

NEP-2020 and Learning Outcome-based Curriculum Framework (LOCF)

For

Post Graduate Program Public Policy, Administration & Governance

(To be effective from the Academic Session 2024-25)



Department of Political Science and Public Policy

Gurugram University, Gurugram

(A State University established by Govt. of Haryana Act No. 17 of 2017)

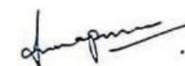
Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS					
			(Hrs)			Credits				TI	T E	PI	PE	Total	
Core Course(s)															
CC-A09	Politics of Sustainable Development		3	1	0	3	1	0	4	30	70	0	0	100	
CC-A10	Comparative PublicAdministration and Comparative Public Policy with special reference to U.S.A., U.K. and China		3	1	0	3	1	0	4	30	70	0	0	100	
CC-A11	ResearchMethodology		3	1	0	3	1	0	4	30	70	0	0	100	
Discipline Specific Elective Courses															
DSE-03	Disaster Governance		3	0	0	3	0	0	3	25	50	0	0	75	
Multidisciplinary Course(s)															
MDC-03	An Introduction to IndianConstitution		3	0	0	3	0	0	3	25	50	0	0	75	
Skill Enhancement Course(s)															
SEC-02	AppliedPolitical Science		2	0	0	2	0	0	2	15	35	0	0	50	
Value-added Course(s)															
VAC-02	Tribal KnowledgeSystem in India		2	0	0	2	0	0	2	15	35	0	0	50	
Seminar															
Seminar	Presentation		0	0	2	0	0	2	2	0	0	50	0	50	
Internship/Field Activity#															
	Internship		0	0	4	0	0	4	4	0	0	100	0	100	
									28					700	

#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in 3rd semester of a student who pursue 2 year PG Programme without taking exit option

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
	Ability Enhancement Course(s)													
AEC-03		One from Pool	2	0	0	2	0	2	2	15	35	0	0	50
	Dissertation/Project Work													
Dissertation		Dissertation	0	0	20	0	0	20	20	20		300	200	500
Total Credits										22				550



Semester III

CC-A09: Politics of Sustainable Development

Course ID:	Politics of Sustainable Development
Semester III	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcomes

Understand: Students will understand the context and critiques of sustainable development.

Evaluate: Students will evaluate the impact of environmental movements and green business practices.

Apply: Students will apply political ecology concepts to analyze resource control and environmental issues.

Analyze: Students will analyze and propose solutions for global environmental policies and climate change negotiation

Note:

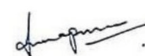
1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Environmental Critique of Development

- a. Context of Sustainable Development
- b. Critiques of Sustainable Development
- c. Environmental Sustainability: North and South

Unit II: Environmental Movements

- a. Social Movements and their Transnationalization
- b. International Dams Campaign, with a focus on the *Narmada Bachao Andolan*
- c. Transnational Networks: The Case of the Multilateral Development Bank Campaign



- d. The “Greening of Business”
- e. The Next Bottom Line? Arguments for Green Business
 - Case: The Monsanto Company and GMOs
 - Critics of Green Business

Unit III: Political Ecology

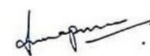
- a. Political Ecology Defined and Debated: Access to and Control over Resources
- b. Case: Water Politics in India

Unit IV: Environmentalism in Global Governance

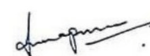
- a. Formal International Negotiations: Climate Change
- b. International treaties on Environment
- c. The World Summit on Sustainable Development and Beyond

Suggested readings

1. Bryant, R.L. and Bailey, S. (1997) Third World Political Ecology. London: Routledge. Carney, J. (1996) Converting the Wetlands, Engendering the Environment: The Intersection of Gender with Agrarian Change in the Gambia. In: Peet, R. and Watts, M. (eds.) Liberation Ecologies: Environment, Development, Social Movements. London: Routledge.
2. Dobson, A. and Lacardie, P. (eds.) (1993) The Politics of Nature: Explorations in Green Political Theory. London: Routledge.
3. Dubash, N.K. (2001) “Overheard at a bar at the Earth Summit.” In Beedles, B. and Petracca, M. (eds.) Academic Communities/Disciplinary Conventions. New Jersey: Prentice Hall.
5. Goldman, M. (ed.) (1998) Privatizing Nature: Political Struggles for the Global Commons. New Brunswick, NJ: Rutgers University Press.
6. Grubb, M., Koch, M., Munson, A., Sullivan, F. and Thompson, K. (1993) The Earth Summit Agreements: A Guide and Assessment. London: Royal Institute of International Affaris and Earthscan Publications Ltd., pp. 13–34.
7. Guha, R. (2000) Environmentalism: A Global History. New York: Longman. [chapter 5 and 6, pp. 69–124]
8. Iyer, R.R. (2003) Water: Perspectives, Issues, Concerns. New Delhi: Sage.



9. Lele, S.M. (1991) Sustainable Development: A Critical Review. *World Development*, 19(6), pp. 607–621.
10. Lohmann, L. (1998) “Whose Common Future?” In Conca, K. and Dabelko, G. D. (eds.) *Green Planet Blues*. Boulder, CO: Westview Press, pp. 240–245
11. O’Connor, M. (ed.) (1994) *Is Capitalism Sustainable: Political Economy and the Politics of Ecology*. New York: Guilford Press.
12. Peet, R. and Watts, M. (2004) *Liberation Ecologies: Environment, Development, Social Movements*. London: Routledge.
13. Torgerson, D. (1995) “The Uncertain Quest for Sustainability: Public Discourse and the Politics of Environmentalism.” In Fischer, F. and Black, M. (eds.) *Greening Environmental Policy: The Politics of a Sustainable Future*. New York: St. Martin’s Press.
14. Turner, M. (1993) “Overstocking the Range: A Critical Analysis of the Environmental Science of Sahelian Pastoralism.” *Economic Geography*, 69 (4), pp. 402–421.
15. World Commission on Environment and Development (1998) “Towards Sustainable Development’.” In Conca, K. and Dabelko, G.D. (eds.) *Green Planet Blues*. Boulder: CO: Westview Press, pp. 229–239



CC-A10: Comparative Public Policy and Comparative Public Administration with special reference to UK, USA and China

Course ID:	Comparative Public Policy and Comparative Public Administration with special reference to UK, USA and China
Semester III	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcome:

Understanding: Explain the concepts and relevance of Comparative Public Administration and Comparative Public Policy.

Analyzing: Analyze and compare the governmental institutions involved in public policy making in the UK, USA, and China.

Evaluating: Evaluate the influence of media and civil society on public policy making in these countries.

Comparing: Compare social security policies across the UK, USA, and China, assessing their effectiveness and differences.

Note:

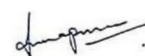
- 1. Nine Questions will be set in all and students will be required to attempt 5 questions.**
- 2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).**
- 3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).**

Unit I Concept of CPA & CPP

- a. The concept of Comparative Public Administration and relevance of its study
- b. The concept of Comparative Public Policy and relevance of its study

Unit II Governmental institutions involved in public policy making in-

- a. UK
- b. USA



- c. China

Unit III Influence of media and civil society groups on public policy making in-

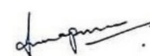
- a. UK
- b. USA
- c. China

Unit IV Study of Social Security policies in-

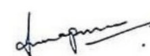
- a. UK
- b. USA
- c. China

Suggested Readings

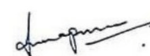
1. Alcock, P., & Craig, G. (2009). The international context. In P. Alcock & G. Craig (Eds.), *International Social Policy: Welfare Regimes in the Developed World* (2nd ed., pp. 1–24). Basingstoke: Palgrave Macmillan.
2. Albrow, M. (1996). *The Global Age: State and Society Beyond Modernity*. Cambridge: Polity Press.
3. Almond, G. A., & Verba, S. (1963). *The Civic Culture: Political Attitudes and Democracy in Five Nations*. London: Sage.
4. Amin, A. (1997). Placing globalization. *Theory, Culture and Society*, 14(2), 123–137.
5. Atkinson, M. M., & Coleman, W. D. (1989). Strong states and weak states: Sectoral policy networks in advanced capitalist economies. *British Journal of Political Science*, 19, 47–67.
6. Balassa, B. (1962). *The Theory of Economic Integration*. London: Allen & Unwin.
7. Banting, K., & Kymlicka, W. (2007). *Multiculturalism and the Welfare State*. Oxford: Oxford University Press.
8. Bourdieu, P. (1996). *The State Nobility: Elite Schools in the Field of Power*. Cambridge: Polity.
9. Bovens, M., 't Hart, P., Peters, B. G., Alboek, E., Busch, A., Dudley, G., Moran, M., & Richardson, J. (2001a). Patterns of governance: Sectoral and national comparisons. In M. Bovens, P. 't Hart, & B. G. Peters (Eds.), *Success and Failure in Public Governance: A Comparative Analysis* (pp. 593–640). Cheltenham: Edward Elgar.
10. Bovens, M., 't Hart, P., & Peters, B. G. (2001b). The state of governance in six European states. In M. Bovens, P. 't Hart, & B. G. Peters (Eds.), *Success and Failure in Public Governance: A Comparative Analysis* (pp. 641–662). Cheltenham: Edward Elgar.



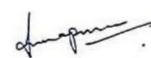
11. Browsers, M. (2003). The reconciliation of political theory and comparative politics. In J. S. Holmes (Ed.), *New Approaches to Comparative Politics: Insights from Political Theory* (pp. 7–22). Oxford: Lexington Books.
12. Castles, F. G. (Ed.). (1993). *Families of Nations: Patterns of Public Policy in Western Democracies*. Aldershot: Dartmouth.
13. Castles, F. G. (1998). *Comparative Public Policy: Patterns of Post-War Transformation*. Cheltenham: Edward Elgar.
14. Castles, F., & Mitchell, D. (1992). Identifying welfare state regimes: The links between politics, instruments and outcomes. *Governance*, 5(1), 1–26.
15. Cerny, P. G. (2007). Paradoxes of the competition state: The dynamics of political globalization. *Government and Opposition*, 32(2), 251–274.
16. Claessens, S., Dell’Ariccia, G., Igan, D., & Laeven, L. (2010). Global linkages and global policies: Cross-country experiences and policy implications from the global financial crisis. *Economic Policy*, 269–293.
17. Clasen, J. (Ed.). (1999). *Comparative Social Policy: Concepts, Theories and Methods*. Oxford: Blackwell.
18. De Meur, G., & Berg-Schlosser, D. (1994). Comparing political systems: Establishing similarities and dissimilarities. *European Journal of Political Research*, 26, 193–219.
19. Dierkes, M., Weiler, H. N., & Berthoin Antal, A. (Eds.). (1987). *Comparative Policy Research: Learning from Experience*. Aldershot: Gower/New York: St. Martin’s Press.
20. Dogan, M., & Pelassy, D. (1990). *How to Compare Nations: Strategies in Comparative Politics*. New York: Chatham.
21. Drezner, D. W. (2001). Globalization and policy convergence. *International Studies Review*, 3(1), 53–78.
22. Esman, M. J. (1970). CAG and the study of public administration. In F. W. Riggs (Ed.), *The Frontiers of Development Administration* (pp. 41–71). Durham, North Carolina: Duke University Press.
23. Farazmand, A. (Ed.). (2001). *Handbook of Comparative and Development Public Administration*. New York: Marcel Dekker Inc.



24. Finer, S. (1958). Interest groups and the political process in Great Britain. In H. Ehrman (Ed.), *Interest Groups in Four Continents* (pp. 117–144). Pittsburgh, PA: University of Pittsburgh Press.
25. Flora, P., & Heidenheimer, A. (Eds.). (1981). *The Development of Welfare States in Europe and America*. London: Transaction Books.
26. Foster, S. (1999). The struggle for American identity: Treatment of ethnic groups in United States history textbooks. *History of Education*, 28(3), 251–278.
27. Freeman, G. P. (1985). National styles and policy sectors: Explaining structured variation. *Journal of Public Policy*, 5(4), 467–496.
28. Grant, W. (1989). *Pressure Groups, Politics and Democracy in Britain*. Hemel Hempstead: Philip Allen.
29. Gray, J. (1998). *False Dawn: The Delusions of Global Capitalism*. New York: New Press.
30. Haas, E. B. (1961). International integration: The European and the universal process. *International Organization*, 15(3), 366–392.
31. Hantrais, L., & Mangen, S. (1996). Preface. In L. Hantrais & S. Mangen (Eds.), *Cross-National Research Methods in the Social Sciences*. London and New York: Pinter.
32. Hay, C., & Smith, N. J. (2010). How policy-makers (really) understand globalization: The internal architecture of Anglophone globalization discourse. *Public Administration*, 88(4), 903–927.
33. Heady, F. (2001). Public administration: A comparative perspective. In *Handbook of Comparative and Development Public Administration* (Chap. 2, pp. 71–112). New York, NY: Marcel Dekker.
34. Heaphey, J. (1968). Comparative public administration: Comments on current characteristics. *Public Administration Review*, 28(3), 242–249.
35. Heidenheimer, A. J., Heclo, H., & Adams, C. (1983). *Comparative Public Policy*. New York: St Martin's Press.
36. Heidenheimer, A. J., Heclo, H., & Adams, T. C. (1990). *Comparative Public Policy: The Politics of Social Choice in America, Europe and Japan* (3rd ed.). New York: St Martin's Press.
37. Jensen, C. (2009). Policy punctuations in mature welfare states. *Journal of Public Policy*, 29(3), 287–303.
38. Jowell, R. (1998). How comparative is comparative research? *American Behavioural Scientist*, 42(2), 168–177.



39. Kelly, D., Rajan, R. S., & Goh, G. (Eds.). (2006). *Managing Globalization: Lessons from China and India*. Singapore: World Scientific Publishing.
40. Lijphart, A. (1971). Comparative politics and the comparative method. *American Political Science Review*, 65, 682–693.



CC-A11: Research Methodology

Course ID:	Research Methodology
Semester III	Maximum Marks: 100
Credits: 4 (Hrs./week4)	Theory Examination: 70
Time: 3 hours	Internal Assessment: 30

Course Outcome:

Understanding: Understand fundamental concepts and steps in scientific research and Explain different research approaches and ethical considerations.

Analyzing: Analyze and formulate research problems, hypotheses, and research designs.

Applying: Apply sampling methods to select appropriate techniques for research.

Evaluating: Evaluate data collection methods and write a comprehensive research report.

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Introduction

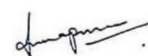
Research: Meaning, Characteristics and Functions, Goals of Research, Need and Importance of Social Science Research, Steps in scientific investigation

Approaches of Research: Pure, Applied v/s Action, Inductive and Deductive, Quantitative and Qualitative, Ethical considerations in Social Science Research

Unit II: Research Problem, Design and Hypothesis

Research problem: Identification & Formulation of research problem. Hypothesis: Definition, Characteristics of a Good Hypothesis, role of Hypothesis in research

Research Design: Meaning, Types of Research Design: Exploratory, Descriptive, Diagnostic, Explanatory and Experimental



Unit III: Sampling

Universe of Study, Need for Sampling in Research, Census v/s Sample Surveys, Sampling Methods: Probability and Non-Probability, Probability Sampling Methods: Simple Random, Systematic, Stratified Random, Cluster, Area, Non-Probability Sampling Methods: Purposive, Snowball, Accidental, Quota,

Unit IV: Data Collection, Processing and Reporting

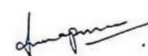
Data: Definition & Types: Primary vs Secondary Data

Methods of Data Collection: Quantitative & Qualitative, Quantitative Methods: Questionnaire, Survey Method, Experimental. Qualitative Methods: Interview: Focus Group Interviews, Oral History, Content Analysis, Case Study

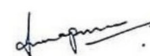
Writing up a Research Report: Structure and format of a Research Report, Reference materials, Citations, Bibliography, Appendix.

Suggested Readings

1. Babbie, E. (2013). *The Practice of Social Research* (13th ed.). Belmont, CA: Wadsworth Cengage Learning.
2. Bryman, A. (2016). *Social Research Methods* (5th gg ed.). Oxford: Oxford University Press.
3. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
4. De Vaus, D. A. (2001). *Research Design in Social Research*. London: SAGE Publications.
5. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The SAGE Handbook of Qualitative Research* (4th ed.). Thousand Oaks, CA: SAGE Publications.
6. Flick, U. (2014). *An Introduction to Qualitative Research* (5th ed.). London: SAGE Publications.
7. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International Publishers.
8. Kumar, R. (2014). *Research Methodology: A Step-by-Step Guide for Beginners* (4th ed.). London: SAGE Publications.
9. Neuman, W. L. (2013). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Boston: Pearson.
10. Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). Thousand Oaks, CA: SAGE Publications.



11. Punch, K. F. (2014). *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd ed.). London: SAGE Publications.
12. Rubin, A., & Babbie, E. (2016). *Essentials of Research Methods for Social Work* (4th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
13. Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students* (7th ed.). Harlow: Pearson Education.
14. Silverman, D. (2013). *Doing Qualitative Research* (4th ed.). London: SAGE Publications.
15. Trochim, W. M. K., & Donnelly, J. P. (2008). *The Research Methods Knowledge Base* (3rd ed.). Mason, OH: Cengage Learning.
16. Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to Use What Research Design*. New York: Guilford Press.
17. Walliman, N. (2017). *Research Methods: The Basics* (2nd ed.). London: Routledge.
18. Yin, R. K. (2017). *Case Study Research and Applications: Design and Methods* (6th ed.). Thousand Oaks, CA: SAGE Publications.
19. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business Research Methods* (9th ed.). Mason, OH: South-Western Cengage Learning.



DSE-03: Disaster Governance

Course ID:	Disaster Governance
Semester III	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination:50
Time: 2 hours	Internal Assessment: 25

Course Outcome

Understand: Students will define disaster governance, its features, and its significance.

Analyze: Students will analyze the roles and responsibilities of governmental bodies, the market, and civil society in disaster governance in India.

Evaluate: Students will evaluate the challenges faced by international organizations in global disaster governance.

Critique: Students will critique and propose improvements to existing disaster governance frameworks based on global perspectives

Note:

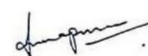
1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).‘
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit 1: Introduction

- a. What is Disaster Governance
- b. Definition, features and significance
- c. Types of disasters

Unit 2: Governance, Institutional mechanisms in India

- a. Governmental bodies
- b. Role of Market
- c. Role of Civil Society

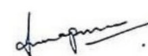


Unit 3: Global perspectives

- a. International organisations
- b. Challenges
- c. Critical evaluation

Suggested Readings:

1. Alexander, D. (2002). *Principles of Emergency Planning and Management*. Terra Publishing.
2. Aldrich, D. P. (2012). *Building Resilience: Social Capital in Post-Disaster Recovery*. University of Chicago Press.
3. Biermann, F., & Boas, I. (2010). *Planetary Politics: A Global Theory of the Earth System*. Cambridge University Press.
4. Government of India. (2015). *National Disaster Management Plan*. Ministry of Home Affairs. https://ndma.gov.in/images/ndmp/NDMP_2016.pdf
5. Jordaan, E. (2016). *The Global Governance of Disaster Risk Reduction*. *Global Policy*, 7(1), 56-66.
6. Kreimer, A., & Arnold, M. (2000). *Managing Disaster Risk in Emerging Economies*. World Bank Publications.
7. Patel, S., & Dey, S. M. (2014). *The Role of Civil Society in Disaster Management in India*. *Journal of Disaster Research*, 9(2), 235-248.
8. Rohilla, N., & Kumari, A. (2017). *Disaster Management: Institutional Mechanisms in India*. *Journal of Disaster Research*, 12(3), 453-464.
9. UNDRR. (2015). *Sendai Framework for Disaster Risk Reduction 2015–2030*. United Nations Office for Disaster Risk Reduction. <https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>



Semester IV

DIE 01: Dissertation

Course ID:	Dissertation
Semester IV	Maximum Marks: 500
Credits: 20 (Hrs./week 20)	Practical Internal Marks: 300
Time: 3 Months	Practical External Marks: 200

Course Outcome:

Understanding: Demonstrate an understanding of relevant theories and frameworks in public policy, administration, and governance.

Applying: Apply research methodologies to investigate and address specific issues in the field.

Analyzing: Analyze data and literature to draw conclusions about public policy and governance.

Evaluating: Critically evaluate policies or practices and propose recommendations based on research findings.

Some Suggested Topics for Dissertation:

Impact of Digital Transformation on Public Service Delivery: A comparative study of digital governance initiatives in developed and developing countries.

Policy Responses to Climate Change: Analyzing the effectiveness of national and international climate policies and their implementation challenges.

Governance Innovations in Health Care: Case studies on the adoption and impact of health care reforms and innovations in different countries.

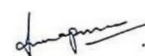
Public-Private Partnerships (PPPs) in Infrastructure Development: Evaluating the role of PPPs in infrastructure projects and their implications for governance and public policy.

E-Government Adoption and Citizen Engagement: Assessing the impact of e-government initiatives on citizen participation and public service responsiveness.

Social Equity and Inclusive Development: Analyzing policies and strategies aimed at reducing social disparities and promoting inclusive growth.

Governance Challenges in Urbanization: Examining governance frameworks and policy responses to urbanization pressures and sustainable urban development.

Ethics and Accountability in Public Administration: Investigating ethical dilemmas and accountability mechanisms in public sector decision-making.



Policy Responses to Global Health Crises: Case studies on international cooperation and policy responses to global health emergencies.

Digital Privacy and Data Protection Laws: Evaluating the role of legislation and regulatory frameworks in safeguarding digital privacy rights in the era of big data.

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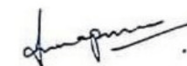
Multidisciplinary Course from the department for pool of the Courses in the University(These courses are to be offered to students of different discipline/Subject)

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	redit s	MARKS				
			(Hrs)			Credits				T I	TE	PI	PE	Total
MDC-3	An Introduction to Indian Constitution		3	0	0	3	0	0	3	25	50	0	0	75

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-4	Governance: Emerging Issues and Challenges		3	0	0	3	0	0	3	25	50	0	0	75



Semester III

MDC- 3: An Introduction to Indian Constitution

Course ID:	An Introduction to Indian Constitution
Semester III	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination: 50
Time: 2 hours	Internal Assessment: 25

Course Outcome:

Understand: Students will explain the philosophy of the Preamble and the Basic Structure Theory of the Indian Constitution.

Analyze: Students will analyze the powers and functions of the Parliament, President, Prime Minister, and the judiciary.

Evaluate: Students will evaluate Centre-State relations and the roles of Panchayats and Municipalities in federalism.

Assess: Students will assess and propose improvements to federal and decentralization mechanisms in India.

Note:

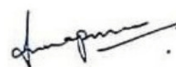
1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).‘
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit 1: Philosophy of Indian Constitution

- a. Preamble of the Constitution
- b. Basic structure theory

Unit 2: Organs of the Government

- a. The Legislature: Power and functions of Parliament, Debates on representation in Parliament



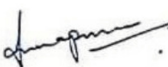
- b. The Executive: Power and functions of President and Prime Minister
- c. The Judiciary: Appointment of judges in High Courts and the Supreme Court of India, Powers and functions of the Supreme Court

Unit 3: Federalism and Decentralisation

- a. Centre-State relations, asymmetrical features of federalism
- b. The Panchayats and Municipalities

Suggested Readings:

1. Agarwal, R. K. (2015). *Indian Constitutional Law* (6th ed.). Eastern Book Company.
2. Austin, G. (2017). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
3. Chandhoke, N. (2001). *State and Civil Society: Explorations in Political Theory*. Sage Publications.
4. Dey, S. (2020). *The Indian Parliament: Powers and Functions*. *Journal of Political Science and Public Affairs*, 8(4), 223-234.
5. Jain, M. P. (2017). *Indian Constitutional Law* (7th ed.). LexisNexis.
6. Kumar, R. (2018). *Centre-State Relations in India: An Analysis*. *Indian Journal of Federal Studies*, 7(2), 145-160.
7. Mishra, A. (2015). *Decentralization and Local Governance in India: The Role of Panchayats and Municipalities*. *Local Governance Review*, 14(3), 112-128.
8. Rao, B. S. (2019). *The Judiciary in India: Appointments and Functions*. *Indian Law Review*, 11(1), 67-80.
9. Seervai, H. M. (2014). *Constitutional Law of India* (4th ed.). Tripathi Publications.



Semester IV

MDC- 4: Governance: Emerging Issues and Challenges

Course ID:	Governance: Emerging Issues and Challenges
Semester IV	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination: 50
Time: 2 hours	Internal Assessment: 25

Course Outcome:

Remembering: Define governance and recall its historical evolution.

Applying: Apply AI knowledge to assess its impact on key sectors and identify associated challenges.

Analyzing: Analyze AI challenges and evaluate their implications for governance.

Understanding: Explain the concept and historical context of pandemics, focusing on the impacts of COVID-19.

Note:

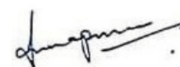
1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).‘
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit I: Understanding Governance

- i. What is Governance?
- ii. Evolution of the concept of Governance

Unit II: AI: Transformative power and governance challenges

- i. Introduction to Artificial Intelligence
- ii. Impact of Artificial Intelligence on society with a focus on
 - Healthcare
 - Environment
 - Humanitarian Aid
 - Education



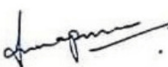
- Agriculture
- iii. Challenges: Misinformation and Disinformation
 - Bias and Discrimination
 - b. Surveillance and invasion of privacy
 - c. Fraud and violation of human rights

Unit III: Pandemic (COVID-19) and crisis of governance

- i. What is Pandemic?
- ii. History
- iii. Impact of the Pandemic (COVID-19) on society with a focus on
 - Education
 - Healthcare
 - Waste management
- iv. Challenges
 - Effective and inclusive service delivery
 - Equitable access to health and education
 - Issue of integrity and corruption in public sector procurement process
 - Upholding human rights and The Rule of Law

Suggested Readings:

1. Anderson, C. W., & McNeal, R. S. (2019). *AI, robotics, and the future of jobs and work*. Sage Publications.
2. Bostrom, N. (2014). *Superintelligence: Paths, dangers, strategies*. Oxford University Press.
3. Floridi, L. (2019). *Soft ethics, the governance of the digital, and the general data protection regulation*. Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences, 377(2140), 20180081.
4. Kitchin, R. (2017). *Thinking critically about and researching algorithms*. Information, Communication & Society, 20(1), 14-29.
5. Mittelstadt, B. D., Allo, P., Taddeo, M., Wachter, S., & Floridi, L. (2016). *The ethics of algorithms: Mapping the debate*. Big Data & Society, 3(2), 2053951716679679.
6. Moor, J. H. (2006). *The nature, importance, and difficulty of machine ethics*. IEEE Intelligent Systems, 21(4), 18-21.



7. Russell, S. J., & Norvig, P. (2016). *Artificial intelligence: A modern approach*. Malaysia; Pearson Education Limited.
 8. Tegmark, M. (2017). *Life 3.0: Being human in the age of artificial intelligence*. Vintage.
 9. United Nations Development Programme. (2019). *Artificial Intelligence for Sustainable Development*. Retrieved from <https://www.undp.org/content/undp/en/home/librarypage/democratic-governance/the-case-for-ai-in-sustainable-development.html>
- World Health Organization. (2020). *Artificial intelligence for health*. Retrieved from <https://www.who.int/news-room/feature-stories/detail/artificial-intelligence-for-health>

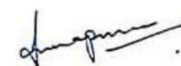


Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-2	Applied Political Science		2	-	-	2	-	-	2	15	35			50



Semester 3

SEC-2: Applied Political Science

Course ID:	Applied Political Science
Semester 3	Maximum Marks: 50
Credits: 2 (Hrs./week:2)	Theory Examination: 35
Time: 2 hours	Internal Assessment: 15

Course Outcome:

Creative: Students will develop research questions, hypotheses, and conduct literature reviews for academic papers.

Apply: Students will apply proper referencing and writing techniques for book reviews.

Apply: Students will conduct field research using surveys, sampling, and interviews, while maintaining ethical standards.

Evaluating: Students will ensure research integrity by addressing ethics and plagiarism.

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.

2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).

3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Unit I:

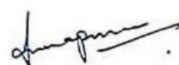
How to Write a Paper: Central Question, Secondary Questions, Hypothesis, Literature Review, Book Review and Referencing

Unit II:

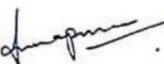
Field Research: Survey, Sampling and Interview, Ethics and Plagiarism.

Suggested Readings:

1. George, A. L., & Bennett, A. (2005). *Case Studies and Theory Development in the Social Sciences*. MIT Press.
2. Halperin, S., & Heath, O. (2012). *Political Research: Methods and Practical Skills*. Oxford University Press.
3. King, G., Keohane, R. O., & Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press.



4. Lowndes, V., Marsh, D., & Stoker, G. (Eds.). (2018). *Theory and Methods in Political Science* (4th ed.). Palgrave.
5. Neuman, W. L. (1994). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearsons.
6. Schatz, E. (Ed.). (2009). *Political Ethnography: What Immersion Contributes to the Study of Power*. University of Chicago Press.
7. Srivastava, V. K. (Ed.). (2005). *Methodology and Field Work: Oxford in India Readings*. Oxford University Press.

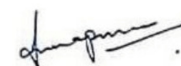


Value Added Course from the department for pool of the Courses in the University

(All the departments will offer value added course for the students of same or different departments.)

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-2	Tribal Knowledge System in India		2	0	0	2	0	0	2	15	35			50



Semester III

VAC-2: Tribal Knowledge System in India

Course ID:	Tribal Knowledge System in India
Semester III	Maximum Marks: 50
Credits: 2 (Hrs./week:2)	Theory Examination: 35
Time: 2 hours	Internal Assessment: 15

Course Outcome:

Remembering: Define and recall key concepts related to tribal knowledge systems and indigenous societies.

Understanding: Explain the unique aspects and differences between tribal and mainstream knowledge systems.

Analyzing: Compare and contrast cultural and social practices of different tribal communities in India.

Evaluating: Assess and evaluate strategies and policies for preserving indigenous and tribal heritage.

Note:

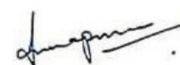
1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

UNIT- I

- a. Understanding Tribal Knowledge System
- b. Indigenous and Tribal societies

UNIT- II

- a. Cultural and social practices of the Tribals in India
- b. Preserving Indigenous and Tribal Heritage



Suggested Readings:

1. Berkes, F. (1999). *Sacred ecology: Traditional ecological knowledge and resource management*. Taylor & Francis.
2. Maffi, L. (Ed.). (2001). *On biocultural diversity: Linking language, knowledge, and the environment*. Smithsonian Institution Press.
3. Beteille, A. (1995). The idea of indigenous people. In M. A. Pareek (Ed.), *Understanding social reality: Socio-cultural perspectives* (pp. 23-41). Rawat Publications.
4. Das, V. (2001). *Everyday life in modern India*. Oxford University Press.
5. UNESCO. (2009). *Indigenous and local knowledge and sustainability*. UNESCO.
6. Mohapatra, R. K. (2015). *Tribal development and welfare: Policies and perspectives*. Springer.
7. Srivastava, R. (Ed.). (2008). *Tribal development in India: The contemporary debate*. Rawat Publications.
8. Agarwal, S. (2017). *Development, displacement and resettlement: Theoretical perspectives and policy implications*. Routledge.

