India: Decentralization and Beyond*. New Delhi: Oxford University Press, 2006.
- 8) Singh, U.B., 2000. *Functioning Local Government in South India*, Gyan Publishers, New Delhi.
- 9) Sivaramakrishnan K.C. (Ed.), 2006. *People's Participation in Urban Governance*, Concept Publishers, New Delhi.
- 9) Girish Kumar, *Local democracy in India: interpreting decentralization*, New Delhi: Sage, 2006. 327p
- 10) Chaubey, P.K. 2004. *Urban local bodies in India: governance with self reliance*, New Delhi: Indian Institute of Public Administration.
- 11) George Mathew, 2000. *Panchayati Raj in India - An overview status of Panchayati Raj in India*

12) Singh, U.B. (2009), *Decentralized Democratic Governance in New Millennium*, Concept Publishing Company

13) Balwant Ray Mehta Committee Report; Ashok Mehtha Committee Report; 73rd and 74th Constitutional amendment acts.

## **ANDHRA UNIVERSITY**

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#### **SYLLABUS (CBCS MODEL)**

#### **M.A. POLITICAL SCIENCE: II SEMESTER**

##### **Paper – VI (Soft Core): SELECT POLITICAL TEXTS (MARX, ENGELS, LENIN) (w.e.f admitted batch of 2015 – 2016)**

1. To make the students understand the historical materialism
2. To enable the students to understand the origin of the family
3. To familiarize the students with State as the conditions of class rule.
4. To make the students understand State in Capitalist Society
5. To understand the socio-economic transformation of the state.

#### **I. MARXIAN METHOD:**

1. Dialectical Materialism:
  - a. Matter and its Forms of Existence
  - b. Consciousness
  - c. Laws and Categories of Materialistic Dialectics.
2. Historical Materialism:
  - a. Existence and Consciousness
  - b. Material Production as Basis of Social Evolution
  - c. Socio-Economic Formation

#### **Learning Objectives:**

1. The students will understand the Dialectical Materialism
2. The students are enabled to understand the Historical Materialism

## **II. EXCERPTS FROM THE FOLLOWING TEXTS:**

1. F.Engels-The origin of the Family, Private property and the State. Chapter-I: Prehistoric stages of cultures; (Chapter-V):The rise of the Athenian State; (Chapter-IX): Barbarism and Civilisation.
2. K. Marx and F. Engels – Manifesto of the Communist party. (Chapter-I): Bourgeois and proletariats; (Chapter-II): Proletarians and Communists;
3. K. Marx “[The Civil War in France](#) “(Chapter-V):‘The Paris Commune’.
4. V.I. Lenin-State and Revolution: (Chapter-I): Class Society and State; (Excerpts from Chapter-II)(2): The revolution summed-up; (Chapter-III) (3) what is to replace the smashed State, and (Chapter-III) (4) Abolition of Parliamentarianism; Withering away of the state.

### **Learning Objectives:**

1. The students come to know about the origin of the family
2. The students will understand the manifesto of the Communist Party.

## **III. ORIGINS OF THE STATE:**

- 1.Inter-relation between family, property and state;
- 2.State as Condition of class rule.
- 3.Stages of History;
- 4.Classes – Class conflict and Class struggle.

### **Learning Objectives:**

1. The students are enabled to know about the inter relation between family, property and state.
2. The students will understand the class conflict and class struggle

## **IV. CLASS AND STATE:**

- 1.Class Nature of State;
- 2.State in Capitalist Society
- 3.Withering away of the State.

### Learning Objectives:

1. The students comes to know about nature of class in the state.
2. The students will understand the Capitalist society in the state.

### V. REVOLUTION:

- 1.Revolution-Socio-Economic transformation;
- 2.Replacing the smashed State machine.
- 3.Dictatorship of the proletariat
- 4.Proletariat as the Vanguard.

### Learning Objectives:

1. The students are enabled to know about the socio-economic transformation of the revolution.
2. The students comes to know about the dictatorship of the proletariat

### Text Books

1. Ralph Miliband:*The State in Capitalist Society*. Merlin Press (2009)
2. Ralph Miliband: *Marxism and Politics* (Oxford University Press, 1977).
3. [Bob Jessop](#), *The Capitalist State: Marxist Theories and Methods*, Martin Robertson · Oxford, 1982

### Reference BOOKS:

- 1) L. Kolakowski: *Main currents of Marxism, Vols. I and II*Oxford University Press (1981)
- 2) K. Marx, [The Civil War in France](#), Dodo Press (2009)
- 3) K. Marx, [The 18th Brumaire of Louis Bonaparte](#). Wildside Press LLC., 2008.
- 4) Karl Marx, “*The Class Struggles in France: 1848 to 1850*,”
- 5) Richard N. Hunt, *The Political Ideas of Marx and Engels, Volume II: Classical Marxism, 1850-1895* (Pittsburgh: University of Pittsburgh Press, 1984.
- 6) Hal Draper, *Karl Marx’s Theory of Revolution, Volume I: The State and Bureaucracy* (New York: Monthly Review Press, 1977).
- 7) Hal Draper, *Karl Marx’s Theory of Revolution, Volume I I: The Politics of Social Classes* NYU Press, 1978
- 8) Hal Draper, *Karl Marx’s Theory of Revolution, Volume I II: The Dictatorship of the Proletariat*, NYU Press, 1986.
- 9) [Bob Jessop](#), *State Theory: Putting the Capitalist State in Its Place*, Polity Press (1990)  
[Karl Marx](#), [Friedrich Engels](#), [Hal Draper](#), *Writings on the Paris Commune*, Monthly Review Press, 1971

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**ANDHRA UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

**M.A.POLITICAL SCIENCE, SECOND SEMESTER,**

**PAPER -VII (Soft Core): HUMAN RIGHTS IN INDIA.**

**(With effect from Academic year 2015 – 2016)**

**Objectives**

1. To make the students understand the Philosophical foundations of morality and state
2. To enable the students to understand difference between Fundamental rights and Directive Principles of state policy
3. To familiarize the students with Socio-Economic Political Dimensions of Human rights.
4. To understand how Human rights are implemented and safeguards of Human rights in India.
5. To enable the students to understand the reasons behind the Children, women, the old and disabled victims in India

**Unit-I : Fundamentals of Human Rights:**

- a) Philosophical Foundation of Morality and State.( Liberal, Marxist and Humanist Perspective)
- b) Constitutional Efforts made at the International and the National levels
- c) Human Rights; UNDHR and World
- d) Two Notions of Human Rights – Modern and Contemporary

**Learning Outcomes**

1. The students will understand the philosophical foundations of morality and state.
2. The students are enabled to know about the human rights of modern and contemporary nations.

**Unit- II: Classification of Rights:**

- a) Fundamental Rights (1<sup>st</sup> Generation rights)
- b) Directive Principles of State Policy ( 2<sup>nd</sup> Generation)
- c) Cultural Rights (3<sup>rd</sup> Generation Rights)



## **Learning Outcomes**

1. The students are enabled to understand the difference between Fundamental rights and Directive Principles of state policy.
2. The students will understand their cultural rights

### **Unit- III: Socio – Economic Political Dimensions of Human Rights:**

- a) Political and Legal
- b) Socio – Economic Disparities
- c) Terrorism
- d) International Politics on Human Rights

## **Learning Outcomes**

1. The students will be able to understand how human rights are implanted and safeguards of Human rights in India.
2. The students are familiarized with the Socio-Economic Disparities of India.

### **Unit- IV: Human Rights and India:**

- a) Complaints / Petitions
- b) Investigations / Commissions
- c) Human Rights Defenders – NGOs
- d) Propaganda/Awareness

## **Learning Outcomes**

1. The students are familiarized to understand with the socio-economic political dimensions of Human rights.
2. The students will the role of NGOs in India to defends to Human Rights.

### **Unit- V: Victims of Human Rights Violations:**

- a) Children, Women, the Old and Disabled
- b) Professional Victims
- c) Socially and Economically Deprived
- d) Manual Scavengers, Bonded Labour
- e) Judicial Protection and Laws

## **Learning Outcomes**

1. The students are understand the reasons behind the children, women, the old and disabled victims in India.

2. The students are enabled to know about the Judicial Protection and Laws

**Books:**

1. H.O. Agarwal : Human Rights( 3<sup>rd</sup> edition) Central Law Publications, Allahabad, 2000.
2. G.Haragopal : Political Economy of Human Rights, Emerging Dimensions, Himalaya Publishing House, New Delhi, 1977.
3. Sir Francis Uallat : An Introduction to the study of Human Rights ( Europa Publications, London,1972)
4. Tim Dunne & Nicholas J. Wheeler : Human Rights in Global Politics (Cambridge University Press, Cambridge, 1999)
5. R.V.R. ChandrasekharaRao : Human Rights for whom? A perspective on Human Rights Discourse In perspective on Indian Development.
6. UpendraBaxi : The Future of Human Rights
7. Hargopal, G and Balagopal, K. (1998) 'Civil Liberties Movement and the State in India', in Mohanty, M. Mukherji, P.N. with Tornquist, O. People's Rights. New Delhi: Sage

**ANDHRA UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

**M.A.POLITICAL SCIENCE, SECOND SEMESTER**

**PAPER-VIII:(Open Elective): SELECT CONSTITUTIONS (UK, USA, SWITZERLAND, CHINA)**

(w.e.f. admitted batch of 2015-016)

**Objectives**

6. To make the students understand the nature, scope and significance of Academic study of Constitutions
7. To enable the students to understand the Constitution of U.K.
8. To familiarize the students with Legislature, Executive and Judiciary powers of United States of American Constitution.
9. To make the students understand salient features and direct democracy in Switzerland
10. To understand Legislative, Executive and Judiciary powers in China Government

**Unit -I: Academic Study of Constitutions.**

Nature, scope and significance.

Typology of constitutions.

**Learning Outcomes**

1. The students are understand the nature, scope and significance of Academic study of Constitutions
2. The students will understand the Typology of Constitution.

**Unit -II: Constitution of U.K.:**

Salient Features; Conventions;

Legislature, Executive and Judiciary;

Party System; Local Government.

**Learning Outcomes**

1. The students are enabled to understand the powers and functions of U.K. Constitution
2. The students come to know about the salient features of U.K. Constitution.



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**SYLLABUS (CBCS MODEL)**

**M.A.POLITICAL SCIENCE, THIRD SEMESTER,**  
**PAPER I : (Hard Core) Western Political Thought**  
(With effect from 2015 - 2016 admitted batch)

**Objectives:**

1. To introduce the students to the origin, background and importance of Western political thought in detailed manner
2. To bring out the Ideas what Introduced and developed by Western political thinkers or philosophers in different aspects to the students it is very useful
3. To study different philosophers' opinions, ideologies, concepts, doctrine with its implications and interpretations from ancient Greek period to modern days how far they useful to learners
4. To give the students a profound understanding of western philosophy from ancient times, medieval times, modern times
5. To make the learners understand the essence of the Western philosophy

**Unit I Ancient period**

1. Plato
2. Aristotle

**Learning outcomes**

1. To bring out the Ideas what Introduced and developed by Western political thinkers or philosophers like plato, Aristotle in ancient periods in different aspects to the students.

**Unit II Medieval Period**

1. St. Augustine & Thomas Aquinas
2. Machiavelli

**Learning outcomes**

1. The students will have a clear and thorough understanding of thoughts of the medieval periods and or ages
2. The students should know contributions and political thought and theory of law and the concept of political thought and views and thought of the church in medieval period

**Unit III Age Of Reason**

1. Hobbes
2. Locke
3. Rousseau; Mary Wollstonecraft

## **Learning outcomes**

1. It is very important to the students to know the complete Ideas over the Western ideologies like liberalism, democracy, capitalism, utilitarianism, and other social contract theories at large

## **Unit IV Modern Period**

1. Bentham; J.S Mill
2. Hegel; Green

## **Learning outcomes**

1. To study of different philosophers' opinions, idealism, Utilitarianism with its implications and interpretations to modern days how far they useful to learners

## **Unit V Contemporary Period**

1. Marx
2. Lenin, Gramsci

## **Learning outcomes**

1. The students will learn different ' concepts like, Marx's theory, and their impact on the society
2. The students should know the concept of lenin theory of imperialism and dialectical materialism

**Books:** Brian R. Nelson (2015) Western Political Thought: From Socrates to the Age of Ideology, Waveland press

### **Additional Readings:**

1. Raymond G. Gettell : History of Political Thought, 1953 by Routledge
2. C.L. Wayper : Political Thought, English Universities Press, 1969
3. T. Pantham & K.L. Deutsch (ed) : Political Thought in Modern India
4. Dunning, William. A History of Political Theories, Allahabad, 1966.
5. Jones, W.T. Masters of Political Thought, OUP, 1975.
6. Ebenstein, William, Great Political Thinkers, IBH, Oxford
7. Sabine, G.H. A History of Political Theory. OUP, 1973.
8. Russell, Bertand, History of Western Philosophy, Simon and Schuster, New York
9. Brian R. Nelson, (2004) Western Political Thought, Pearson, Delhi.

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**SYLLABUS (CBCS MODEL)**  
**M.A.POLITICAL SCIENCE, THIRD SEMESTER,**  
**Paper – II (Hard Core) : MODERN POLITICAL ANALYSIS**  
**(SYLLABUSS) CBCS**

**Objectives**

1. To find out the difference Traditional approaches and Modern Approaches.
2. To make the students understand characteristics of Behavioralism and their limitations
3. To familiarize the classifications of political system by Aristotle, Weber and Lasswell
4. To enable the students to know about difference between power and authority
5. To make the students understand the structural and functional approach

**UNIT-I. INTRODUCTION:**

1. MEANING, SCOPE AND SIGNIFICANCE OF MODERN POLITICAL ANALYSIS.
2. TRADITIONAL APPROACHES AND MODERN APPROACHES.
3. NORMATIVISM AND EMPIRICISM, FACTS AND VALUES

**Learning Outcomes**

1. Students understand the Traditional and Modern Approaches.
2. The students will understand the Traditional and modern approaches.

**UNIT-II. BEHAVIOURALISM:**

1. REASONS FOR GROWTH OF BEHAVIOURALISM
2. CHARACTERISTICS OF BEHAVIOURALISM AND LIMITATIONS
3. POST-BEHAVIOURALISM AND ITS CRITIQUE

**Learning Outcomes**

1. The students understand characteristics of Behavioralism and their limitations.
2. The students are enabled to know the reasons for the growth of Behaviouralism

**UNIT-III. POLITICAL SYSTEM:**

1. CLASSIFICATION OF POLITICAL SYSTEM - ARISTOTLE , WEBER AND LASSWELL.
2. DAVID EASTON POLITICAL SYSTEM : PROPERTIES AND CHARACTERISTICS.
3. ROBERT DAHL POLITICAL SYSTEM: SIMILARITIES AND DIFFERENCES

#### Learning Outcomes

1. Students come to know about the classification of political system by Aristotle, Weber and Lasswell
2. The students are familiarized with similarities and differences of Robert dhal political system.

#### **UNIT-IV. POWER AND AUTHORITY:**

1. POWER: MEANING, SIGNIFICANCE OF THE STUDY OF POWER.
2. DIFFERENCE BETWEEN POWER AND AUTHORITY.
3. LEGITIMACY AND INFLUENCE.

#### Learning Outcomes

1. The students are enabled to understand the difference between power and authority.
2. The students will understand the theory of legitimacy and influence

#### **UNIT-V. DIFFERENT APPROACHES:**

1. STRUCTURAL-FUNCTIONAL APPROACH -GABRIEL ALMOND.
2. KARL DEUTSCH - COMMUNICATION APPROACH.
3. SYSTEM THEORY/APPROACH - DAVID EASTON

#### Learning Outcomes

1. The students will understand the structural and functional approach.
2. The students are enabled to know the David Easton System approach.

- BOOKS:**
1. J. CHARLESWORTH ; CONTEMPORARY POLITICAL ANALYSIS.
  2. R. DHAL : MODERNPOLITICAL ANALYSIS.
  3. S.P. VARMA :MODERN POLITICAL THEORY.
  4. S.M. LIPSET(ED) : POLITICS AND THE SOCIAL SCIENCES.



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**SYLLABUS (CBCS MODEL)**  
**M.A. POLITICAL SCIENCE , THIRD SEMESTER**  
**Paper- III(Hard Core): INDIA-POLITICAL SOCIOLOGY AND POLITICAL ECONOMY**  
**(w.e.f. 2015-016 admitted batch)**

**Objectives**

1. To analyse the politicization of social cleavages
2. To highlight (the consequences of) changing social values and attitudes.
3. To understand processes of political engagement and participation and political behaviour in general.
4. To understand Five-year plan and Development strategy in India
5. To enable Political sociology approach of M. Weiner

**I. What Is Political Sociology? Concepts from:**

1. Max Weber
2. Elite Theories
3. G.A.Almond

**Learning Outcomes**

1. Student analyzed the politicization of social cleavages
2. The students will understand the Elite Theory

**II. What Is Political Economy? Concepts from:**

1. Marxism
2. A.G. Frank
3. Public Choice Theory

**Learning Outcomes**

1. The students are familiarized with changing social values and attitudes
2. The students are enabled to know about the Public Choice theory

**III. Social Stratification and The Power Structure in India**

1. Caste ; Its Role in Politics; The Rise of Lower Castes.
2. Class and its Role in Politics; Caste and Class Nexus.
3. Religion and its Role in Politics; Communalism.

**Learning Outcomes**

1. The students understand the processes of political engagement and participation and political behavior in general
2. The students will understand the role of religion in politics.

#### **IV. Economic Policies and The Role Of The State in India**

1. The Five Year Plans and The Development Strategy
2. Mixed Economy; Land Reforms; Nationalisation;
3. New Economic Policy since 1990.

##### **Learning Outcomes**

1. The students are understand the five-year plan and Development strategy in India
2. The students are enabled to know about the New Economic Policy of India since 1990

#### **V. Interpretations Of Indian Political Process:**

1. Political Sociology Approach - *M. Weiner; Rudolphs and R. Kothari*
2. Political Economy Approach - *A.Kohli; R.Herring, F. Frankel and P. Bardhan*

##### **Learning Outcomes**

1. The students are enabled to understand political sociology approach of M.Weiner
2. The students will understand the political economy approach.

##### **Texts**

1. J.K. Baral & S.Baral(2001): Political Sociology-Concepts, Approaches and Theories.Vidyapuri,Cuttack.
2. M.P.Singh and S.R.Raj(eds.) (2012): The Indian Political System(Relevant chapters from Part-I) Pearson, Delhi.
3. N.G.Jayal (ed) (2009) : Democracy In India. OUP, New Delhi
4. K.S.Chalam (1999) : Readings in Political Economy , Orient ongman,Hyderabad, India. (chapters 1,3,7,11 &18)

##### **References**

1. N. G. Jayal & P.B.Mehta (Eds) (2014) The Oxford Companion To Politics In India. OUP
2. P.K.Jha (2012): Indian Politics In Comparative Perspective. Pearson, Delhi
3. Tom Bottomore, (1999) : Elites and Society
4. Rajni Kothari (1970) : Politics in India, Orient Blackswan

- Rajni Kothari and James Manor (Eds.) Caste in Indian Politics, Orient Blackswan
5. Sudipta Kaviraj : Politics in India
  6. K.L. Sharma : Social Stratification in India, Sage, New Delhi.
  7. Gupta Dipankar, : Social Stratification,
  8. Chatterjee, Partha : The Nation and its Fragments.
  9. *Rudolph, L.I. and S.H. Rudolph, 1987, In Pursuit of Lakshmi: The Political Economy of the Indian State, Chicago University Press*
  10. Ralph Miliband: Marxism and Politics
  11. Amartya Sen, : Development as Freedom (Oxford UP, 1999)
  12. Frankel, Francine.: India's Political Economy 1947-2004: The Gradual Revolution,
  13. Pranab Bardhan: The Political Economy Of Development in India.
  14. Atul Kohli : India's Democracy: An analysis of changing State-Society relationships
  15. A.R. Desai. 1962 : Social Background of Indian Nationalism, Bombay, National Press.
  16. Mani, B.R. (2005): Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers Modern India, Sage Publishers, New Delhi
  17. S. Corbridge & J. Harriss (2003) : Reinventing India Liberalization, Hindu Nationalism and Popular Democracy. OUP.

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**M.A. POLITICAL SCIENCE , THIRD SEMESTER**  
**Paper IV: (Soft Core): INTERNATIONAL ORGANISATIONS AND GLOBAL ISSUES**

**Objectives**

1. To study International political scenario.
2. To study concepts of international relations.
3. To know about making of foreign policy.
4. To read about global trends in the part of international relations.
5. To study about global organisations.

**Unit I: Introduction**

- Meaning and characteristics of International Organisation
- Development of International Organisation
- Birth of United Nations

**Out comes**

1. Students studied International Organisations.
2. Students studied concepts of international relations.

**Unit II: Structure of United Nations**

- General Assembly
- Security Council
- Economic and Social Council
- International Court of Justice
- Secretariat and the role of Secretary – General

**Out comes**

1. Knew about Structure of United Nations.
2. Knew also about work division of UNO branches.

**Unit III: Maintenance of Peace and Security through the UN**

- UN Charter and peaceful settlement of disputes
- UN and Collective Security
- UN and Peacekeeping
- UN and Disarmament

**Out comes**

1. Knew importance of Collective Security.

2. Studied about UN Charter and peaceful settlement of disputes

#### **Unit IV: Global Issues and the UN**

- UN and Human Rights
- UN and Environment
- UN and Terrorism
- UN and Gender Issues

#### **Out comes**

1. Knew about importance of Human Rights.
2. Investigate about Terrorism.

#### **Unit V : International Institutions in the Globalizing World Economy**

- The Bretton Woods Conferences
- IMF
- World Bank
- WTO – Objectives, Scope, Structure and Functions

#### **Out comes**

1. Students reviewed about activities of world bank.
2. Students knew about functioning of WTO.

#### **Suggested Readings:**

Le Roy Bennett, International Organisations: Principles and Issues, Pearson 2001

Paul F. Diehl, (Ed) The Politics of Global Governance – International Organisation in an Interdependent World, Viva Books Pvt. Ltd. 2005

Anne O. Kruger (Ed) The WTO as an International Organisation, Oxford India, 2000

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## **M.A. POLITICAL SCIENCE , THIRD SEMESTER**

### **Paper- V (Soft Core): Indian Political Thought**

(w.e.f. 2015-016 admitted batch)

#### **Objectives**

1. To study about ancient and early modern India.
2. To learn political Ideas based on religious and communal out looks.
3. To know about social reformers of India.
4. To study about many Indian philosophers.
5. To analyse the various ideological perspectives.

#### ***I. Ancient and Early Modern India***

1. a). Origins of Kingship and b). Duties of the King from Buddha, Manu/ Mahabharatam and Kautilya
2. Renaissance and Political Ideas of a). Raja Ram Mohan Roy b). Sir Sayed Ahmed Khan c). Dayananda Saraswati d). Jyotibha Phule
3. Views of Early Nationalists: a). Dadabai Naoroji b). M.G. Ranade c). B.G.Tilak

#### **Out comes**

1. Students improved some knowledge about Indian political thought.
2. Students learnt about Indian philosophers.
3. Learnt about kingship.

#### **II. Political Ideas based on Religious and Communal outlook:**

1. Hinduism- Swami Vivekananda; Aurobindo Ghosh
2. Hindutva- V.D. Savarkar; M.S. Golwalkar
3. Islam- Mohammad Iqbal; Jinnah

#### **Out comes**

1. Knew about Hinduism.
2. Read about swami Vivekananda, Aurobindo Ghosh, V.D. Savarkar, M.S. Golwalka, Mohammad Iqbal; Jinnah

#### **III. Contestations from the Marginalised:**

1. Pandita Ramabai- Women's Issues
2. Dr.B.R.Ambedkar- Social Justice; Issues of Caste System
3. Ramaswamy Naicker- Rationalism ; Anti-Brahminism; Self-Respect

## **Out comes**

1. Read about Pandita Ramabai, Dr.B.R.Ambedkar, Ramaswamy Naicker.
2. Learnt about Anti-Brahminism.

## **IV. Socialist Formulations:**

1. M.N.Roy- Radical Humanism
2. E.M.S. Namboodripad-Class Nature of Indian Freedom Struggle
3. R.M.Lohia-Caste, Socialism; Jaya Prakash Narayan- Total Revolution

## **Out comes**

1. Learnt about M.N.Roy,E.M.S. Namboodripad, R.M.Lohia, Jaya Prakash Narayan.
2. Studied about socialist formulations.

## **V. Political perceptions:**

1. Tagore- Internationalism and Critique of Nationalism
2. Gandhi- Ahimsa, Satyagraha and Gram Swaraj
3. Nehru- Secularism and Democratic Socialism

## **Out comes**

1. Knew about Internationalism and Critique of Nationalism.
2. Read about Gandhi- Ahimsa, Satyagraha and Gram Swaraj.

## **Reading list**

1. V.R.Mehta. 2006. Foundations of Indian Political Thought: From Manu to the Present Day, New Delhi, Manohar.
2. V.R,Mehta And Thomas Pantham, Political Ideas In Modern India: Thematic Explorations
3. Frederic, Grare. 2006. Political Islam in the Indian Subcontinent, New Delhi, Manohar..
4. V.P.Varma. 2005. Modern Indian Political Thought, Agra Lakshmi NarainAgarwal.
5. H.R. Mukhi, ed. 2004. Modern Indian Political Thought, New Delhi, SBD Publications.
6. K. Chandrashelkar. 2003. Modern Indian Political Thinkers, Bangalore, Sapna Book House.

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1. R.S.Sharma : Aspects of Political Ideas and Institutions in Ancient India.
2. Kautilya, ArthaShashtra, Translated by L.N Rangarajan, Penguin 1992
3. Manu, Laws of Manu, Translated by Wendy Doniger, Penguin 1991
4. Ambedkar B.R. Writings and Speeches, Annihilation of the Caste, Revolution ♦Counter Revolution, Government of Maharastra, Mumbai

5. Jawaharlal Nehru, Selected Works, Vol. 1 to Vol. 26, (series editor: S Gopal), Nehru Trust and OUP, Delhi.
6. Christophe Jaffrelot, (Ed), Hindu Nationalism: A Reader.
7. Guruji Golwalkar, Bunch Of Thoughts.
8. K.K.Kavlekar, Non-Brahmin Movement In South India.
9. Gail Omvedt, Cultural Revolt In A Colonial Society: The Non-Brahmin Movement In Western India.
10. Partha Chatarjee, Nationalist Thought And Colonial World.
11. B.B.Mujumadar, History Of Indian Political And Social Ideas.
12. Romain Rolland, Prophets Of New India.
13. Bidyut Chakrabarty, Modern Indian Political Thought: Text And Context
14. GarimaPrakash. 2003. Indian Nationalism and Political Awakening in the 1920's, New Delhi, ISBN.

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**ANDHRA UNIVERSITY**  
**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**  
**SYLLABUS (CBCS MODEL)**  
**M.A. POLITICAL SCIENCE , THIRD SEMESTER**  
**Paper-VI (Soft Core) : RELIGION AND POLITICS IN SOUTH ASIA**



**Objectives**

1. To familiarize the impact of political implication in South Asian religions
2. To enable the students to know about the religious revivalism in 19<sup>th</sup> and 20<sup>th</sup> decade
3. To make the students understand regions behind the religion clash in India
4. To make the understand emergence of religious political parties in Pakistan and Bangladesh.
5. To enable to understand the role of Buddhism in Sri Lankan Politics.

**Unit I: INTRODUCTION**

1. Political implication in South Asian religions
2. Hinduism in Nepal. Islam in Pakistan and Bangladesh
3. Hinduism in India
4. Islam in India
5. Buddhism in Sri Lanka
6. Emerging patterns

**Learning Outcomes**

1. The students are familiarized with the impact of political implication in South Asian religions
2. The students are enabled the Hinduism and its impact in Indian society.

**Unit II: INDIA – POLITICS OF RELIGIOUS POPULISM**

1. Religious revivalism at the close of 19th and the first decade of the 20th century
2. Religious symbolism of extremist phase of Indian Nationalism
3. Muslim league
4. Khalifat Movement
5. Gandhi on religion and Politics
6. Hindu MahaSabha and the Jan Sangh parties

**Learning Outcomes**

1. Students will understand the religious revivalism in the decades of 19<sup>th</sup> and 20<sup>th</sup>
2. The students are enabled Gandhi and his thought on religion and politics.

### **Unit III: INDIA CONTINUED**

1. Congress verses Muslim League, 1935-1937
2. Muslim Mass Contact Campaign: Analysis of a strategy of Political mobilisation
3. Early Congress, Hindu Populism and the wider society
4. B.J.P. and Hinduthva Nationalism
5. Hindu Code Bill and related issues
6. Uniform Civil Code

#### **Learning Outcomes**

1. The students come to know about the reasons behind the religion clash in India
2. The students will understand the BJP and Hinduthva Nationalism

### **Unit IV: PAKISTAN AND BANGLADESH**

1. Two Nation's theory
2. Religious Political parties in Pakistan and Bangladesh
3. Islam and National integration in Pakistan and Bangladesh
4. Problems of Muslim Family Laws
5. Islam as a factor in the foreign policy of Pakistan and Bangladesh
6. Islam in Fundamental Rights

#### **Learning Outcomes**

1. The students are understand emergence of religious political parties in Pakistan and Bangladesh.
2. The students come to know about the influence of Islam in fundamental rights.

### **Unit V: BUDDHISM**

1. Buddhism as a source of Indian thought – Classical and Modern

2. Neo-Buddhism in Modern Indian Politics
3. Buddhist Revolution in Sri Lanka
4. Political role of Buddhist Monks in Sri Lanka
5. Buddhism in the Politics of Sri Lanka
6. Buddhist reorganization in Sri Lanka

### **Learning Outcomes**

1. The students are enabled the role of Buddhism in Sri Lankan Politics
2. The students will understand the Neo-Buddhism in Modern Indian Politics.

### **Texts**

1. Robert C. Oberst, Yogendra K. Malik, ., *Government and Politics in South Asia*, 2013
2. Craig Baxte, *Government and Politics in South Asia*, Westview Press, 2002.
3. Bardwell L. Smith (Ed), *Religion and the Legitimation of Power in South Asia*. Leiden: E.J. Brill, 1978
4. Donald E. Smith : *South Asian Politics and religion*

### **References**

1. Ahmad Ahrar, *Government and Politics in South Asia*
2. Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 109-119 ; 128-134.
3. Deana Heath, Chandana Mathur, *Communalism and Globalization in South Asia and its Diaspora*, Routledge, 2010
4. [Amitendu Palit](#), [Gloria Spittel](#), *South Asia in the New Decade: Challenges and Prospects*, World Scientific, 2012.
5. Rajeev Bhargava, ed., *Secularism and its Critics*, New Delhi: Oxford University Press, 1998,
6. Rafiq Zakaria, *The Widening Divide: An Insight into Hindu-Muslim Relations*, New Delhi: Viking, 1995
7. Kohli, A. (2004). *Origins of a Fragmented-Multiclass State and a Sluggish Economy: Colonial India. State-Directed Development: Political Power and Industrialization in the Global Periphery* (pp. 221- 228). Cambridge: Cambridge University Press
8. Jalal, A. (1995). *State Formation and Political Processes in India and Pakistan 1947 to c. 1971. Democracy and Authoritarianism in South Asia* (pp. 29-65). Cambridge: Cambridge University Press.

9. Chandra, K. (2004). The Bahujan Samaj Party (BSP) and the Scheduled Castes (SCs). Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India (pp. 143-171). Cambridge: Cambridge University Press.
10. Siddiq, A. (2007). Introduction. Military Inc: Inside Pakistan's Military Economy (pp. 1-29). London: Pluto
11. Tambiah, S. (1992). Buddhism Betrayed?: Religion, Politics and Violence in Sri Lanka Chicago: University of Chicago Press
12. A. Shastri & A. J. Wilson (Eds.), The Post-Colonial States of South Asia: Democracy, Development and Identity. New York: Palgrave.
13. Ali Riaz, Religion and Politics in South Asia, Taylor & Francis, 26-Feb-2010.
14. Sugata Bose and Ayesha Jalal ,[Modern South Asia: History, Culture, Political Economy](#).. London: [Routledge](#), 2011.

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**ANDHRA UNIVERSITY**  
**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**  
**SYLLABUS (CBCS MODEL)**  
**M.A.POLITICAL SCIENCE, THIRD SEMESTER,**  
**Paper VII : E – Governance (SOFT CORE)**

## Objectives

1. To develop the basic understanding on the topic of E-Governance and learn the fundamentals involved in the subject.

2. To enable the students to recognize the basic structure of E-Governance and apply the same in erudition of the stages in E-Governance and use of technology in the matter.
3. To enable the students to know about E-Governance projects in Andhra Pradesh and Karnataka.
4. To make the students understand E-Governance infrastructure developed by India.
5. To understand the administrative culture in India.

#### **UNIT - I: INTRODUCTION**

1. Meaning of E-Governance
2. Concepts of E-Governance
3. Implementing E-Governance

##### **Learning Outcomes**

1. The students are understand the fundamentals involved in the subject of E-Governance
2. The students come to know the implementation of E-Governance in India.

#### **UNIT- II: TECHNIQUES OF E - GOVERNANCE**

1. GIS based Management
2. Citizen Database and Human Development
3. Video Conferencing

##### **Learning Outcomes**

1. The students are enabled to recognize the basic structure of E-Governance and stages in E-Governance
2. The students will understand the GIS based management system in E-Governance.

#### **UNIT - III: E - GOVERNANCE IN INDIA**

1. E-Governance Policy
2. E-Governance Projects in States: Andhra Pradesh and Karnataka
3. E-Governance in India

##### **Learning Outcomes**

1. The students are enabled to know about the E-Governance projects in Andhra Pradesh
2. The students are enabled to know about the E-Governance projects in Karnataka

#### **UNIT - IV: THE CHALLENGES OF E - GOVERNANCE**

1. A prerequisite of good Governance
2. E-Governance in Democratic set-up

3. E-Governance Infrastructure
4. Security concerns

### **Learning Outcomes**

1. The students will understand the E-Governance infrastructure development by Indian Governments;
2. The students are enabled to know the prerequisites to implement the good governance.

### **UNIT - V: INDIAN THEORY AND PUBLIC ADMINISTRATION**

1. Utilizations of Indian Theory in Public Administration
2. Raising Competence of Administration: Role of Indian Theory
3. Indian Theory and Good Governance
4. Indian Theory and Administrative Culture in India

### **Learning Outcomes**

1. The students are understand the administrative culture in India
2. The students come to know the Utilizations of Indian Theory in Public Administration.

### **Books Recommended and Articles:**

1. M.G. Gupta and R.K. Tiwari (eds.), Reinventing the Government, IIPA, 1998
2. Richard Hecks, Implementing and Managing E-Governance, Vistar Publications
3. Jan Erik Lane, New Public Management, Routledge, 2000
4. Work Bank Report, Good Governance: The Business of Government, 1997
5. IJPA Special No. on "Indian Theory and Public Administration", July-September, 2000
6. IJPA Special No. on "Towards Good Governance", July-September, 2000
7. Articles on E-Governance and Good governance from IJPA, ISDA Journal and Administrative Change.

**ANDHRA UNIVERSITY**  
**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**  
**SYLLABUS (CBCS MODEL)**

**M.A.POLITICAL SCIENCE, THIRD SEMESTER,**

**PAPER VIII (OPEN ELECTIVE) : SOCIAL AND POLITICAL IDEAS OF JYOTHI RAO PHULE AND Dr.B.R.AMBEDKAR**

**(With effect from 2015 – 2016 Admitted Batch)**

**Objectives**

6. To enable the social cleavages of Indian society
7. To understand Phule's views on socio – political and economic issues of Indian society
8. To familiarize the Phule's thoughts on education and equality in social aspects
9. To make the students understand about Dr. B.R. Ambedkar's views on Hindu Society and caste system

10. To make the students understand the Political and Economic ideas of Dr. B.R. Ambedkar.

**Unit I: Historical and Social Back Ground of Phule and Dr. B.R. Ambedkar:**

- a) Rule of Peshwas; Poona Reactionaries.
- b) The Socio- Economic condition of Sudras in general and Dalits in particular in Maharashtra
- c) The British utilitarianism – Their impact on Natives.

**Learning Outcomes**

1. The students are enabled to know about social cleavages of Indian Society.
2. The students will understand the British utilitarianism and their impact on natives.

**Unit II : Phule's views on socio-political and economic issues:**

- a) Satya Sodhak Samaj; Sarvajanic satya dharma.
- b) Criticism of the Indian Social Order: Hinduism and Caste system
- c) On the British-Indian Colonial Government
- d) On peasantry and agrarian issues

**Learning Outcomes**

1. The students will understand the Phule's views on socio – political and economic issues of Indian society.
2. The students are enabled to know the British-Indian colonial Government.

**Unit III: Phule and Peoples' Educational System:**

- a) Memorial Address to the Hunter Commission
- b) Thoughts on Education and Equality; education of the masses
- c) Equality between Man and Woman

**Learning Outcomes**

1. The students are familiarized the Phule's thoughts on education and equality in social aspects
2. The students will understand the equality between man and women.

**Unit IV: Dr. B. R. Ambedkar Social Philosophy:**

- a) B. R. Ambedkar's views on Hindu Society and Caste system;
- b) Ambedkar on Marx and Budha
- c) Hindu Code Bill – Women's Rights



## Learning Outcomes

1. The students are understand about the Dr. B.R. Ambedkar's views on Hindu society and caste system
2. The students will understand the Ambedkar thoughts on Marx and Budha.

### Unit V: Political and Economic Ideas of Dr. Ambedkar

- a) Democracy and Caste System
- b) Importance of Public Sector
- c) Socialism
- d) Constitution and Directive Principles of State Policy.

## Learning Outcomes

1. The students will understand the political and economic ideas of Dr. B.R. Ambedkar.
2. The students are enabled to know about the Constitution and Directive principals of state policy.

### Texts

1. Ramachandra Guha, Makers of Modern India Harvard University Press 2011
2. [Sarkar, Sumit](#) (1975), *Bibliographical Survey of Social Reform Movements in the Eighteenth and Nineteenth Centuries*, Motilal Banarsidass/Indian Council of Historical Research
3. [O'Hanlon, Rosalind](#) (1985). [Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in nineteenth century Western Maharashtra](#). Cambridge, UK: Cambridge University Press
4. [Dhananjay Keer](#), Mahatma Jotirao Phule: Father of the Indian Social Revolution, Popular Prakashan, 1974
5. M. Gore, (1993) The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, pp. 73-122 ; 196-225
6. S. Thorat and Aryama (eds), Ambedkar in Retrospect: Essays on Economics, Politics and Society, Delhi: Rawat Publishers

### References

1. Mani, B.R. (2005) Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers modern India, Sage Publishers, New Delhi
2. P.G. Patil, Collected Works of Mahatma Jotirao Phule, Vol. II, published by Education department, Govt. of Maharashtra
3. Omvedt, Gail, 'Mahatma Jyoti Rao Phule and the Ideology of Social Revolution in India' in Economic and Political Weekly, 6(37), September 1977.

4. Pathan, Y. M. 'Mahatma Jyoti Rao Phule and Satya Shodhak Sumaj' in Dissent, Protest and Reform in Indian Civilization, edited by S.C. Malik, IAS, Shimla, 1977.
5. M.L.Ranga.ed. 2006. B.R.Ambedkar: Life, Work and Relevance, New Delhi, Manohar.
6. [Bhimrao Ramji Ambedkar](#), The Essential Writings of B.R. Ambedkar, Ed. [Valerian Rodrigues](#). Oxford University Press, 2002,
7. S.N. Mishra (ed.) Socio-economic and Political Vision of Dr. B.R. Ambedkar, Concept Publications, 2010.
8. <https://drambedkarbooks.com/2016/01/31/pdf-writings-sppeches-of-dr-babasaheb-ambedkar/>
9. [Gail Omvedt](#) , Ambedkar: Towards An Enlightened India, Penguin India, **2008**
10. [Christophe Jaffrelot](#), Dr Ambedkar and Untouchability: Analysing and Fighting Caste, C. Hurst & Co. Publishers, 2005.
11. G. Aloysius, (2009). Ambedkar on Nation and Nationalism, Critical Quest, Delhi.
12. S. Rege, (2013) 'Against the Madness of Manu', in B. R. Ambedkar's Writings on Brahmanical Patriarchy, Navyana Publication, pp. 13-59 ; 191-232.

Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.

B. Ambedkar, (2013), States and Minorities, Delhi: Critical Quest.

*Ambedkar, B. R., Dr. Babasaheb Ambedkar, writings and speeches, [Mumbai](#): Education Dept., Government of Maharashtra, [OL 4080132M](#)..*

**ANDHRA UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**SYLLABUS (CBCS MODEL)**

**M.A.POLITICAL SCIENCE, FOURTH SEMESTER,**

**PAPER I : (Hard Core) PUBLIC POLICY ANALYSIS**

(With effect from 2015 - 2016 admitted)

**Objectives:**

1. To familiarize the students with importance of public policy and policy cycle.
2. To make the students understand the political culture and determinants of leadership.
3. To familiarize the students to understand process of policy formation.
4. To enable the students to understand the different theories in public policy.
5. To make the students understand the policy evaluation and policy implementation.

## **UNIT-I . INTRODUCTION**

1. PUBLIC POLICY: MEANING , NATURE, SCOPE AND IMPORTANCE.
2. PUBLIC POLICY UNDERSTANDING , POLICY CYCLE.
- 3 . SYSTEMS MODEL FOR POLICY ANALYSIS.
- 4 . POLICY SCIENCES.

### **Learning Outcomes**

1. The students are familiarized with importance of public policy and policy science.
2. The students understand the meaning, nature and importance of Public policy

## **UNIT -II. I DETERMINANTS**

- |                           |                          |
|---------------------------|--------------------------|
| 1. PUBLIC POLICY-ECONOMY. | 2. POLITICAL CULTURE.    |
| 3. LEADERSHIP.            | 4. POLITICAL TECHNOLOGY. |
| II. DETERMINANTS :        |                          |
| 1.PUBLIC OPINION.         | 2. POLITICAL PARTIES     |
| 3.PRESSURE GROUPS         | 4. MEDIA                 |

### **Learning Outcomes**

1. Students will understand the political culture and determinants of leadership in Indian Politics
2. The students enabled to know the media as pressure group in making public policy.

## **UNIT-III - POLICY FORMULATION**

1. CONSTRAINTS IN PUBLIC POLICY FORMULATION.
2. PROCESS OF POLICY FORMATION.
3. POLICY MAKING: ROLE OF INTER -GOVERNMENTAL RELATIONS ,
4. LEGISLATIVE, CIVIL SERVICES AND JUDICIARY.

### **Learning Outcomes**

1. The students are familiarized to understand the process of policy formation.
2. The students will understand the role of inter-governmental relations in policy making.

## **UNIT-IV- THEORIES:**

- |                                      |                  |
|--------------------------------------|------------------|
| 1.LASSWELL - DECISION -MAKING THEORY |                  |
| 2.POLITICAL ELITE THEORY.            | 3.GAME THEORY.   |
| 4. LINDBLOM THEORY.                  | 5. GROUP THEORY. |

### **Learning Outcomes**

1. The students are enabled to understand the Laswell decision making theory.
2. The students are familiarized with the Game theory

## UNIT-V. EVALUATIONS

1.POLICY IMPLEMENTATION

2. POLICY EVALUATION.

### Learning Outcomes

1. Students will understand the policy implementation which is made by legislation.
2. The students are enabled to know about the public policy evaluation.

**REFERENCE BOOKS:** 1. R.K .SAPRU:PUBLIC POLICY, STERLING PUBLISHERS.  
2. CHARLES.L.LINDBLOM. THE POLICY MAKING PROCESS.  
3.YEHEZKEL DROR:VENTURES IN POLICY SCIENCES.  
4. DANIEL LEARNER AND HAROLD D. LASSWELL: THE POLICY SCIENCES.RECENT DEVELOPMENTS IN SCOPE AND METHOD

### SYLLABUS (CBCS MODEL)

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**M.A.POLITICAL SCIENCE, FOURTH SEMESTER**

**PAPER- II : (Hard Core): THEORY OF INTERNATIONAL RELATIONS**

(With effect from 2015-2016 admitted batch)

#### Objectives:

1. Theory of international relations objectives to study international political scenario
2. To read about the global trends in the part of international relations
3. The student will be able to learn about international politics and Diplomacy
4. To study concepts of international relations.
5. To know about making of foreign policy.
6. To read about global trends in the part of international relations.

#### I INTRODUCTION

- Twentieth century world wars – and overview
- International relations and international politics
- Emergence of International Relations as a subject of academic study

- Meaning, nature and scope

### **Learning outcomes**

1. Students studied International political scenario
2. The students studied concepts of international relations

## **II CONCEPTS IN INTERNATIONAL RELATIONS**

- Realism and neo-realism – Hans Morgenthau’s theory of Realism and its evaluation and criticism
- Idealism
- Behaviouralism
- Feminism

### **Learning outcomes**

1. It is very important to the students to know the complete Ideas over the concept of International ideologies like liberalism, realism, behaviouralism ,Feminism and other theories

## **III THEORIES IN INTERNATIONAL RELATIONS**

- Morton Kaplan’s Systems Theory and its evaluation and criticism
- Marxist Theory
- Game Theory
- Decision-Making Theory

### **Learning outcomes**

1. The students should have understood on Morton Kaplans system theory and it’s importance and criticism.
2. The students should know the Marxist theory, Game theory, Decision-Making theory.

## **IV POWER IN INTERNATIONAL RELATIONS**

- Problem of definition of power
- Elements of national power
- Method of use of power and measurement of power
- Balance of Power – meaning, assumptions and limitations

### **Learning outcomes**

1. The students read about elimination of national power and problem of power and methods of use of power
2. The students studied balance of power, meaning and limitations in international relations.

## V NEW TRENDS IN INTERNATIONAL RELATIONS

- Foreign policy making in a multipolar world and National interest in the new world order
- Diplomacy in the nuclear age
- Impact of science and technology and nuclear weapons on international relations
- Globalisation - international regime analysis

### **Learning outcomes**

1. The students read about global trends in the part of international relations and about global organisation
2. The students know about functioning of nuclear weapons and diplomacy in the foreign policy

### **Suggested Readings:**

Hans J. Morgenthau, Kenneth W. Thompson, David Clinton Politics Among Nations, McGraw-Hill

Mahendra Kumar: Theoretical Aspects of International Politics, Shiva Lal Agarwal and co, 1988  
Tapau Biswal, International Relations, Macmillan, 2010

### **Further Readings**

Mark Webber, Michael Smith Foreign Policy in a Transformed World, Routledge, 2002

Kenneth N. Waltz Theory of International Politics:, McGraw-Hill Higher Education, 1979

Cynthia Weber, International relations Theory; A Critical Introduction, Routledge, 2003

**SYLLABUS (CBCS MODEL)**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**M.A.POLITICAL SCIENCE, FOURTH SEMESTER**

**PAPER III: ( Hard Core): GLOBALISATION AND ITS IMPACT ON THE POLITICAL SYSTEM**

**With effect from 2015 – 2016 admitted batch.**

**Objectives**

1. To study evolution of globalisation
2. To observe the economic dimensions of globalisation
3. To read about development of women in global era.
4. To know environmental concern in globalisation.

**Unit-I: Globalisation a new Phenomenon**

- a. Evolution and Development of Globalisation
- b. Definitions of Globalisation
- c. Globalisation- Different Perspectives

**Out comes**



1. Students studied evolution of globalisation.
2. Knew about Definitions of Globalisation.

## **Unit-II: The Economic Dimensions**

- a. IMF/ World Bank
- b. WTO
- c. FDI and SAP

### **Out comes**

1. Students observed the economic dimensions of globalisation.
2. Knew about WTO.

## **Unit-III: The Political Dimension**

- a. Changing nature of the Nation state
- b. Challenges to National Sovereignty
- c. Role of Civil Society
- d. Non-State Actors

### **Out comes**

1. Read about Role of Civil Society.
2. Learnt about the Political Dimension.

## **Unit-IV: Cultural and Technological Dimension**

- a. Changing Cultural Identities
- b. Role of Language and Media
- c. Role of Technology
- d. Role of IC&T

### **Out comes**

1. Read about Role of Language and Media.
2. Studied about Role of Technology.

## **Unit-V: Critique of Globalisation and Issues in the Global Context**

- a. Neo-realism, Neo-liberalism and Neo-marxism
- b. Human Development
- c. Women Development
- d. Environmental Concerns

### **Out comes**

1. Read about development of women in global era.
2. Knew about environmental concern in globalisation

#### Readings:

George Ritzer	'Globalization a Basic Text', John Wiley&son, New Jersey,2010
George Ritzer and Zeynep Atalay	'Readings in Gobalisation: Key Concepts and Major Debates', New Jersey, Wiley-Blackwell, 2010
Manfred B. Steger	'Globalisation; a very short Introduction', Oxford University Press, UK, 2013
Lui Hebron and John F. Stack Jr.	'Globalisation: Debunking the Myths' Dorling Kindersley, New Delhi, 2011
Malini Bhattacharya	'Globalisation:Perspectives in Women's Dtudies', tulika Books, New Delhi, 2004
Karthik Kompella	'Whats Changed:25 years of Liberalised India, Penguin Random House 2016

### **SYLLABUS (CBCS MODEL)**

#### **DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

#### **M.A.POLITICAL SCIENCE, FOURTH SEMESTER,**

#### **PAPER IV: (Soft Core): Public Administration : Concepts and Issues.**

**With effect from 2015 – 2016 admitted batch.**

#### **Objectives:**

- To discuss, explore and make the students acquainted with the Classical and New Public Administration.
- To study the Behavioural and Organisational theories and also Human Relation Theories from various Thinkers.
- To different Administrations and find out the Public Personal and Financial Administration in them.
- To know deeply the concepts like Role of Civil Service in Developing Societies and also Good Governance.

- To give the students a profound understanding of Administrative Corruption, RTI and impact of Liberalization and on Administration.
- To study of Grievance Redressal Institution, Ombudsman, Lokpal and Lokayaukta.

### **Unit I :**

1. Classical Public Administration – New Public Administration.
2. Principles of Organization: Line and Staff, Unity of Command, Hierarchy, Span of Control, Centralization and Decentralization.
3. Forms of Organization: Department, Public Corporation and Board.

### **Learning Out Comes:**

1. The students will have a clear and thorough understanding Classical and New Public Administration.
2. The students will know the Principles of Organization like Line and Staff, Span of Control and Centralization and Decentralization.
3. The students will be able to understand the Forms of Organization on the Department, Public Corporation and Board.

### **Unit II:**

1. Classical and Neo – Classical Theories : 1. Theory of Administrative Management – Henry Fayol, 2. Theory of Scientific Management - F.W. Taylor, 3. The Bureaucratic Theory – Max Weber, 4. Human Relations Theory – Elton Mayo.

2. Behavioral Theories: 1. Organisational Theory and Behavioral Movement – Chester I. Bernard, 2. Decision – Making Theory – Herbert Simon, 3. Theory X and Theory Y – Mc Gregor, 4. Management Systems – Rensis Likert.

**Learning Out Comes:**

- The students will learn Classical and Neo Classical Theories, Theory of Administrative Management, Theory of Scientific Management, The Bureaucratic Theory and Human Relations Theory from various Thinkers.
- The students will be enabled to know the Behavioral Theories on Organisational theory and Behavioral Movement, Decision Making Theory, Theory X and theory Y and Management Systems.

**Unit III:**

1. Public Personnel Administration: Recruitment, Training, Promotion, Discipline, Morale, Employer – Employee Relations.
2. Financial Administration: Budget, Performance and Zero Based, Audit Control over Finance.

**Learning Out Comes:**

- The students will have a clear and thorough understanding of the evolution of Public Personnel Administration like Recruitment, Training, Morale, Employer – Employee Relations.
- The students will know the Financial Administration of Budget, Audit Control over Finance.

**Unit IV:**

1. Role of Civil Service in Developing Societies
2. Neutrality of Civil Services

### 3. Generalists versus Specialists

#### **Learning Out Comes:**

- The students will be able to understand the Role of Civil Service in Developing Societies.
- To students will be enabled to know Neutrality of Civil Services.

#### **Unit V:**

1. Good Governance, Citizen Charter.
2. Administrative Corruption, Transparency and Accountability, RTI
3. Impact of Liberalization and on Administration
4. Grievance Redressal Institutions: Ombudsman, Lokpal and Lokayukta.

#### **Learning Out Comes:**

- The students Knew about evolution of Good Governance.
- They knew also Administrative Corruption, Transparency and Accountability, RTI.

#### Readings

M.P. Sharma & B.L. Sadana, 2006, Public Administration in Theory and Practice, Allahabad, KitabMahal

A. Avasthi& S.R. Maheshwari, 2002, Public Administration, Agra, lakshmiNarianAgarwal

Mohit Bhattacharya, 1993, Public Administration, Calcutta, world Press

V.BhaskaraRao&ArivndSharama,(eds) 1996, Public Administration – Quest for Identity, New Delhi, Vikas

Sapru R.K. 2006. Administrative Theories and Management Thought, New Delhi, Prentice-Hall of India

D.R. Sachdeva&MeenaSogani, 1990, Public Administration Concept and Applications, New Delhi, Associated Publication House.

RumkiBasu, 2000, Public Administration – Concepts and Theories, New Delhi, Sterling Publication

Nicholas, Henry. 2007. Public Administration and Public Affairs, New Delhi, Prentice-Hall of India.

Goel S.L. 2003. Public Administration: Theory and Practice, New Delhi, Deep and Deep

R.K. Arora and S. Sharma. 1992. Comparative and Development Administration, Jaipur: Arihant.

Roy, J. G. (2006) Right to Information: Initiatives and Impact. New Delhi: Indian Institute of Public Administration

### **SYLLABUS (CBCS MODEL)**

#### **DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

#### **M.A.POLITICAL SCIENCE, FOURTH SEMESTER,**

#### **PAPER V: (Soft Core): RESEARCH METHODOLOGY IN POLITICAL SCIENCE**

#### **Objectives:**

1. To familiarize the students with nature and scope of Social Science research.
2. To enable the difference between Qualitative and Quantitative research.
3. To make the students understand types of research design and steps in research design.
4. To understand to how to prepare Questionnaire/Schedule to collect the data in research.
5. To familiarize the students in various forms of interviews in data collection.

#### **UNIT I**

1. Sources of Knowledge; The Scientific Method; Facts, Theory and Concepts: interrelation.
2. The nature and scope of Social Research

### 3. Political Science Research; The Indian Context

#### **Learning Outcomes**

1. The students are familiarized with nature and scope of social science research.
2. The students will understand the Indian context of Political Science Research.

#### **UNIT II**

1. Quantitative and Qualitative Methods of Research;
2. Basic Methods of Social Research -Survey, Descriptive and Statistical Methods
3. Case study; Content Analysis; Historical Methods

#### **Learning Outcomes**

1. The students are enabled find out the difference between Qualitative and Quantitative research.
2. The students are familiarized basic methods of Social science research.

#### **UNIT III**

1. Research Design: Types of Research Design-Steps in Research Design
2. Sampling – Sampling design – Random and Non-random sampling
3. Hypothesis: Meaning; Kinds of Hypothesis

#### **Learning Outcomes**

1. Students will understand the types of research design and steps in research design.
2. The students are enabled to know the different types of Hypothesis

#### **UNIT IV**

1. Data: Types and sources. Data collection tools: Documents – use of library and the internet;
- 2.. Questionnaire/Schedule – technique – various forms
3. Interview – technique – various forms; Observation – technique – various forms

#### **Learning Outcomes**

1. The students are understand to prepare Questionnaire/Schedule to collect the data in research.
2. The students come to know about the various forms of interviews and interview technique.

#### **UNIT V**

1. Organising, processing and analyzing data;
2. Basic Statistics: Measures of Central Tendency and Dispersion.

## Texts



**SYLLABUS (CBCS MODEL)**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**M.A.POLITICAL SCIENCE, FOURTH SEMESTER,**

**PAPER-VI: (Soft Core): CONTEMPORARY LIBERAL POLITICAL THEORY**

(With effect from 2015-2016 admitted batch)

**Objectives**

1. To enable the students to political liberal theory and major criticism against Liberalism
2. To make the students understand the concept of Equality in the society
3. To familiarize the students with the role of Individuals in the state.
4. To enable the students with Multi Culturalism and individual Welfare in the society
5. To understand the students to social choice in the field of welfare.

- I
1. Liberal Political Theory and Democracy
  2. Major criticisms against Liberalism
  3. Governability crisis of Liberal Democracy

## **Learning Outcomes**

1. The students are enabled to political liberal theory and major criticism against liberalism
2. The students will understand the governability crisis of liberal democracy.

- II
1. Liberal Democracy and Social Democracy
  2. Equality and Liberalism
  3. Equality and Social Democracy

## **Learning Outcomes**

1. The students are understand the concept of Equality in the society
2. The students are enabled to know about the equality and social democracy.

- III
1. Libertarianism
  2. Individual and the State
  3. Politics, Markets and the State

## **Learning Outcomes**

1. The students are familiarized with the role of Individuals in the state.
2. The students are enabled with the concept of Libertarianism

- IV
1. Communitarianism
  2. Individual, Community and the State
  3. Multi-culturalism and Individual Welfare

## **Learning Outcomes**

1. The students are enabled with multi culturalism and individual welfare in the society
2. The students will understand the role of Individual and Community in the state.

- V
1. Individual and Rationality
  2. Rational Choice
  3. Social Choice and Welfare
  4. Open-ended

## **Learning Outcomes**

1. Students come to know about the social choice in the field of welfare
2. The students will understand the concept of Individual and Rationality.

## **BOOKS:**

1. John Gray- Essays in Political Philosophy

2. A. Abaster- Rise and Decline of Western Liberalism
3. R.A. Dahl- Dilemmas of Pluralist democracy
4. M.J. Sandel- Liberalism and its Critics
5. A. Gutmann- Liberal Equality
6. A. Macintyre- After Virtue
7. N. Winthrop- Liberal Democratic Theory and Its critics
8. Will Kymlicka- Liberalism, Communitarianism and Culture (Oxford Clarendon, 1989)
9. Daniel Bell- Communitarianism and Its critics (OUP, 1993)
10. Michael Walzer- Spheres of Justice (Basic Books, New York, 1983)
11. A. Gutmann (ed.)- Multi-culturalism and the Politics of Recognition (Princeton University Press, New Jersey, 1992) See Charles Taylor's Essay
12. J. Elster- Rational Choice
13. Dennis C. Muller- Public Choice (Cambridge University Press, 1979)
14. Amartya Sen- Development as Freedom (Chapter-II)

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## SYLLABUS (CBCS MODEL)

### DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

M.A.POLITICAL SCIENCE, FOURTH SEMESTER,

**PAPER- VII: (Soft Core): READINGS FROM TAGORE, AUROBINDO, GANDHI AND**

**M.N. ROY**

(With effect from 2015-2016 admitted batch)

### Objectives

1. To understand the Rabindranath Tagore's concept of Nationalism in India
2. To enable the Aurobindo's Ideal of Social Development and Spiritual Aim of life.
3. To make the students understand the Gandhi's ethical religion and True Civilization
4. To understand the students the concept of Decentralization of Democracy
5. To enable the students with M.N. Roy's concept of Decentralization of Power.

### I. Rabindranath Tagore:

1. The realization of the Infinite
2. Construction vs. Creation
3. The Nation
4. Nationalism in India

5. Civilization and Progress
6. The Voice of Humanity

### **Learning Outcomes**

1. The students understand the Rabindranath Tagore's concept of Nationalism in India
2. The students come to know about the Tagore's Construction vs. Creation.

## **II. Sri Aurobindo:**

1. The Ideal of Social Development
2. The Spiritual Aim of Life
3. The Group and the Individual
4. The Inadequacy of the State Idea
5. World Union/ World State
6. Internationalism and Human unity

### **Learning Outcomes**

1. Students are enabled the Aurobindo's Ideal of Social Development and Spiritual Aim of life.
2. The students will understand the Aurobindo's Internationalism and Human unity.

## **III. M.K. Gandhi:**

1. Individual is Supreme
2. Ethical Religion
3. True Civilization
4. Satyagraha

### **Learning Outcomes**

1. The students will understand the Gandhi's ethical religion and True Civilization
2. The students come to know about the concept of Gandhi's Satyagraha

## **IV. M.K Gandhi (continued)**

1. Swaraj
2. True Democracy
3. Decentralization
4. Economic Equality
5. Trusteeship

### **Learning Outcomes**

1. The students come to know the concept of Decentralization of Democracy

2. The students are enabled the Economic quality

#### **V. M.N. Roy:**

1. The Individual and Society
2. Politics without Power
3. Democracy and Party Politics
4. Politics without Party
5. Decentralization of Power
6. Integral Humanism
7. Radical Democracy

#### **Learning Outcomes**

1. The students are enabled with M.N. Roy's concept of Decentralization of Power.
2. The students are familiarized with the party politics in the Democratic system.

#### **Rabindranath Tagore:**

##### Texts:

- a). *Sadhana* ( New Delhi: Macmilla,1988), Chapter-8
- b). *Lectures and Addresses*, Selected from the Speeches of the Poet by Anthony Soares (New Delhi: Macmillan, 1980).

##### References:

- AmiyaChakrabarthy et al. : Rabindranath (Calcutta: Calcutta Book Exchange, 1944)  
S. radhakrishnan : The Philosophy of Rabindranath Tagore (London: Macmillan,1919)  
B.G. Roy : The Philosophy of Rabindranath Tagore (Bombay:Hind Kitab,1949)  
Saummendranath Tagore : Rabindranath Tagore and Universal Humanism (Bombay: St.Vaguhm Company, 1981)

#### **Sri Aurobindo:**

##### Texts:

- a). *Human Cycle* (Pondicherry: Sri Aurobindo Aashram,1992)
- b). *The Human Unity* (Pondicherry: Sri AurobindoAashram, 1992)

##### References:

- Karan Singh : Profit of Indian Nationalism: A Study of the political Thought of Sri AurobindoGhose 1893-1910 (London: George allan&Unwin, 1963)  
KewalMotwani : Sri Aurobindo on Social Sciences and Humanities for the New Age (Bombay: Orient Longmans, 1962)  
Sisir Kumar Mitra : Liberator (Bombay: Jaico Publications, 1964)

- : An Introduction to the Philosophy of Sri Aurobindo (Pondicherry: Sri Aurobindo Ashram, 1982)
- Sathana, K.D : Indian Spirit and the World's Future (Pondicherry: Sri Aurobindo Ashram, 1953)
- V.P. Varma : The Political Philosophy of Aurobindo

### **M.K. Gandhi:**

#### Texts:

- a). *The Selected Works of Mahatma Gandhi* (Ahmadabad: Navjivan Publishing House, 1993-1994) in 6 volumes, vols.4 and 6.

#### References:

- Romain Rolland : Mahatma Gandhi (London: George Allan & Unwin, 1924).
- J. Bandhopadhyaya : Social and Political Thought of Gandhi (New York: Allied Publishers, 1969).
- Raghavan & Iyer : The Moral and Political Thought of Mahatma Gandhi (New Delhi: OUP, 2000).
- Bhiku Parekh : Colonialism, Tradition and Reform (New Delhi: Sage, 1999).
- : Gandhi's Political Philosophy (London: Macmillan, 1989).
- Ronald J. Terchek : Gandhi: Struggling for Autonomy (New Delhi: Vistar Publications, 2000).

### **M.N. Roy:**

#### Texts:

- a). Politics, power and Parties (Delhi: Ajanta Publications, 1981).
- b). New Humanism- A Manifesto (Calcutta: Renaissance Publications, 1953).

#### References:

- V.M. Tharkunde : Radical Humanism: The Philosophy of Freedom and Democracy (Delhi: Ajanta Publications, 1963).
- V.B. Karnik : M.N. Roy: Political Biography (Bombay: NavJagriti Samaj, 1978).
- Sibnarayan Ray : M.N. Roy, Philosopher Revolutionary (Calcutta: Renaissance Publications, 1956).
- Samaren Roy : M.N. Roy: The Restless Brahmin (Bombay: Allied Publishers, 1970).

## **SYLLABUS (CBCS MODEL)**

**DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**M.A.POLITICAL SCIENCE, FOURTH SEMESTER,**

**PAPER VIII : (Open Elective): SOCIO-POLITICAL MOVEMENTS IN INDIA**

(With effect from 2015-2016 admitted batch)

### **Objectives**

1. To make the students understand the different types of social movements in India
2. To enable the students to understand the Characteristics of Movements
3. To familiarize the students with pro and anti-reservation movements in India
4. To make the students understand the women's movements in India
5. To understand the concept of Regionalism and regional movements in India.

### **Unit I**

1. Theories of Social Movement, Types of Movements,
2. Characteristics of Movements; Stages of Movements.

### **Learning Outcomes**

1. The students will understand the different types of social movements in India

2. The students are enabled to know the characteristics and stages of movements.

## **Unit II**

Farmers' Movements;

Workers' Movements;

### **Learning Outcomes**

1. The students are enabled the farmers' movements in India
2. The students come to know about the Workers movements in India

## **Unit III**

Tribal Movements;

Dalit Movement;

Pro and anti-reservation Movements;

### **Learning Outcomes**

1. The students are familiarized with pro and anti-reservation movements in India
2. The students come to know about the Dalit and tribal movement and reasons behind this movements.

## **Unit IV**

Women's Movements;

Environmental Movements;

Anti-nuclear movement;

### **Learning Outcomes**

1. The students will understand the women's movements in India
2. The students are enabled to know about the Environmental movements and the importance of this movements to protect the environment.

## **Unit V**

Regional Movements

Sub Regional Movements

### **Learning Outcomes**



1. The students are able to understand the concept of Regionalism
2. The students understand the regional movements in India.

***Reading Sources:***

1. G. B. Rush, R. S. Denisoff : Social and Political Movements
  2. M. S. A. Rao : Social Movements in India (Vols. I and II.)
  3. T. K. Oommen : Protest and Change - Studies in Social Movements
  4. J. Goodwin and J. Jasper : The Social Movement Reader
  5. Sydney Tarrow : Power in Social Movements
  6. G. Shah : Social Movements in India
  7. Hoelscher, Kristian, Jason Miklian, and K.C. Vadlamannati. 2012. "Hearts and Mines: A District Level Analysis of the Maoist Conflict in India".
  8. Stepan, A., J. Linz Juan, et al. (2011). "Crafting State Nations." The Johns Hopkins University Press, Baltimore
- Oommen, T.K. (2010) 'Student Power: Mobilisation and Protest' in Oommen, T.K. (ed.) Social Movements-I, Concerns of Equity and Security. Delhi: OUP
- Singha, R. Debal, K. (2004) Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity. Delhi: Sage
- Omvedt, G. (1983) Reinventing Revolution, New Social Movements and the Socialist Tradition in India. New York: Sharpe.
- Shah, G. (ed.) (2002) Social Movements and the State. New Delhi: Sage.
- Shah, G. (2004) Social Movements in India: A Review of Literature. New Delhi: Sage
- Mohanty, M. Mukherji, P.N. with Tornquist, O. (1998) People's Rights: Social Movements and the State in the Third World. New Delhi: Sage.