

**DEPARTMENT OF POLITICAL SCIENCE**

**COURSE OUTLINE, OBJECTIVES**

**&**

**OUTCOMES**

**B.A Program in Political Science**

**SEMESTER 1:**

**CC 01/DSC101: UNDERSTANDING POLITICAL SCIENCE**

**Course Objectives:** This foundation course attempts to familiarizes students with central debates in political theory in the discipline of Political Science and permits them an overview of the works of some of the discipline's most pertinent concepts. It does so by pointing out long term intellectual traditions of thought as well as implications for contemporary politics and Political Science. Students will learn to critically engage with concepts and canonical texts, to compare them analytically, and to translate what they mean for the present. In so

doing, students will acquire the critical analytical vocabulary to address political questions in a reflected and theoretically informed way. Since the course Understanding Political Science is an introduction to political theory, it is the study that helps us develop working answers to contentious questions. The course is divided into thematic parts: which examines the problems of foundations – what politics is at its beginning; the question of ‘science’ and ‘art’, the state - its purpose and meanings; the problem of political rule and the many difficulties involved in having or sharing political power, as well as interrelations among core concepts.

**Learning Outcomes:** The student will be able to appreciate the centrality and importance of ‘politics’ concepts, and institutions in the more ordinary and everyday aspects of our lives – the politics and policies that determine how we interact at work and in our more private worlds with family and friends, as well as in the public sphere. Throughout, students will be better equipped to employ and use a variety of resources – philosophic, literary, cultural, cinematic, and historical – to understand and develop conceptual ways of engaging with our political world, unraveling, critiquing and understanding those very assumptions we choose to live by.

## **CC 02: PERSPECTIVES ON PUBLIC ADMINISTRATION**

**Course Objectives:** This course introduces the history and practice of public administration at the global, national, state, and local levels. Topics include concepts of public policy, organizational theory, intergovernmental administration, human resources, the ethics of public service, and the general principles of impact of the information age. Public Administration also includes studies in law, public policy, organizational theory and a variety of other subjects. Classic confrontation between "politics" and "administration" will be examined in this course. The historical context of the "Good Government Movement" of the Nineteenth Century; the rise of the professions in public management; the issues of responsiveness and patronage; issues of gender will be taught and application made to current state and local government administrative practice. The political process and public policy making will also be examined. While elected officials are the most visible part of our government, it is the daily government workers, or “bureaucrats,” who do the majority of governmental tasks and functions. Some of these bureaucrats are public administrators and have a difficult job. They have to come up with implementing solutions to the most daring of society’s challenges. They advise elected officials of the strengths and weaknesses of public

programs. A public administrator manages public agencies, sets budgets, and creates government policies. A course in public administration seeks to prepare students to successfully problem-solve and find solutions to various administrative issues.

**Learning Outcomes:** Students can earn a master's or doctoral degree in public administration as the course will provide a sound academic foundation to students. Internships and graduate assistantships are usually available, most commonly at the bachelor's and master's levels. Graduates can also work as urban and regional planners, city managers and more. Public administration attempts to decipher how decisions in government are made as well as administering government projects to carry out those decisions so students will develop a diverse and multidisciplinary background in public policy, management, sociology, and political theory. Students will develop a strong understanding of finance and accounting, administrative skills and abilities, information about government workings as well as organizational capability. There are a lot of job opportunities in non-profit firms, local government bodies, state government, public service organizations, such as healthcare agencies as well as animal welfare and various non-profit firms at the local, national and international level. After the successful completion of the course, aspirants are eligible to apply for government jobs as a profile for association executives or as a budget analyst with various social groups and also in the Union or state civil services.

## **SEMESTER 2:**

### **COURSE CC 03/DSC 301: INDIAN GOVERNMENT AND POLITICS**

**Course Objectives:** The course explains the complexities of the Indian political process and its effects on the constitutional institutions of India. Adopting a multi-disciplinary approach, it takes a fresh look at the socio-political and economic scenario of contemporary India and unearths new areas of inquiry by posing pertinent questions on the nature of Indian politics. The strength of the course lies in its focused content, which thoroughly analyses the political happenings in India and studies how the political institutions have emerged and changed since the end of colonial rule in the country. The highlights of this course include discussions and debates on the genesis of the Indian Constitution; the major constitutional offices of India; the theory and practice of federalism; the powers and functions of the Union and state legislature, executive and judiciary; preliminary issues of planning and economic

development and discussions on the party system. The course also broadly initiates discussion on various contemporary issues in Indian politics and governance with respect to the institutions. Ultimately, the goal of this course is to help each member of the class arrive at a deeper, more comprehensive understanding of the forces that shape Indian government and politics, so that he or she may be both a more discerning student and critic of the system and a more informed and reflective participant in it.

**Learning Outcomes:** Students will learn the structure and dynamics of Indian national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary India. Students will have a sound foundation on three major areas: the Indian Constitution and the debates of the founding era and the institutions of modern Indian government. At the completion of the course, students will be familiar with the strategies, roles, and limitations of both governmental elites and ordinary citizens, with particular emphasis on how they communicate and interact within the constitutional “rules of the game” to promote (or inhibit?) the achievement of public goods. Students will be able to critically examine important political phenomena and governmental processes from a variety of perspectives. On successful completion of this course students should be able to show strong knowledge of the Indian political institutions and the way in which they interact in the process of policy making; familiarize themselves with the history of the Indian political system; become aware of the main contentious policy debates that have dominated contemporary Indian political discourse; demonstrate strong understanding of the Indian electoral process as well as critically assess the electoral process.

#### **CC 04: WESTERN POLITICAL THOUGHT**

**Course Objectives:** One of the most enduring controversies in Western political thought is how to conceptualize the relationship among concepts such as justice, freedom, politics, and citizenship. Aristotle sharply distinguished the economic and political realms, and held that humans experienced freedom—which consisted in civic activity—only in the latter. The English philosopher, John Locke, however, saw freedom, economics, and citizenship as integrally interrelated: government exists to protect not only persons but also property, and freedom largely consists in the ability to accumulate and enjoy property without the threat of either anarchy or tyranny. Marx and Engels agreed with Locke that freedom, economics, and citizenship were integrally interrelated, but Marx and Engels thought private property was antithetical to freedom, and reconceived citizenship as revolution against capitalism. This course introduces the students to Western political thought by tracing the classical history of

the philosophical debate over the proper relation among justice, freedom, economics, and citizenship. Though Plato, Aristotle, J.S Mill, Bentham figure most centrally in the storyline, we will also consider works by Thomas Hobbes, Rousseau, John Locke and others. Heavy emphasis will be placed on enhancing the skills in writing and argument. In this regard, certain key texts (extracts) shall be circulated that will help the students in developing the skill of content analysis.

**Learning Outcomes:** Students will understand the origin and nature of political theory and the ways political theoretical thinking can enhance our capacities for critical reflection and democratic citizenship. They will also understand how the concepts of freedom and citizenship have had multiple and sometimes conflicting meanings in the history of Western political thought and meanings of freedom and citizenship have varied in response to changing understanding. After completing this course, students will be familiar with the main features of the two most important and influential political theories of all time – those of Plato and Aristotle. They will also understand the historical origins of political theory as a field of study and the ultimate roots of contemporary political thought. They will be trained in Socratic, deductive and empirical approaches to studying social life; Students will be able to describe and apply the main classical concepts of political theory, including justice, liberty and community and know the classical forms of government and their comparative strengths and weaknesses. Broadly, they will comprehend some key points of similarity and difference between classical and modern political thought.

### **SEMESTER III**

#### **COURSE CC 05/DSC 301 COMPARATIVE POLITICS**

##### **Course Objectives:**

This course studies the political systems of a number of different countries, providing the opportunity to examine the features of individual political systems and to investigate the similarities and differences among political systems in two or more countries. Comparative politics attempts to analyze and explain its findings through comparative study. As such, the goal of comparative study is to develop “law-like” generalizations and thereby facilitate both explanation and prediction, thus warranting the status of a “science.” The course includes case studies of countries such as United Kingdom, United States, China and France. U.S.A. ,China

and Russia. The course is aimed at generating a wealth of information that allows us to construct the key features for each of the individual cases, examine similarities and differences among various political systems, and appreciate the diversity of the political world. The case studies also permit interesting conclusions and allow for the generation of useful questions. Most importantly, though, the case studies examined allow you to begin to engage in comparative political analysis. The course takes that the task of comparative analysis is not simply to describe what is going on in one, two, or more countries, but it is to dig for credible reasons for why these things are going on and offer clear evidence for the ideas that students may unearth. Identify the components of system theory and explain its use in political science. The objectives of the course are to identify the key theoretical approaches and methods used in comparative politics in the hope that students apply these comparative approaches to one, two, or more countries (i.e., undertake comparative analysis). The students will also be expected to distinguish between and analyze the politics of three types of political systems: industrialized democracies, former and current Communist regimes, and the Third World.

### **Learning Outcomes:**

Students will be able to compare states according to their historical evolution, political culture and political participation, state institutions, form of government, and public policy. They will also be able to describe the important details of the political systems addressed in the course. They will be enabled to analyze the impact of globalization on the states covered in the course and assess the level of democratization in the regimes studied in the course. In this course, will explore and understand major questions and issues in contemporary comparative politics.

Students will be able to answer questions that have long been central to research in comparative politics, including the challenges for democratization and democratic stability in certain social and economic contexts, how countries vary in their political institutions (constitutional, electoral, administrative, and party systems) and why these variations matter, and what explains the persistence of ethnicity and causes of civil conflict.

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

- Define the key terms in Comparative Politics

- Discuss the political history, institutions, political cultures, political parties, interest groups, political issues, cleavages, and the major political conflicts of various contemporary political systems
- Compare and contrast major aspects of democratic and non-democratic political systems
- Compare and contrast economic challenges facing developed and developing states
- Debate the role of a state in economic development
- Participate in group discussions about contested concepts with confidence and with tolerance for other points of view
- Navigate the large amounts of research material available in this subject through both traditional academic sources and through the use of information technology
- Demonstrate career readiness and leadership skills appropriate for beginning professional practice, including lifelong learning skills characterised by academic rigour, self-direction and intellectual independence

### **COURSE CC: 06 PUBLIC POLICY AND ADMINISTRATION IN INDIA**

**Course Objectives:** Public Policy and Administration in India covers a wide range of topics, from the norms and values informing democratic policymaking to the basics of cost-benefit and other tools of policy analysis. Though emphases will differ based on instructor strengths, all sections will address the institutional arrangements for making public policy decisions, the role of various actors-including nonprofit and private-sector professionals-in shaping policy outcomes, and the fundamentals (and limits) of analytic approaches to public policy. This course introduces students to a broad range of research strategies, methods and techniques used in policy analysis. It explores recent developments in analytical techniques, with particular reference to their underlying assumptions and their relevance to problems facing policy analysts and decision makers.

This course introduces basic policy concepts, the policy process and elements of the machinery of government showing the links between the foundations of policy analysis and contemporary public issues in the context of India. In this regard the course will discuss in detail the concept of Public Policy, its characteristics, definition and models; introduce them to the meaning of Decentralization – its significance, approaches and types; learn about the

Local Self Governance: Rural and Urban; introduce them to the concept and significance of Budget as well as inform them about budget cycles in India and various types of Budgeting. Putting the idea of Citizen and Administration Interface and Public Service Delivery the course will attempt to make them familiar with the Redressal of Public Grievances, RTI, Lokpal, Citizen's Charter and E-Governance. Finally, the course will also introduce them to the concept and approaches of Social Welfare including the Right to Education, National Health Mission, Right to Food Security and MNREGA.

### **Learning Outcomes:**

At the completion of the course, the student will be able to competently assume foundational positions in policy development organisations, implementation and evaluation, and manage these functions in government, non-profit organisations, international organisations and the private sector. Implement skills in all aspects of management, including general management, leadership, organisation management, strategic planning, • financial management, human resource management, and IT management. They will be able to utilise training grounded in theory and practical application of theory to work in organisations in developed countries and countries with emerging economies such as India. They will also understand how to analyse data and make effective management decisions given the diversity and complexity of the Indian social reality. The students will be able to look beyond traditional paradigms, looking instead to non-traditional path-breaking solutions for problems that are specific to India.

The students will also be able to effectively recognize, communicate, and contrast foundational concepts and issues in public policy and administration in India. In particular, they will be enabled to practice public administration constitutionally and legally by understanding the Constitution of India, due process, and equal protection rights. They will understand Union budget processes and assess financial implications of public decisions to the people of India.

## **COURSE CC 07: NATIONALISM IN INDIA**

### **Course Objectives:**



This course is primarily a survey of Indian history from colonial period to the present, focusing on the ideas, encounters, and exchanges that have formed this dynamic region. For the first two-thirds of the course, we will focus on the history of India from British colonial advent to 1947, privileging the two-and-a-half centuries of British colonial rule in India and the political, social, and cultural contestations that culminated in its independence. In the course's final third, we will focus on the history of the region since India's Partition. In particular, the course will focus on the concept of nationalism and its development in India. This course addresses the conflict and oppression that can be engendered through nationalism, and the global changes that can be brought about by national identities, ideologies and interests. Students will gain a comprehensive knowledge of the central concepts and major theories of nationalism, and identify key issues and problems through comparative and case study approaches.

### **Learning Outcomes:**

The course will impart an appreciation of the multidisciplinary nature of nationalism studies, in the context of Indian nationalism and provide a thorough grounding the central concepts and major theories of nationalism give students a comprehensive view of the ideas of key figures in the field convey the need to understand nationalism in the context of long-term, historical social change identify key issues and problems in comparative and case study approaches to the study of nationalism provide explorations of a variety of substantive cases of nationalism, helping students to think concretely about the phenomenon enable students to carry out substantial independent research or write a dissertation on a topic of their interest within the field at a later and higher stage. The course will familiarizes students with major concepts, theories and academic approaches which have influenced scholarly and popular understandings of ethnicity, nationhood, nationalism and notions of individual and group identities in diverse political and territorial contexts. After the completion of the course the students will be enabled to cultivate a theoretical framework for analyzing the various manifestations of identities that are commonly labelled as 'ethnic' and 'national'; engage in a critical inquiry into these processes in diverse cultural and political contexts; develop a comparative perspective to identify underlying similarities as well as distinctive elements of ethnic and nationalist politics across different political, regional and cultural contexts, and finally, gain a broader understanding of the rise and growth of Indian nationalism.

## **SEC 301: PUBLIC OPINION AND SURVEY RESEARCH**

**Course Objectives:** Opinion surveys are nearly ubiquitous in public life today. What are surveys, how do we conduct them, what can they tell us (and fail to tell us), and what is their relevance to legal and social research? This course is a skills-based workshop geared to train students to critically consume, generate and interpret survey data including polls. Key topics we will cover include: the history of the concept of public opinion; historical approaches to survey research methods; the role of public opinion in a democracy; understanding sampling theory and questionnaire design; learning about different modes of interviewing and alternatives to opinion surveys; reading texts that discuss public opinion and use survey data; primary analysis of survey data including core concepts of qualitative and quantitative data. This course seeks to provide basic and necessary experience with the use of statistics and probability theory. Students are expected to work on a group project and a research paper for the class which will be used for internal evaluation.

**Learning Outcomes:** Students will develop a large number of cross-disciplinary skills such as: discernment, analytical and summarising skills, research experience, and so on. This range of skills, combined with specialist knowledge acquired during their studies, prepares students for professional careers in very varied sectors of activity, such as: private and public companies in the sector of polling, data collection and analysis (social and market research), careers in public administration, statistical offices, Masters and doctoral training, research and teaching at University or college, Non-governmental and international organizations, Journalism, media, public relations, communication, Business and marketing analytics. Students would have gained advanced training in the theory and hands-on design of survey and public opinion polling instruments, learn how to administer and analyze the results of survey instruments and polls, identify how to make data accessible and meaningful across various stakeholder communities and the general public, as well as integrate polling and survey research so that it can be effective for a range of professional settings and workplace environments.

## **COURSE GE 301: READING GANDHI**

**Course Objectives:**

This course will take us back to where it all started, and explore the ideas of the man who, more than any other, was responsible for inventing Civil Disobedience. This will not, primarily, be a class on Gandhi's life. Instead, we will examine the both original writings of both Gandhi and some of his major interpretations to better understand what satyagraha and civil disobedience is, what it is not, in what historical contexts it has been effective, and how it is still relevant today. The course will seek and answer to the question: What is Gandhian philosophy? Is it the religious and social ideas adopted and developed by Gandhi, first during his period in South Africa from 1893 to 1914, and later of course in India or are there other sources? Students will learn that these ideas have been further developed by later "Gandhians", most notably, in India by, Vinoba Bhave and Jayaprakash Narayan. Outside of India some of the work of, for example, Martin Luther King Jr. can also be viewed in this light. Students will delve into the manner in which Gandhi understood human nature by critically looking at his ideas of the universe as an organic whole, where the philosophy exists on several planes - the spiritual or religious, moral, political, economic, social, individual and collective. Students will discuss in detail the twin cardinal principles of Gandhi's thought which are truth and nonviolence. In short, the course will discuss the contribution of Gandhian thought in the making of modern India through his own works, as well as through the interpretations of selected scholars, so that students can evaluate the relevance of Gandhi to the modern times.

**Learning Outcomes:**

The course will give students a good knowledge about Human values and Gandhian Principles. This helps students to improve their attitude to Gandhi and his philosophy. It inculcates the right moral values in students. It teaches students to understand that doing Social service and field work is essential for self-development. The course focuses on Gandhi's influence on Indian and Western thinkers, on the historical developments of Gandhi's philosophy, on ethical issues, Gandhi's moral, religious and social philosophy. The course also gives an over-all picture of Gandhi, as a writer, as a humorist, as a philosopher, as the maker of Modern India and his relevance to contemporary India.