

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
(Affiliated to Rajiv Gandhi University, Doimukh)  
**ARUNACHAL PRADESH**



**DEGREE PROGRAMME**  
**B.A. POLITICAL SCIENCE**  
(Offered as per NEP 2020)

**SYLLABUS**  
(Effective from the academic year 2024 – 2025)

**SAINT CLARET COLLEGE (AUTONOMOUS), ZIRO**  
(Affiliated to Rajiv Gandhi University, Doimukh, Arunachal Pradesh)

**DEPARTMENT OF POLITICAL SCIENCE**

**B.A. DEGREE: POLITICAL SCIENCE**

**COURSES OF STUDY OFFERED**

(Effective from the Academic Year 2024-2025)

(As per NEP 2020)

Subject Code	Title of Course	Credits	Total Hours			Exam Hours	Marks		
			Lecture Hours (L)	Tutorial Hours (T)	Practical Hours (P)		Continuous Assessment	End Semester	Maximum
<b>Semester - 1</b>									
24PS/CC/UP14	Understanding Politics	4	4	1	0	3	20	80	100
24PS/MC/UP14	Understanding Politics	4	4	0	0	3	20	80	100
24PS/SE/ME13	Managing Election and Election Campaign	3	3	0	0	3	20	80	100
<b>Semester – 2</b>									
24PS/CC/IC24	Indian Constitution	4	4	1	0	3	20	80	100
24PS/MC/IC24	Indian Constitution	4	4	0	0	3	20	80	100
24PS/SE/PP23	Public Policy Management	3	3	0	0	3	20	80	100

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**B.A. DEGREE: POLITICAL SCIENCE**

**SYLLABUS**

(Effective from the Academic Year 2024-2025)

(As per NEP 2020)

**UNDERSTANDING POLITICS**

**CODE: 24PS/CC/UP14**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**L T P: 4 1 0**

**COURSE OBJECTIVE:** *A student will learn to –*

1. Understand Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions.
2. Develop their own understanding of politics based on different ideologies.

**COURSE OBJECTIVE:** *The expected outcomes of this course are:*

1. The students will learn the different approaches to politics and build their own understanding of politics.
2. They will be able to answer why the state plays so much central place in the discourses on politics.
3. They will be able to make a distinction between nation and state.
4. They will come to know about different theories on Democracy.

**Unit 1: Introduction to Politics** **(15 hours)**

- 1.1. What is politics?
- 1.2. Different approaches to understand politics

**Unit 2: State** **(15 hours)**

- 2.1 Meaning of State
- 2.2. Changing role of state in the era of Globalization

**Unit 3: State and Nation** **(15 hours)**

- 3.1. How state is different from nation?
- 3.2. Concept of Nationalism

**Unit 4: Democracy** **(15 hours)**

- 4.1. Meaning
- 4.2. Theories of Democracy

### **Text Books:**

1. Gauba, O.P, (2001). *An Introduction to Political Theory*: Delhi, Macmillan India Ltd.
2. Ramaswamy, S. (2012). *Political Theory*: Gurgaon, Macmillan India Ltd.
3. Asirvatham, E., Mishra, K.K., (2004). *Political Theory*: New Delhi, S. Chand & Company Ltd.

### **Reference Books:**

1. Arblaster, A. (1994). *Democracy*.(2nd edition). Buckingham: Open University Press.
2. Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4), 712-716.
3. Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson
4. Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press.
5. Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.
6. Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, 13-33.
7. Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria*, 21, 70-98.
8. O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.
9. Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics*, 29(1), 20-24.
10. Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly*, 32(14), 715-721.

### **SCHEME OF EVALUATION:**

**CONTINUOUS INTERNAL ASSESSMENT:** 20 marks

Written Test : 20 marks

Duration of test : 1 hr

Third Component : Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**END SEMESTER EXAMINATION:** 80 marks

### **QUESTION PAPER PATTERN:**

**Duration of Examination: 3 hrs**

**Section A** – 4 x 5 = 20 marks (4 out of 6 to be answered in 200 words)

**Section B** – 3 x 10 = 30 marks (3 out of 5 to be answered in 1000 words)

**Section C** – 2 x 15 = 30 marks (2 out 4 to be answered in 1500 words)

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2. They will be able to answer why the state plays so much central place in the discourses on politics.
3. They will be able to make a distinction between nation and state.
4. They will come to know about different theories on nationalism.

**Unit 1: Introduction to Politics** **(15 hours)**

1.3. What is politics?

1.4. Different approaches to understand politics

**Unit 2: State** **(15 hours)**

2.2 Meaning of State

2.3. Changing role of state in the era of Globalization

**Unit 3: State and Nation** **(15 hours)**

3.1. How state is different from nation?

3.2. Concept of Nationalism

**Unit 4: Democracy** **(15 hours)**

4.1. Meaning

## 4.2. Theories of Democracy

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### SCHEME OF EVALUATION:

**CONTINUOUS INTERNAL ASSESSMENT:** 20 marks

Written Test : 20 marks

Duration of test : 1 hr

Third Component: Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**END SEMESTER EXAMINATION:** 80 marks

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**MANAGING ELECTION AND ELECTION CAMPAIGNS**

**CODE: 24PS/SE/ME13**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 45**

**L T P: 3 0 0**

**COURSE OBJECTIVES:** *A student will learn to:*

1. Understand the importance of Election in a democratic set up.
2. Examine the Model Code of Conduct issued by the ECI along with the process of filing of nomination and Election Affidavits.
3. Have a proper understanding on the use of different methods of electoral campaigns.

**LEARNING OUTCOMES:** *The expected outcomes of this course are that:*

1. The students will learn how election works to bring up a stable democratic set.
2. The students will learn about how to file election nominations and the technical issues involved in it.
3. They will be able to explain the election code of conduct including the ethics to in relation to expenditure and election campaigns.

**Unit 1: Electoral Democracy and Management of Elections** (15 hrs)

- 1.1. Electoral Democracy: A Theoretical Perspective
- 1.2. How Crucial is Management of Elections?

**Unit 2: Elections and Model Code of Conducts** (15 hrs)

- 2.1. Model Code of Conducts: What it is?
- 2.2. Filing Election Nominations and Election Affidavits
- 2.3. Knowing your Candidates

**Unit 3: Management of Election Campaign** (15 hrs)

- 3.1.Traditional methods of Electoral Campaign; Poster, Pamphlets
- 3.2.Use of New Techniques and Methods in Election Campaign
- 3.3.Ethics in Electoral Campaign, Studies in use and abuse of communication.

### **Text Books**

1. Fadia, B.L & Fadia, Kuldeep. (2024). Indian Government and Politics. Agra : Sahitya Bhawan Publications
2. Laxmikanth, M. (2020). Indian Polity. Chennai: McGraw Hill Education.

### **Books for Reference**

1. Herrnson, P. (1988). The Importance of Party Campaigning. *Policy*, 20(4), pp. 714-719.
2. Lambert, P. (2000). A Decade of Electoral Democracy: Continuity, Change and Crisis inParaguay. *Bulletin of Latin American Research* 19(3), pp. 379-396.
3. Paul, S. (2003). Right to Information on Candidates: How Will the Voters Know? *Economic and Political Weekly*, 38(15), pp. 1449.

### **SCHEME OF EVALUATION:**

**CONTINUOUS INTERNAL ASSESSMENT:** 20 marks

Written Test : 20 marks

Duration of test : 1 hr

Third Component : Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**SEMESTER END EXAMINATION:** 80 marks

### **QUESTION PAPER PATTERN:**

**Duration of Examination: 3 hrs**

**Section A** – 4 x 5 = 20 marks (4 out of 6 to be answered in 200 words)

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**SYLLABUS**

(Effective from the Academic Year 2024-2025)

(As per NEP 2020)

**INDIAN CONSTITUTION**

**CODE: 24PS/CC/IC24**

**CREDITS: 4**

**Total Teaching Hours: 60**

**L T P : 4 1 0**

**COURSE OBJECTIVES:** *A student will learn to -*

1. The purpose of the course is to familiarize the students with the key elements of the Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces that attempt to influence them.
2. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as the national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the constituent assembly.

**LEARNING OUTCOMES:** *The expected outcomes are:*

1. Students will comprehend the concepts of partition and the integration of princely states.
2. They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
3. They will come to know the importance of the preamble in the constitutional design of India.
4. They will be able to answer how the constituent assembly decided about our national flag, national song, and anthem and how debates unfolded on national language and minority rights in the Constitution.
5. They will be able to answer questions pertaining to the function and role of the president, prime minister, governor, chief minister, parliament, state legislature, and courts in the constitutional design of India.

**UNIT 1: Making of Indian Constitution and Constituent Assembly (15 Hours)**

**1.1 Philosophy and Preamble of Indian Constitution**

- 1.2 Fundamental Rights and Directive Principles of State Policy
- 1.3 Procedure in the Constitutional Amendment

**UNIT 2: Structure of the Central and State Governments (15 Hours)**

- 2.1 President and Governor
- 2.2 Parliament and State Legislature
- 2.3 Prime Minister and Chief Minister

**UNIT 3: Judiciary in India (15 Hours)**

- 3.1 Supreme Court: Structure and Functions
- 3.2 High Courts: Structure and functions
- 3.3 Judicial activism and Legal Aid.

**UNIT 4: Centre State Relations in India (15 Hour)**

- 4.1 Legislative Relation
- 4.2 Executive Relation
- 4.3 Financial Relation

**Suggested Readings:**

1. Ahmad, S., & Ali, M. (2006). *Social Justice and the Constitution of India*, The Indian Journal of Political Science, 67(4), p. 767-782.
2. Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
3. Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), p. 3025-3036.
4. Dhavan, R. (2006). *Governance by Judiciary: Into the Next Millennium*.
5. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.
6. Khatkhate, D., & Bhatt, V. (1970). *Centre-States Financial Relations in Context of Planned Development*, *Economic and Political Weekly*, 5(8), p. 367-376.
7. Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.
8. Palanithurai, G. (1990). *Legislative Institutions in India: Decline or Change*. The Indian Journal of Political Science, 51(3), p. 424-434.
9. Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
10. Ready, S. (1980). *Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution*. *Journal of the Indian Law Institute*, 22(3), p. 399-407.
11. Sack, P. (1990). *Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution*. *Journal of the Indian Law Institute*, 32(3), p. 294-308.
12. Singh, M. P. (2017). *Discretionary Powers of the President and Governors in India in Constitution and Practice*. *Indian Journal of Public Administration*, 63(3), vii–xviii.
13. Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*.

**SCHEME OF EVALUATION:**

**CONTINUOUS INTERNAL ASSESSMENT:** 20 marks

Written Test : 20 marks

Duration of test : 1 hr

Third Component: Assignment / Quiz /Seminar / Project work, etc. (Any one only)

**SEMESTER END EXAMINATION:** 80 marks

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(As per NEP 2020)

**INDIAN CONSTITUTION**

**CODE: 24PS/MC/IC24**

**CREDIT: 4**  
**Total Teaching Hours: 60**  
**L T P: 4 0 0**

**COURSE OBJECTIVES:** *A student will learn:*

1. To familiarize student with making of Indian Constitution
2. The purpose of the course is to familiarize the students with the key elements of Indian constitution
3. To critically assess the working of government institutions in the broader framework of constitutionality.
4. Understand the federal structure of the country.

**LEARNING OUTCOMES:** *The expected outcomes are:*

1. They will come to know the importance of the preamble in the constitutional design of India
2. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
3. They will be able to answer questions pertaining to the function and role of the president, Prime minister, Governor, Chief Minister, parliament and state legislature, and the courts in the Constitutional design of India.

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- 1.1 Philosophy and Preamble of Indian Constitution
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- 2.1. President and Governor Parliament and State Legislature
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**UNIT 3 Judiciary in India** **(15 Hours)**

- 3.1. Supreme Court: Structure and Functions
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## **UNIT 4 Centre State Relations in India**

**(15 Hours)**

- 4.1. Legislative Relation
- 4.2. Executive Relation
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### **REFERENCES:**

1. Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
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7. Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
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**PUBLIC POLICY MANAGEMENT**

**CODE: 24PS/SE/PP23**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 45**

**L T P: 3 0 0**

**COURSE OBJECTIVES:** *A student will learn -*

1. The conceptual as well as practical skills to the students to manage the public policies.
2. They will be exposed to formulations, implementations and regulatory mechanism involved in public policy.
3. They will be imparted skills to monitor and evaluate the working of the public policies.
4. This course make a solid grounding of the students in the management of public policy which requires a lot of skills in man, material and procedure monitoring and follow up actions to make the policy successful.

**LEARNING OUTCOMES:** The student will be able to:

1. To understand the processes and complexities involved in the decision making
2. To learn the skill of project monitoring and project evaluation
3. To develop skills to manage policy implementation.

**Contents**

<b>Unit 1:</b> Introduction to Public Policy Management –	<b>(15 hours)</b>
1.1.What is Public Policy?	
1.2.Public Policy making	
<b>Unit 2:</b> Public Policy Implementation	<b>(15 hours)</b>
2.1.Policy Implementation and Bureaucracy	
2.2.Legal and Regulatory and shared Governance	
2.3.Special Care in implementation of Public Policy	
<b>Unit 3:</b> Public Policy Monitoring	<b>(15 hours)</b>
3.1.Meaning and Significance of Policy Monitoring	
3.2.Monitoring of Public Policies and Good Governance	
3.3.Approaches to Policy monitoring	
3.4.Limitations in Policy Monitoring	

## Suggested Readings

- Barua, M. (2014). India's Environmental Strategy in the Global Climate Negotiations, *International Studies*, 51(1-4), pp. 195-211
- Chand,P., Chakrabarty,B., (2016). Public Policy Concept, Theory and Practice, New Delhi, Sage.
- Karuna, V.A., & Kidambi, S. (2007). Challenging Corruption with Social Audits, *Economic and Political Weekly*, 42(5), pp. 345-347.
- Sapru, Y., Sapru, R.K., (2020). *Public Policy Formulation, Implementation and Evaluation*.U.P.,India, Sterling.

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