



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Political Science**  
**(2023-2026)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers As- sessment*	END SEM University Exam	Teachers As- sessment*				
BAPOLS C501	Core Course	International Relations	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):** The student will be able to

- **CEO 01** Get acquainted with the fundamental concepts and approaches of the International Relations.
- **CEO 02** Have an insight into national power and ideologies in international politics.
- **CEO 03** Able to understand the power politics in international sphere.
- **CEO 04** Got to know about the Indian foreign policy with reference to major powers.
- **CEO 05** Knowledgeable about the treaties related to armaments and disarmaments.

**Course Outcomes (COs):** The students should be able to:

- **CO 01** Describe the concepts and approaches related to International Relations.
- **CO 02** Evaluate the concept of national power and ideology in international politics.
- **CO 03** Evaluate the events that occurred during 1945 to 1991 and their reasons.
- **CO 04** Analyze how international relations change with the change of time and situation. With reference, India's relations with major powers (USA & China).
- **CO 05** Explain about cause and results of armaments and disarmament tendencies.

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**\*Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**COURSE CONTENTS:**

**Unit-I**

Meaning, scope, and approaches to the study of International Relations.

**Unit-II**

National Power- concepts and elements, power, and ideology in International Relations.

**Unit-III**

Cold war, Non-Alignment Movement, Détente, End of Cold war

**Unit-IV**

Foreign policy of China and U.S.A. with reference to India.

**Unit-V**

Armament and Disarmament- NPT, CTBT.

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**Suggested Readings:**

- Acharya, Amitav & Barry Buzan, (2019) *The Making of Global International Relations: Origin and evolution of International Relations at its Centenary*, Cambridge: Cambridge University Press.
- Christian Reus-Smit & Duncan Snidal, (2018) *The Oxford Handbook of International Relations*, UK: Oxford University Press.
- Dunne, Tim, Milja Kurki & Steve Smith, (2021) *International Relations Theories: Disciplines and Diversity*, London: Oxford University Press
- Fawcett, Louise, (2016) *International Relations of the Middle East*, UK: Oxford University Press
- Hans J, Morgenthau, (1985) *Politics among Nations: Struggle for Power and Peace*, New Delhi: Kalyani Publishers.
- Henry R. Nau, (2016) *Perspectives on International Relations*, Washington D.C.: CQ Press
- Jon C.W. Pevehouse, Joshua S Goldstein, (2016) *International Relations*, London: Pearson Publishing.
- Joseph Grieco. G. John Ikenberry & Michael Mastanduno, (2018) *Introduction to International Relations*. London: Bloomsbury Academic.
- Karen A. Mingst, Heather Elko Mckibben, Ivan M. Arreguin toft, (2008) *Essentials of International Relations*, New York: W. W. Norton & Company
- Kissinger, Henry, (1994) *Diplomacy*, New York: Simon & Schuster.
- Mark V. Kauppi and Paul R. Viotti, (2019) *International Relations Theory*, Lanham: Rowman & Littlefield Publishers.

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BAPOLS C502	Core Course	Political Sociology	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

**\*Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives: (CEOs): The Students will be able to:**

- **CEO 1** Understand the Emergence, Nature, and Scope of Political Sociology
- **CEO 2** Know about Approaches to the Study of Political Sociology.
- **CEO 3** Acquire in depth Knowledge about political socialization, political modernization, political development, political culture approaches.
- **CEO 4** Study political participation and public opinion in policy formulation.
- **CEO 5** Recognize political power, its concept of elites and masses.

**Course Outcomes: (COs): The students should be able to:**

- **CO 1** Explain the Emergence, Nature, and Scope of Political Sociology.
- **CO 2** Describe Approaches to the Study of Political Sociology.
- **CO 3** Recall about political socialization, political modernization, political development, political culture approaches and their role in political activities.
- **CO 4** Describe political participation and public opinion in policy formulation.
- **CO 5** Discuss political power, its concept of elites and masses.

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## COURSE CONTENT

### UNIT I

Emergence, Nature, and Scope of Political Sociology

### UNIT II

Approaches to the Study of Political Sociology:

A) Behavioral Approach A) Systems Approach B) Marxist Approach

### UNIT III

Political Socialization, Political Modernization, Political Development, Political Culture

### UNIT IV

Political Participation and Public Opinion

### UNIT V

Political Power: Concept of Elites and Masses, Leadership

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**Suggested Readings:**

- Ali, A., and L.N. Sharma, (1983) *Political Sociology*, Madras: Madras University Press Pvt. Ltd.
- Ashraf, Ali & L.N. Sharma, (1983) *Political sociology* - a new grammar of politics. Universities press, India.
- Althoff, Phillip and Michael Rush, (1982) *An Introduction to Political Sociology*. New York: Prentice Hall.
- Dowse, Robert E and J.A. Hughes, (1972) *Political Sociology*, London: John Wiley & Sons
- L.S. Rathore (1967) *Political Sociology*, Meerut: Meenakshi Prakashan.
- Mukhopadhyay, A.K. (1997) *Political sociology*- an introduction analysis. Calcutta: K.P. Bagchi and company.
- Ralhan, S.S and Lambat, S.R. (2006) *Political sociology*. New Delhi: commonwealth publishers

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BAPOL SC503I	Elective Course	Human Rights	60	20	20	0	0	4	0	0	4

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

**\*Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):** The student will be able to

- CEO 01 Get acquainted with the meaning, evolution, and importance of Human Rights.
- CEO 02 Have an insight into the United Nations Declaration of Human Rights.
- CEO 03 Able to understand Human Rights in the context of Indian Constitution.
- CEO 04 Got to know about the National Human Rights Commission.
- CEO 05 Knowledgeable about the challenges to Human Rights in India.

**Course Outcomes (COs):** The students should be able to:

- CO 01 Describe the meaning, evolution, and importance of Human Rights.
- CO 02 Recall the United Nations Declaration of Human Rights and it's role in present scenario.
- CO 03 Examine about the Human Rights in the Indian constitution.
- CO 04 Describe how National Human Rights Commission formed and how it functions.
- CO 05 Explain about challenges to Human Rights in India.

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**COURSE CONTENTS:**

**Unit-I**

Concept of Human Right: meaning, evolution and importance.

**Unit-II**

UNO and Human Rights: Universal Declaration of Human Rights.

**Unit-III**

Indian Constitution and Human Rights: Civil and Political Rights, Right to Information.

**Unit-IV**

National Human Rights Commission.

**Unit-V**

Challenges to Human Rights in India.

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**Suggested Readings:**

- Agarwal, H.O. (2020) *Human Rights*, Central Law Publication
- Baxi, Upendra (1987) *The Right to be Human*, Lancer International, New Delhi.
- Baxi, Upendra (1994) *Inhuman wrongs and Human Rights*, Har Anand, New Delhi.
- Chopra, J.K. (2010) *Violations of Human Rights in India*. D.P.S. Publishing House, New Delhi.
- Clapham, A. (2007) *Human Rights: A very short Introduction*, Oxford University press, New York.
- Darren J. O. Byrne, (2004) *Human Rights: An Introduction*, Pearson Education Pvt Ltd, New Delhi
- Johari J.C. (1998) *Human Rights and New world Order*, Anmol Publications, New Delhi.
- Motilal, Shasi & Bijaya Laxmi, (2000) *Human Rights, Gender and Environment*, Allied Publishers, New Delhi.
- Nirmal, C. (1997) *Human Rights in India*, Oxford University Press, New Delhi.
- Singh, U. Kumar, (2009) *Human Rights and Peace*, Oxford University Press, New Delhi.
- Symonides, J. (2006) *New Dimensions and Challenges for Human Rights*, Rawat publications, Jaipur.

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BAPOL SC503 2	Elective Course	Introduction to Comparative Politics	60	20	20	0	0	4	0	0	4

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

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**Course Educational Objectives: (CEOs): The Students will be able to:**

- **CEO 1** Understand the different perspectives, approaches, and conceptual frameworks of comparative political analysis.
- **CEO 2** Knowledgeable about debates over the nature of state, how and why comparisons are made apart from what is to be compared.
- **CEO 3** Acquire in depth Knowledge about the conceptual categories and analytical frameworks.
- **CEO 4** Study contemporary political realities with conceptual tools which enable them to see relationship among political phenomena.
- **CEO 5** Recognize concepts of colonialism across the world and understand the debates that have gathered around them.

**Course Outcomes: (Cos): The students should be able to:**

- **CO 1** Explain the different perspectives, approaches, and conceptual frameworks of comparative political analysis.
- **CO 2** Describe about the debates related to the nature of state and the idea of comparative study,
- **CO 3** Express conceptual categories and analytical frameworks which capture and explain both the similarities and differences in political experiences across the world.
- **CO 4** Examine contemporary political realities with conceptual tools which enable them to see relationship among political phenomena across the world. and understand the debates that have gathered around them.
- **CO 5** Analyze role of various thoughts related to colonialism and understand the debates that have gathered around them.

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BAPOL SC503 2	Elective Course	Introduction to Comparative Politics	60	20	20	0	0	4	0	0	4

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**COURSE CONTENTS:**

**UNIT I:**

Comparative Methods and Approaches: Traditional Approaches- Institutional Approach. Modern Approaches- New Institutionalism, Structural Functional Approach, Political Socialization.

**UNIT II**

Debates Over the Nature of States in Capitalist and Socialist Society, Post -Colonial State

**UNIT III:**

Democratic, Electoral, Liberal, Majoritarian, Participatory, Non-Democratic Regimes, Democratic Authoritarian Regime, Military Dictatorship, Fascist Regime.

**UNIT IV:**

Theories of Development: Underdevelopment, Dependency, World System.

**UNIT V:**

Colonialism and Decolonization: Forms of Colonialization Colonial Struggles.

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**Suggested Readings:**

- Benedict Anderson, (1998) *The Specter of Comparisons: Nationalism, Southeast Asia and the World*, Verso, New York.
- Blondel, Jean, (1999) *'Then and Now: Comparative Politics'*, Blackwell Publishers, Melden, UK.
- Caramani, Daniele, (2017) *Comparative Politics*, Oxford University Press.
- Eckstein, Harry and David, E. Apter, (1994) *Comparative Politics: A Reader*, The Free Press of Glencoe, London.
- Stokes (2007) *Oxford Handbook of Comparative Politics*, Oxford University Press, New York.
- Tyler, J. Dickovick, and Jonathan Eastwood, (2014) *Comparative Politics: Integrating Theories, Methods, and Cases*, Oxford University Press, Oxford

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BAPOLS C5033	Elective Course	Theories and Concepts of Public Administration	60	20	20	0	0	4	0	0	4

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

**\*Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives: (CEOs): The Students will be able to:**

- **CEO 1** Understand the meaning, approaches, and evolution of Public Administration.
- **CEO 2** Know about Administrative management by various scholars, behavioral approach, and systems approach.
- **CEO 3** Acquire in depth Knowledge about major administrative theories in Public Administration.
- **CEO 4** Study major approaches in Public Administration during contemporary times.
- **CEO 5** Recognize other major approaches like new public administration, new public management, new public service approach, and feminist approach.

**Course Outcomes: (Cos): The students should be able to:**

- **CO 1** Explain the meaning, concept development of Public Administration.
- **CO 2** Describe Administrative management by various scholars, behavioral approach, and systems approach.
- **CO 3** Recall the major administrative theories in Public Administration and their role in present administrative scenario.
- **CO 4** Describe major approaches like ecological approach, development administration, and comparative public administration in the discipline.
- **CO 5** Discuss other major approaches like new public administration, new public management, new public service approach, and feminist approach.

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**B.A. Political Science**  
**(2023-2026)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
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## COURSE CONTENTS:

### UNIT I

Public Administration as a Discipline:

1. Meaning, Definitions, and Importance of Public Administration.
2. Approaches to the study of Public Administration.
3. Evolution of Public Administration as a Discipline.

### UNIT II

Administrative Theories I:

1. Administrative Management (Gullick, Urwick, Fayol)
2. Behavioural Approach
3. Systems Approach.

### UNIT III

Administrative Theories II:

1. Communication Theory
2. Theories of Leadership and Motivation
3. Rational Decision Making (Herbert Simon)

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#### UNIT IV

Major Approaches in Public Administration I:

1. Ecological Approach by F.W. Riggs
2. Development Administration
3. Comparative Public Administration

#### UNIT V

Major Approaches in Public Administration II:

1. New Public Administration
2. New Public Management
3. New Public Service Approach.

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**Suggested Readings:**

- Arora, R., & Goyal, R. (1995) *Indian Public Administration*. New Delhi: Vishwa Prakashan.
- Avasthi & Maheshwari (2012) *Public Administration*, Lakshminarayan Agarwal, Agra
- Basu, R. (2004) *Public Administration: Concepts and Theories*. New Delhi: Sterling Publishers
- Bhattacharya, M. (2013) *New Horizons of Public Administration*, Jawahar Publishers, New Delhi.
- Donald Menzel and Harvey White (2011) *The State of Public Administration: Issues, Challenges and Opportunities*, New York, M. E. Sharpe.
- Fadia Kuldeep and B.L. Fadia, (2020) *Public Administration*, Sahitya Bhavan.
- Golembiewski, R.T. (1977) *Public Administration as a Developing Discipline*. Marcel Dekker In
- Henry, Nicholas (2006) *Public Administration and Public Affairs*, Prentice Hall of India, New Delhi.
- M. Lakshmikanth (2011) *Public Administration*, Tata McGraw Hill Publication; New Delhi.

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