

# POLITICAL SCIENCE IN INDIAN UNIVERSITIES

*Report of the  
University Grants Commission  
Review Committee*

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## FOREWORD

The Review Committee on Political Science was appointed by the University Grants Commission under the chairmanship of Professor V.K.N. Memon, formerly Director of the Indian Institute of Public Administration. The other members were Dr. A. Appadorai, Member, Union Public Service Commission; Dr. E. Asirvatham, formerly Professor of Political Science, Jabalpur University; Dr. N.R. Deshpande, Professor of Political Science, Nagpur University and Dr. P. J. Philip, Joint Secretary, University Grants Commission. The Commission is most grateful to the Chairman and members of the committee for the time, energy and attention they gave to the work of the committee.

The report, I have no doubt, would be of interest and value to all concerned with the development of teaching and research in political science in our universities.

New Delhi  
November, 1966

D. S. Kothari  
*Chairman*  
*University Grants Commission*

## INTRODUCTION

There has been in recent years both a growing body of knowledge about the ways in which societies function as well as an increasing awareness of the importance of the social sciences. The study of human behaviour in its varied forms is considered important not only because of the light it sheds on the working of social groups, but also in view of its applicability to social organisation or 'social engineering'. A thorough and precise understanding of the operations of social, economic and political forces has become as indispensable to the promotion of the welfare of nations as scientific and technological skill and knowledge.

Among the social sciences the subject of political science occupies a high place. Its value and significance are all the greater in India in the context of the efforts being made to accelerate the process of national development. Quite apart from its status as an intellectual discipline, political science also serves as a source of enlightenment on problems of good citizenship in a free society. The effectiveness of democracy depends not only on the growth of political consciousness but also on the formulation of sound political objectives and values. Whether the subject of political science deals primarily with the nature and function of power—social, economic, political etc.,—and discusses various aspects of power in its local, national and international contexts, or its scope is conceived of in any other fashion, it can easily be seen that its study is of the greatest value and use to us in India today.

There is a heightened interest in the study of political science since Independence. With a few exceptions, the subject has already become the concern of separate university or college departments. Teaching and research in this field have also gained new dimensions. The study of the Indian political system was inevitably inhibited and delimited in many ways in the pre-Independence period. With the coming of Independence, new avenues of interest and concern have opened up before the political scientist. Today, problems of parliamentary government, the party system, public administration, local government, international relations etc., have to be considered in the context of the historic event of the emergence of India as

a free and independent country. Thus while the programmes and policies of political parties did not have much meaning before 1947, with the attainment of Independence, they have assumed a new importance and significance. Again during the British regime, public administration in India was primarily an instrument of foreign rule. Today it is looked upon as a means of satisfying the aspirations of the people for economic and social betterment. Similarly, the fact that India is free to evolve a foreign policy of her own makes the study of international relations an exciting experience. It is, however, doubtful whether the above developments have been fully appreciated and utilised by political scientists in India and made the basis of appropriate study and research.

Apart from the conventional topics referred to above, there are certain other areas which will be of interest to the departments of political science. The behavioural patterns of a new nation, committed to democratic government and values, will be of the utmost interest to them. The changes that are taking place in our villages and towns involving the transformation of a traditional society into a modern nation are also of vital concern to the political scientist. Very few attempts have so far been made to evaluate syllabuses in political science in the light of the social and economic changes that have taken place in the country in recent years as well as the new goals we have set for ourselves in respect of them. Most departments still deal with text-book problems which have an air of unreality. Unless a new orientation and purposefulness are imparted to teaching and research in political science, they are bound to remain academic in the narrow sense of the word.

The University Grants Commission, concerned as it is with the maintenance and coordination of standards of university education, has been devoting considerable attention to the question whether developments in different subjects in Indian universities have kept pace with advances in the courses of study and research in corresponding fields in leading universities in the world and whether they are capable of meeting the requirements and changes taking place in a society vibrant with new expectations. It was for this purpose that the Commission appointed a number of review committees to assess the state of progress attained in different disciplines and to recommend the steps that may be taken in order to raise the general level of teaching and research in these subjects in our universities. The Review Committee on Political Science, consisted of the following members :

- |    |  |                 |
|----|--|-----------------|
| 1. | Prof. V.K.N. Menon*<br>Director,<br>Indian Institute of Public Administration,<br>New Delhi. | <i>Chairman</i> |
| 2. | Dr. A. Appadorai,*<br>Director,<br>Indian School of International Studies,<br>New Delhi.     | <i>Member</i>   |
| 3. | Dr. E. Asirvatham,*<br>Professor of Political Science,<br>Jabalpur University, Jabalpur.     |                 |
| 4. | Prof. N.R. Deshpande,<br>Professor of Political Science,<br>Nagpur University, Nagpur.       | }               |
| 5. | Dr. P.J. Philip,<br>Joint Secretary,<br>University Grants Commission,<br>New Delhi.          | }               |
- Member-Secretaries*

The Committee had wide terms of reference and was free to determine its own programme and rules of procedure. It was specially asked to examine the standards of teaching and research provided in political science in Indian universities and to suggest measures for their improvement. The problem of defining the objectives of the study of political science at different levels and of the need for opening new channels of communication between the social sciences were to be particularly considered by the committee.

The committee held a number of meetings and also visited the departments of political science in the universities of Bombay, Poona, Jabalpur, Allahabad, Lucknow and Panjab and had discussions with their teachers and students. During the time the committee was in existence its members have had also many other opportunities to discuss the problems before it with teachers and students in other universities.

The report and recommendations of the committee are contained in the succeeding chapters.

\*These members of the committee have since then retired from the positions they held. Dr. Appadorai is now a member of the Union Public Service Commission.

## HISTORICAL BACKGROUND\*

The teaching of political science in Indian universities as an independent academic subject, is of comparatively recent origin. Generally speaking, political science subjects were taught at first in departments of economics or history or both. Thus in the Calcutta University upto 1909, the M.A. history course included both economics and political science. In that year political science was separated from history, but it still included papers in economics. Students were required to offer compulsory papers (including both economics and political science) in addition to either 4 papers in political science or 4 papers in economics. Similarly, the Banaras Hindu University started with a combined department of political economy and political philosophy in 1917.

Lucknow University was the first to set up an independent department of political science in 1921. It was to some extent influenced by the curriculum of American universities and of the London School of Economics and Political Science, and in the earlier years there was a wide choice possible of optional papers. This arrangement continued for a number of years till the courses were modified to incorporate a system of groups of related papers so as to bring them in line with modern developments in the subject and the changing social and political environment and needs of the country. A separate department of public administration has been brought into being, and the department of political science itself now specialises in areas relating to Government and International Relations.

The Allahabad University established a department of political science in 1922. Before this, the department of history had 2 papers (Modern Political Thought and Selected Constitutions) as compulsory papers in the M.A. previous examination. Undergraduate classes in political science were started in 1927. Postgraduate classes were added in 1928. The department offers specialization in International Relations and Law, Public Administration and Sociology.

In the Banaras Hindu University, political science became the concern of an independent department in 1929. The department from the beginning emphasized studies in Indian Social and Political Thought and the

\*Information has not been received from the Universities of Annamalai, Calcutta, Jabalpur, Jammu and Kashmir, North Bengal and Udaipur.



Indian National Movement. In addition to these fields, the department encourages studies relating to the international area.

Two universities, namely, Agra and Andhra started the teaching of political science in the year 1931. In Andhra University, the teaching of the subject was combined with history till 1963, when an independent department of politics came into being. The university offers a course in politics and specialisation in public administration. Agra University conducts the teaching of political science through a large number of affiliated colleges.

Political science was under a separate department in the old pre-partition University of the Panjab at Lahore since 1936. After partition, the Panjab University set up a department of political science in 1953 at the Panjab University College, Hoshiarpur. The university department specializes in Indian Government and Politics, International Politics, International Organization and Political Institutions.

Madras University started a department of politics and public administration in 1937. Studies are organised in two groups, viz., Group A : Politics, and Group B : Public Administration. The research programme of the department shows a growing interest in such problems as development of state departments, local bodies etc.

Nagpur University set up a teaching department of political science in 1946. Its establishment was made possible by the creation of an endowment for the Dr. E.R. Rao Memorial Chair for Political Science. Its postgraduate programme is divided into two parts: Part I provides the necessary foundation in Theory, Government, Public Administration and International Politics, and Part II provides for the study of the development of Political Thought and Institutions in Europe and India. Specialization is allowed to the extent of 2 papers.

Saugar University also started the teaching of political science under a separate department in 1946. Courses were re-organised in 1959 to provide for specialization in Public Administration, International Law, Government etc. The department has completed a research project on the role of village panchayats in community development administration in Saugar district.

In Mysore University, political science and economics were under a common department till 1947. In that year the university established a separate department of political science. However, in 1960 there was bifurcation of the postgraduate and undergraduate work of the department.

Two universities namely, Bombay, and Patna established departments of political science in the year 1948. The department at Bombay

University was started with the help of two endowments—the Sir Phirozshah Mehta Memorial Fund and the Montagu Memorial Fund—and a substantial recurring grant from the Government of Bombay. In collaboration with the University of Pennsylvania, a professorship in American Government was also created in the department. Members of the staff have prepared a report on the social and political implications of industrialisation in India, Pakistan and Ceylon.

The department of political science at the Patna University was established in 1948 with one professor, one reader and two lecturers. Apart from the M.A. course in political science, the department gives instruction for diploma courses in (1) International Relations, and (2) Public Administration and Local Government. The department offers specialization in (1) International Law and Government, (2) Constitutional Law and Local Government, (3) Administrative Law and Social Administration, and (4) Eastern and Western Political Thought.

The department of political science in Aligarh Muslim University was set up in 1949. It emphasises the need to prepare students for the new democratic set up in the country. An attempt is also made to familiarise them with the problems of the Afro-Asian States in general and of India's neighbouring countries in particular.

Political science at Osmania University was combined with history before 1948. In 1950, an independent department of political science was established at this University. By 1956 the university had not only a separate department of political science but also one of public administration. At the postgraduate level the department offers courses in International Relations, Advanced Political Theory and Public Administration. The department has prepared useful reports on the survey of electoral behaviour during three general elections in India.

The University of Poona set up an independent department of political science in 1950. The department is currently engaged in preparing a critical index of the social and political thought of Lokmanya Tilak. It has under contemplation a proposal to modify the courses of study with a view to imparting a richer Indian background to students and introducing them to recent trends in statistical techniques.

The Delhi University set up a department of political science in 1952. Prior to 1952, some papers in political science were and are still taught in the department of history. The department offers specialization in the fields of (1) Political Theory, (2) Public Administration, and (3) International Affairs.

The University of Gujarat set up a department of political science in 1954. Political science was introduced as a postgraduate subject when the University School of Social Sciences was founded. The department has undertaken a number of empirical investigations on municipal and general elections.

In the M.S. University of Baroda the department of political science became a postgraduate and research department in 1956. The department offers specialization in (1) Political Theory, and (2) Politics and Administration of Indian Villages.

Jadavpur University brought into being a department of international relations in 1956. Karnatak\* University established a department of political science in 1956. Kerala University created a department of politics in 1957. The department recently organized two seminars, one on problems of national and supranational integration and the other on problems of democracy in India and the relationship of democracy to education. The department specialises in Comparative Political Systems and Public Administration.

The University of Bihar set up a department of political science in 1957. Four new departments were started in 1958, viz. at Gorakhpur, Gauhati,\*\* Sardar Patel and Utkal Universities, four in 1961 viz. at Bhagalpur, Kuruksetra, Ranchi† and Rajasthan Universities, two in 1962 viz. at the Universities of Jodhpur and Marathwada, and one in 1963 at the Magadh University††

This brief historical account of the growth of political science in Indian universities (the list is not exhaustive) shows that there has been a growing interest in the teaching of this subject, particularly after Independence. Political Science has now emerged as an intellectual discipline in its own right. It has been able to get rid of the bias which marred its early growth, of regarding it as part of history and economics but it still maintains a close affinity with them and this association has been found to be useful.

\*Till 1959, politics was taught as part of the M.A. course in history, with only two papers.

\*\*Prior to 1958, some papers in politics were taught in the history and economics departments.

†The Ranchi College, Ranchi, which was a constituent college of the old Bihar University used to conduct undergraduate and postgraduate courses in political science before the establishment of the Ranchi University.

††The department at Magadh University has also set up a Survey Research Unit.

## THE PRESENT POSITION

A brief historical account of the setting up of departments of political science in Indian universities together with their areas of specialization, research projects etc., has been presented in Chapter II. According to information available with the University Grants Commission there are 36 university teaching departments of political science in the country as detailed below\* :

- |               |                  |
|---------------|------------------|
| 1. Aligarh    | 19. Kerala       |
| 2. Allahabad  | 20. Kuruksetra   |
| 3. Andhra     | 21. Lucknow      |
| 4. Annamalai  | 22. Madras       |
| 5. Banaras    | 23. Magadh       |
| 6. Baroda     | 24. Marathwada   |
| 7. Bhagalpur  | 25. Mysore       |
| 8. Bihar      | 26. Nagpur       |
| 9. Bombay     | 27. North Bengal |
| 10. Calcutta  | 28. Osmania      |
| 11. Delhi     | 29. Panjab       |
| 12. Gauhati   | 30. Patna        |
| 13. Gorakhpur | 31. Poona        |
| 14. Gujarat   | 32. Rajasthan    |
| 15. Jabalpur  | 33. Ranchi       |
| 16. Jadavpur  | 34. Sardar Patel |
| 17. Jodhpur   | 35. Saugar       |
| 18. Karnatak  | 36. Utkal        |

Some universities conduct diploma and certificate courses also, e.g., diploma course in Public Administration in Madras, Osmania, Patna and Aligarh Universities, diploma course in Public Administration and Foreign Affairs in Lucknow University, diploma in Foreign Affairs in Aligarh University, diploma in International Relations in Patna University, diploma in Local Self Government in Nagpur University, certificate course in Public Administration in Karnatak University and the certificate course in Local Self Government in Allahabad University.

\*Information relates to the year 1963-64.

During 1963-64, 69 affiliated colleges were providing postgraduate instruction in political science as under :

Agra (29), Bombay (5), Jabalpur (2), Kerala (2), Madras (2), Nagpur (1), Panjab (6), Poona (1), Punjabi (1), Rajasthan (6), Saugar (7), Shivaji (1), S.N.D.T. Women's (1) and Vikram (5).

Postgraduate and research enrolment in political science during 1961-62 and 1964-65 is given below :

| Year    | M.A.                       |                        |       | Ph.D.                      |                        |       |
|---------|----------------------------|------------------------|-------|----------------------------|------------------------|-------|
|         | Univer-<br>sity<br>Deptts. | Affiliated<br>Colleges | Total | Univer-<br>sity<br>Deptts. | Affiliated<br>Colleges | Total |
| 1961-62 | *                          | *                      | 4,784 | *                          | *                      | 243   |
| 1962-63 | 3,043                      | 1,970                  | 5,013 | 234                        | 23                     | 257   |
| 1963-64 | 3,152                      | 2,042                  | 5,194 | 209                        | 22                     | 231   |
| 1964-65 | 3,331                      | 2,232                  | 5,563 | 267                        | 26                     | 293   |

This shows an increase of 16.3% in postgraduate enrolment and of 20.6% in research enrolment during 1961-62 and 1964-65. Information about the existing facilities for teaching and research in political science departments is given in the form of appendices to this report.

\*Not available.

## **OBJECTIVES OF TEACHING POLITICAL SCIENCE (INCLUDING THE SYLLABUS)**

When the first department of political science was set up in India at Lucknow University in 1921, the undergraduate and postgraduate courses were modelled, to some extent, on subjects taught in foreign universities, with emphasis on such topics as Comparative Government, Political Organization, History of Political Thought, International Relations etc. Universities which started the teaching of political science in later years often followed this example. No doubt, some attempts have been made in recent years to modernize courses of study in political science, but even these have not produced the results expected of them. Some departments mainly added a few papers on India's Constitutional Development and National Movement, Ancient Indian Political Thought etc., without integrating them much with the previously existing papers. In some universities, syllabuses have been handed down from the past almost unchanged without any effort being made to weed out obsolete material. Unless there is a constant and critical evaluation of syllabuses from time to time, a situation will result wherein our students will lag for behind those of other countries where great vigilance and responsibility are exercised in regard to modernization and improvement of courses of study. A dynamic approach is essential in all subjects, particularly in those like political science in which knowledge is growing at a rapid rate.

There has to be a shift of emphasis from purely theoretical and formal considerations to the dynamic aspects of political operations and behaviour. Political science can no longer be studied without reference to the changing patterns of social and political institutions and behaviour. The study of political parties, for example, cannot be content with a descriptive account of their manifestoes and pronouncements, but should include searching enquiries into the emerging social factors, such as conflicts for internal leadership, election alliances, relations with different pressure-groups etc. The subject of 'government' has necessarily to take into account not only a study of constitutions, but also of the entire governmental machinery, central, state and local, and its processes.

Though political science is taught in almost all Indian universities, it is only in recent times that some universities have started taking an

interest in analysing and evaluating the Indian political system. Such issues as relate to popular reactions to governmental programmes and policies, political groupings, voting behaviour, public opinion, economic and social changes etc. 'have not been studied in any great detail. It is therefore not surprising that political science courses in our universities lack the vitality that comes from contact with live issues. Unless the teaching of the subject takes into account current debates and the inevitable interplay between "ideals and reality", its value and utility will be considerably diminished. Students should be helped to discover the relevance of what they are studying to the actual problems and situations prevailing in the society in which they live.

Another serious drawback of courses of study in political science is that they do not bring out fully and clearly the interconnections between the social sciences. Political science does, not, of course, include within its scope the entire system of social relationships and development. The student should know from the very beginning that the subject matter of political science represents mainly one aspect of society. While he may learn largely from the discipline of political science, his study will certainly be enriched by an effort to see that the social system consists of a complex of economic, sociological forces and factors. It may be possible to draw up special syllabuses in political science with some place for such other subjects as will enable the student to become aware of the wider scope of his discipline and to appreciate the interdependence of the social sciences. Such courses may include subjects like political sociology, geo-politics, statistics and so on. Such attempts at re-organization will not only impart a new vigour to the teaching of political science but will also enable the student to look at it in a wider perspective and gain a new insight into and understanding of the working of society.

All modern sciences have two important branches of learning, the 'pure' and the 'applied'. The pure scientist is concerned with the development of basic principles and tools of analysis which explain a given or new phenomenon. The applied scientist, on the other hand, takes them for granted and utilizes his knowledge for solving practical problems. Some social sciences like economics have succeeded in developing stroug 'applied' branches and they have been of great practical value in programmes related to planning, education, community development, social welfare and so on. It is a matter for gratification that political scientists have begun to appreciate the need to bring theory into the practical field and work out its manifold implications in the actual situations existing in the country. This is a welcome development and to be highly commended to all those

who are engaged in study and research in political science. Unless the applied aspect of the discipline is nurtured and brought into living contact with real situations, political science will at best remain a 'hot house plant'.

In the field of political science we should encourage both horizontal and vertical studies. The horizontal aspect emphasizes political problems in their regional settings viz., international, national, state or local. It also brings a comparative approach to bear upon them. Vertical studies stress depth and intensity of investigation and help in the observation of political and social phenomena in detail, as if under a microscope. It is in studies of this kind that we are able to see the inner processes of society and state. Both approaches have much to contribute to our understanding of political phenomena and have therefore to be suitably combined to make political science a truly scientific and rewarding discipline.

We have also noticed in the course of analysing syllabuses currently followed in our departments of political science that they merely enumerate topics without relating them to well-defined educational objectives which should inspire and inform the formulation of courses of study. In the absence of such objectives teaching becomes a mechanical activity and education degenerates into routine instruction and mere imparting of information. Thus the tendency we have found in some universities of going over the same ground in the M.A. which was covered in the B.A. course clearly reflects a lack of appreciation of the standard of competence that has to be achieved at the Bachelor's and Master's levels. If courses of study are properly co-ordinated, we should be able to take the students to higher levels of understanding and competence with each successive stage of instruction.

It is obviously desirable that the student offering the subject at the first degree level has already acquired an elementary knowledge of civics and the governmental system of his own country. Several universities do not require students to have studied civics or social studies at the higher secondary level before they are admitted to the B.A. course with political science. While we are not opposed to universities admitting good students who have passed the higher secondary examination with science subjects, preference should be given to the admission of those who have had some familiarity with the social sciences. This would enable the universities to institute well-conceived undergraduate courses in political science.

The study of political science at the undergraduate pass level has to be related, by and large, to a programme of liberal education and cannot, therefore offer, much scope for either specialization or preparation



for postgraduate studies in the subject. Students at this stage are generally required to offer 3 optional subjects in addition to compulsory English and one of the Indian languages. All these subjects must receive more or less equal attention and can, therefore, be dealt with only in a general way in a three-year degree course. It has also to be realized that under our present conditions admissions to the pass course cannot be highly selective as that would mean a denial of educational opportunities to vast sections of our community who desire to receive higher education. Some mediocre and indifferent students will, therefore, continue to be admitted to the pass course in spite of attempts to divert them to other channels.

If political science is to be taught as a subject of liberal value at the undergraduate pass level, there would not be any great merit in being too rigid about the alignment of subjects. In fact, freedom to students to combine the study of political science with other subjects of their choice would help that cross-fertilization of ideas which is so essential in a time of increasingly narrower specialization. If the student is allowed to choose from a number of subjects, it would be possible to offer different combinations. This necessarily requires availability of academic and physical facilities; but, in university departments and big colleges, it can certainly be achieved. While, by and large, students should be free to take up subjects of their choice, they should also be encouraged to offer a core of related subjects.

The practice prevailing in some universities of permitting students to offer political science as a 'major' or 'special' subject along with one or two minor or subsidiary subjects has not much to commend itself. No particular care is exercised in selecting the students or in giving them better facilities and more attention. This type of course which is in the nature of a compromise between pass and honours becomes, in effect, detrimental to both.

It is also necessary to guard against the danger of offering too many papers at the B.A. pass level. We find that in one or two universities students are required to study as many as five or six papers in political science, which means nearly twenty papers for the Bachelor's degree. Such an arrangement, we are afraid, can only lead to very superficial accomplishment. The aim should be to stress depth of understanding rather than mere breadth of the subject matter. We also find in the undergraduate courses of certain universities papers like Public Administration and International Relations which are more appropriate for specialization at the postgraduate level. Keeping in view the level of intellectual maturity (or immaturity)

of our undergraduates, these papers are better omitted from their studies, or else, taught in a general way as part of papers on government.

In our view the undergraduate pass course in political science should have the following objectives :

- (a) to introduce the student to the vocabulary of political science;
- (b) to develop in him the ability to understand and interpret the role of the state with particular emphasis on its changing functions;
- (c) and to enable him to observe, follow and evaluate current political developments and political thought in one's own country.

In the light of these considerations we suggest the following as the only two papers appropriate for the B.A. pass course : (i) The Government of India, and (ii) Principles of Politics and Modern Government. We would also stress the desirability of developing an integrated approach to the study of 'principles' and 'constitutions', an illustration of which may be found in Garner's book on political science.

Although many universities have abolished the honours course in recent years, we think that a provision of this kind has many distinct advantages. The honours course would be one solution for the problem of maintaining high standards in the midst of ever-increasing numbers. By providing for two streams at the undergraduate level, a pass and an honours, it would be possible to keep the honours course open to the intellectually keener and abler students and the pass course for almost all those who desire to have only a degree. It is, however, necessary to ensure that the honours course does not degenerate to the level of an ordinary pass course. This could be ensured by making admissions much more selective for the honours course and the syllabus and teaching more intensive and exacting. Admissions could be regulated by means of an interview which may be conducted by two or three faculty members.

The honours course should provide for some degree of specialization and aim at preparing students for postgraduate studies in the subject. Further even though the honours student will mainly concentrate on the subject chosen by him for specialization, some papers should be provided in related subjects. But, unlike in the pass course, the choice of the student in regard to other subjects in this case should be limited to those which may be of direct benefit to him in the study of his main subject. We suggest the following scheme of papers for the B.A. honours course in political science :

(a) *Compulsory Papers :*

1. Political Theory
2. Indian Constitution (including the History of Constitutional Growth in India)
3. Modern Government
4. Public Administration or International Relations

(b) *Optional Papers :*

Two papers each in any two of the following subjects :

1. Sociology
2. Social Psychology
3. Modern History
4. Economics
5. Human Geography

The above scheme of papers has the advantage of retaining the core of papers in political science, and at the same time enabling the student to develop a wider perspective by studying related subjects. Another possible variation of this scheme would be to have six papers in political science and the remaining two papers in one or two related subjects. The main advantage here would be to give the student adequate grounding for specialization at the postgraduate level. To the four papers suggested in the first alternative could be added Area Studies, Local Self Government, Political Sociology etc.

The provision for separate papers in Political Theory and Modern Government for B.A. honours does not mean that the need for developing an integrated approach in the teaching of these papers which we have suggested earlier is not desirable at the honours level. While separate papers are essential for intensive study, an integrated approach in respect of the theory and practice of government is to be recommended in the case of the honours students also. This may best be done in tutorials and seminar discussions, where an effort should be made to introduce the students to political science as a dynamic subject of study related to actual happenings in the modern world.

We recommend the abolition of the system of awarding three divisions at the honours examination. There should be only two classes, the pass class which may be awarded to candidates securing more than 45% marks in the aggregate, and distinction at 65% and above. It has, however, to be ensured that the present standard of marking is not lowered in any way.

At the postgraduate stage the main object of study should be to develop specialised knowledge. So far as administrative, professional and other jobs are concerned, their needs can be largely met by the first degree holders. The postgraduate course should, therefore, be looked upon as mainly serving the purposes of producing competent scholars and research workers in the subject. It is a necessary condition to achieving these objectives that the postgraduate course in political science should first strive to raise the level of understanding of the student of basic political ideas and issues. It should develop in him a critical insight into political problems and enable him to discuss political issues with competence and arrive at judgements of his own. We have also to introduce him to the ideas of important schools of political thought and institutions as a necessary background to the study of current problems. In short, by the end of the postgraduate course the student should have become a mature and competent scholar ready to pass on his knowledge to other students in the universities. The postgraduate course should also stimulate in him a real and sustained interest in the actual world of politics. Although the student is not expected to do independent research work at this stage, he should be introduced to the techniques of research. The course should, further, have provision for specialization in one or two particular areas. These should be capable of becoming for the student, in due course, areas of abiding concern which may be pursued for purposes of research.

If such are the objectives of the postgraduate course in political science, it is evident that admission to it will have to be regulated very carefully, keeping in view the aptitude of students for specialized studies as well as their competence in the subject. The present policy of the departments in regard to admission of students to the M.A. in political science is largely an 'open door' policy. If high standards are to be maintained and promoted at the postgraduate level, as indeed they should be, the first necessary condition is to admit only those students who are intellectually and emotionally prepared to benefit by courses in political science at an advanced level. Ideally speaking, admissions to the M.A. course should be confined only to students who have taken the B.A. (Hons.) degree in the subject. Exceptions may, however, be made in the case of bright students from the pass stream. We suggest the following order of preference for admitting students from the B.A./B.Sc. pass courses:

- (a) B.A. pass students with political science as one of the optional subjects, provided they have a good academic record.
- (b) B.A. pass students without political science, but with a first or high second class at the degree examination. They must have

taken one or two subjects from among the social sciences.

- (c) B.Sc. pass students, provided they have a brilliant academic record.

There are a number of considerations that have to be kept in view in evolving a suitable scheme of papers for the M.A. course in political science such as the relative importance of compulsory and optional papers on the one hand and of theoretical and applied papers on the other, the work-load of students and teachers etc. In our view, the most important factor to be taken into account in so far as the M.A. course is concerned is the interest of the teachers and their fields of specialization. While in their finer details, courses of study are bound to vary from one university to another, there should be some agreement in regard to the papers which should constitute the 'core' of the subject in every university. For example, if the M.A. course is conceived as a training ground for the learned professions and for research in the subject, introduction of the postgraduate students to the elementary techniques of research might be of much value. A course on the Methodology of Research may form part of the core course for the M.A. in political science. The paper, if introduced, should include instruction in the logical and statistical foundations of research, examination of the theoretical implications of different research techniques and guidance on practical aspects of each technique. Similar considerations apply to papers like Political Thought, Political Theory and Democratic Government; in their favour there is already a consensus of opinion among political scientists, as a perusal of the courses of study in any Indian university will reveal.

In view of the foregoing, we suggest the following scheme of papers for the M.A. in political science for the consideration of the departments concerned.

*Compulsory papers*

|         |    |    |  |
|---------|----|----|--|
| Paper 1 | .. | .. | Social and Political Theories                  |
| Paper 2 | .. | .. | Comparative Government                         |
| Paper 3 | .. | .. | International Relations                        |
| Paper 4 | .. | .. | Research Methodology<br>(including Statistics) |

*Optional papers*

In addition to an essay paper, a student may select either two papers each in any two of the following areas of specialization or four papers from any one area of specialisation.

1. *Political Theory*

- (a) Special study of one author or comparison of two
- (b) The Sociology of Politics
- (c) Influence of Modern Psychology on Political Theory
- (d) The Economic basis of Politics
- (e) Political Thought in modern India 1857-1964

2. *Government*

- (a) Geo-politics
- (b) Intensive study of one constitution or comparison of two
- (c) Development of Political Institutions
- (d) Constituent Assemblies (The Drafting of Constitutions)
- (e) Comparative Colonial Government
- (f) Machinery of Government

3. *Public Administration*

- (a) Local Government
- (b) Budgeting
- (c) Civil Services

4. *International Relations*

- (a) Area Studies—study of an area with one relevant language relating to the region
- (b) International Law
- (c) International Administration
- (d) The Trusteeship System
- (e) Diplomacy
- (f) International Politics

5. *Political Behaviour*

- (a) Political Sociology
- (b) Elections
- (c) Parties and Pressure Groups
- (d) Public Opinion and the Press
- (e) Statistics

We recommend a specific provision in our M.A. syllabuses to enable bright students to write a dissertation and thus become acquainted with the techniques of actual research. The dissertation may be written in lieu of all the 4 papers in the second year, in which case it should be considered equivalent to a thesis. The second alternative should be available only to exceptionally brilliant students who have a flair for original

research or the capacity of a high degree for critical examination of facts or theories. Every care has to be taken to see that this provision does not lead to any abuse involving dilution of standards. The dissertation except where it is non-empirical should be so planned that it encourages the student to use some of the research techniques he has learnt and in its final form bears evidence of the student having benefitted from the course. To make the course really useful, provision has to be made, of course, for its competent direction.

## THE IMPROVEMENT OF TEACHING

It is widely recognized that the conditions in which teaching and learning are carried on in our universities and colleges are unsatisfactory. The rapid increase in enrolment which we are witnessing in our time has rendered physical and other facilities grossly inadequate. The student-staff ratio which is as high as 17:1 for the country as a whole is higher still in the faculty of arts. There are some departments with a ratio of 30:1. The position is worse in colleges, particularly in the mofussil areas. It is no exaggeration to say, therefore, that, under the present conditions, it is almost impossible for teachers to pay individual attention to students, without which the involvement of the student in the learning process, through contact with the mind of the teacher, cannot be realized.

It is sometimes suggested that, in view of our limited resources, we should, for the time-being, concentrate on consolidating and strengthening the postgraduate sector of higher education, particularly because at the post-graduate and research levels standards are, or should be, truly international. We can, however, ill-afford to ignore the requirements of undergraduate education. If for nothing else, it is only when the first degree is of a good standard that we can provide a sound basis for postgraduate teaching and research. In this connection, it is unfortunate that some universities make a distinction in the workload of teachers doing postgraduate and undergraduate work and that senior teachers do not take much interest in undergraduate teaching. Undergraduate students are thus often handled by inexperienced teachers. In a situation of this kind, it is not surprising if standards have suffered.

While at the postgraduate stage lecturing is usually supplemented by tutorials and seminars, it is not so at the undergraduate level. The method of teaching adopted in the case of undergraduate students can aptly be described as one of mass lecturing, spoon-feeding and preparing for the examination. Under the lecture method students are expected to listen and to take down notes while the teacher presents his subject-matter. Lecturing has, no doubt, the advantage of presenting to the students a comprehensive and unified view of the subject. Some teachers, specially, those who prepare their lectures carefully and have fluency of expression, can create a profound influence on the mind of the student. The point



to be stressed is that lecturing is over done to such an extent that the student is not encouraged to go to the library, to study for himself and to do independent thinking.

Some teachers go to the extent of dictating notes in the class. An obvious disadvantage of note dictation is that students merely reproduce them in the examination. While dictation of notes is clearly undesirable, it will be useful if the teacher prepares a synopsis of his lectures containing a carefully selected bibliography. These should be supplied to students in good time to enable them to go through the material and thus have a better grasp over the lecture at the time of its delivery.

It is not far from the truth to say that in most places lecturing is done in a stereotyped way without any discussion worth the name. Students sit through the lecture as passive listeners, no attempt being made by the teachers to involve them. We suggest that the departments should arrange their time-table in such a way that some time is made available at the end of lecture periods for questions and answers. This will not only encourage students to think independently and critically and to express their ideas clearly, but will also reveal to the teacher the progress made by the students. It is also worthwhile to make an experiment with 'guided reading' or 'directed reading' at the undergraduate level.

Some departments provide for too large a number of lecture periods in their time table, thus leaving no time to the students to supplement the lectures by private study. For example, in one university 40 lectures are arranged per week for 6 papers in political science. This means that a student has to attend, on an average, nearly 7 periods a day. We have, no doubt, that in such cases lecturing could be drastically cut down. In fact, most universities would find it profitable to curtail lectures and to supplement them by tutorials. We suggest that not more than 3 lectures per paper per week should be provided at the undergraduate level and perhaps only two at the postgraduate.

From the data available to us regarding the number of books issued to students of political science, we find that out of 13 universities which have furnished the information, it is only in 6 that a student on an average borrows more than one book per week from the library. In the remaining universities the proportion of books loaned to the number of students enrolled in the subject varies from 2:3 to 1:2. On a rough and ready calculation it may be stated that 64% of the student-population in our universities and colleges does not make sufficient and adequate use of the available library facilities. We were also told by teachers in some departments that most of them work only for the last 3 or 4 months before the final

examination is held, The problem is how to change this attitude of indifference on the part of students towards their studies. The only practical solution seems to be that of providing tutorial classes and written assignments to students on a week to week basis.

The main purpose of conducting tutorials (for undergraduate students) should be to give students practice in independent thinking and writing. While some universities arrange for tutorial classes, written assignments, etc., the tutorial system is not functioning as effectively as it should. Firstly, the size of the tutorial classes in a number of places is very large, with as many as 20 to 30 students in each group. Ideally speaking, the number of students in a tutorial group should be 4 or 5 but in no case should it exceed 10. Secondly, the tutorial classes are usually assigned to junior members of the department. For example, if students are asked to write essays on topics, the material for which can be culled from text-books, lecture notes etc., the purpose of writing would not be accomplished. The work in a tutorial group needs to be planned carefully and judiciously. Finally, it is a common complaint of teachers that they do not find enough time to correct written exercises. In this connection, we commend the use of self-correcting exercises, objective type of tests and other quick methods of evaluation. We also suggest that credit to the extent of 25% of the total marks in each paper may be given for sessional work done by a student. The provision may be reviewed in the light of experience.

We do not think it necessary to have too many tutorial classes or to ask the students to write a large number of essays. In fact, it may not be feasible for most college and university departments to provide for tutorial groups in each paper. The tutorials will, therefore, have to come by rotation in different papers. Even with our present limitations, it will not be difficult to arrange for about 2 tutorials in a month and to assign essays to students at the rate of one in a month.

At the postgraduate level seminars have an important part to play, apart from tutorials. An attempt should be made in the seminars to involve the students in the discussions. Seminars should be problem-oriented and encourage students to express their personal opinions freely. Above all, they should be so organised that they serve to arouse the curiosity of the students in contemporary issues of national and international importance. Much would, of course depend on the participation of the teachers and the amount of preparatory work put in the conduct of seminars. We would also stress the need to develop an inter-disciplinary approach in seminar discussions by inviting teachers and students from related

disciplines and by selecting topics of common interest to them.

The most critical problem facing the departments of political science is the decreasing supply of good teachers. No doubt, we have in our departments a number of outstanding teachers who have taken a keen and personal interest in their students to stimulate in them a love of scholarship; many have also done excellent research work. But unfortunately the proportion of such teachers is woefully inadequate.

Under the present conditions, it would be impracticable to expect that the teaching profession would attract all the best academic talent in the country. We have to be realistic enough to recognize that for some time to come the teaching profession will have to be content with at least some persons without the requisite ability. The first necessary condition of reversing this trend is to create a social climate in which the work of the teachers will be held in high esteem. This, however, can only be done when teachers themselves look upon their task as a high calling of great value and benefit to society.

In order that the scholars and research investigators may devote themselves whole heartedly to their work, we have to ensure that they function in an atmosphere of comparative freedom. It is to be regretted that in some universities academic matters are constantly interfered with by non-academic people. There are departments where teachers are not associated with the selection of students, framing of courses etc. Departments should have sufficient freedom to select their students, to formulate courses of study, to purchase books and journals, to invite visiting teachers and so on. It is only when such congenial conditions are created in our universities that it would be possible to attract promising young scholars to the teaching profession.

What can we do with our existing teachers some of whom are known to lack the competence and qualities which a good teacher should possess? Many of these teachers have to work in places where there are no adequate library facilities, no means to acquaint themselves with recent publications and no facilities for research. One solution to this problem is to organize conferences, seminars, summer schools etc., for bringing teachers together for exchange of ideas and for contacts with outstanding persons in the field. It may also be possible to arrange refresher courses to impart guidance on the problems of teaching for the benefit of the younger teachers.

Meetings of teachers to exchange ideas in their discipline, refresher courses to acquaint them with new developments in the field, seminars to

focus attention on particular problems and workshops to fashion new techniques and attitudes in teaching and research—these ought to become a regular feature of academic life in the university. It is also clear that increasing attention has to be paid to providing academic facilities to teachers who join the fraternity. The departments themselves could also do much to stimulate among university and college teachers of political science a feeling of common concern for excellence of instruction and research by regular organization of meetings, conferences, seminars, refresher courses etc.

It is also necessary to regulate the work-load of teachers in such a way as to leave sufficient time and scope for research activities. At present there is hardly any uniformity regarding working hours in our universities and colleges. Professors take anything from 2 to 20 hours per week, readers from 6 to 20 hours per week and lecturers from 6 to 24 hours per week. It should be possible to reduce the present teaching load and to expect the teacher to produce at least one or two research papers in a year. It may perhaps be desirable to have an annual report on the performance of teachers as in the case of research workers. The teaching and research activities of a teacher should be taken into consideration at the time of annual increments, confirmation or promotion.

A word may also be said about the organization of the department. At present the head of the department is largely responsible for all its administrative and academic programmes. We believe that, in the interest of the smooth functioning of the department, the work should be shared by all the members. For instance, one teacher could be made responsible for admission work, another for time-table, another for library supervision and so on. In short, the activities of the department, its discipline and tone should be the concern of all the members. Meetings among the teachers belonging to the department should also be arranged.

## RESEARCH IN POLITICAL SCIENCE

Almost all the universities in India which conduct postgraduate courses in political science offer facilities for doctoral research in the subject. The table on pages 26-27 gives the number of candidates who have been awarded the Ph.D. degree in political science during the period 1950-51 and 1962-63.

This is a good record, but it must be noted that not many of these theses have been published so far or made the basis of published work. Research in political science has also not made much impact on political or administrative thinking in the country which continues to be dominated by amateur politicians. This is particularly so when compared with other social sciences like economics and sociology.

In a sense, this is a heritage from the past. Before Independence scholars and teachers in political science in India did not usually have the freedom to comment on the political or governmental system; nor did they often have the facilities necessary for research, such as access to government reports, records etc. With the emergence of a democratic, welfare state in the country new dimensions have been added to the frontiers of political science in India. But it is doubtful whether the departments of political science have fully appreciated the significance of these far-reaching changes. No doubt, in recent years there has been a perceptible shift towards empirical research and investigations but the possibilities in this regard have not been adequately exploited yet.

True, there are even now several limitations such as the lack of academic and physical amenities under which the departments have to function. These inadequacies must be removed and congenial conditions provided to teachers and students to engage themselves in original and creative research work. In this connection the value of specialised and inter-disciplinary institutes, and provision of a large number of scholarships and fellowships cannot also be too much stressed. Further, there is an urgent need for setting up departmental and central libraries fully equipped with cubicals for research workers, back volumes of journals, reports, documents and texts and a properly organised documentation service under a well qualified library staff. The work-load of teachers also needs to be reduced so that they have sufficient time to devote themselves to the pursuit of learn-



|                      |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 13. Nagpur           | 2  | .. | .. | .. | .. | .. | .. | .. | 1  | .. | .. | .. | .. |
| 14. Osmania          | .. | .. | .. | .. | .. | .. | .. | 1  | .. | .. | .. | .. | .. |
| 15. Panjab           | .. | .. | .. | .. | .. | .. | .. | 1  | 1  | 1  | 1  | .. | .. |
| 16. Patna            | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1  | 1  | .. |
| 17. Poona            | .. | .. | .. | .. | .. | .. | 1  | .. | .. | .. | 1  | .. | .. |
| 18. Rajasthan        | .. | 1  | .. | .. | .. | 1  | .. | .. | .. | .. | 1  | 1  | 1  |
| 19. Saugar           | .. | .. | .. | .. | 2  | 1  | .. | 3  | 2  | 3  | 3  | 6  | 7  |
| 20. Sri Venkateswara | .. | .. | .. | .. | .. | .. | .. | .. | 1  | 1  | .. | .. | .. |
| 21. Utkal            | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1  |

**B— Institutions deemed to be Universities**

|  |          |          |          |          |           |           |          |           |           |           |           |           |           |
|--|----------|----------|----------|----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 22. Indian School of International Studies New Delhi.. | ..       | ..       | ..       | ..       | ..        | ..        | ..       | ..        | ..        | ..        | ..        | ..        | 2         |
| <b>Total</b>   | <b>5</b> | <b>7</b> | <b>5</b> | <b>5</b> | <b>12</b> | <b>10</b> | <b>9</b> | <b>26</b> | <b>18</b> | <b>20</b> | <b>28</b> | <b>28</b> | <b>38</b> |

ing and research. If a room can be placed at the disposal of each teacher where he may apply himself to such work, it will be a great convenience.

These steps, no doubt, will contribute towards generating in universities a congenial climate for research; but, unless the teachers themselves are able to appreciate the creative value of research; their work even as teachers is bound to suffer and they will not be able to stimulate in their students a sense of intellectual adventure and curiosity. It is not perhaps too much to expect from a teacher at least one or two research or learned papers every year. It may also be desirable for universities to take the research work done by teachers into account at the time of annual increments, confirmation, crossing an efficiency bar, promotion etc.

It has to be borne in mind that one of the important causes of the poverty of teaching in political science in India is the lack of research work on the part of the teachers. It is now widely admitted that there cannot be good teaching without the stimulus of research. Teaching and research flourish in company and each languishes outside this relationship. While this is true in all disciplines, in the case of political science, it has to be stressed that without research and investigations, teaching has necessarily to be confined to exposition of the ideas contained in text-books. When we realize that most of these books deal with situations in other countries and in times gone by, we can at once see how indispensable research work is for a political scientist. Elsewhere, we have spoken of the need to study 'politics in action'. It is mainly through research that this can be done. It is also necessary to point out that the writing of mere text-books does not constitute true research. We should impress upon teachers that the aims of research would be better served if at least one good paper is published each year in a respectable journal. Some of these papers could ultimately be published together in the form of a book. It is also essential to bear in mind that unless the fields of specialization have a bearing on the concrete problems which our society is faced with, research cannot become realistic, lively or fruitful.

It is a matter for concern that the standard of Ph.D. work in our universities has in recent years deteriorated. A doctorate degree in any subject should represent a very high level of scholarly attainment and compare favourably with the standards prevailing in the best known universities in the world. At the postgraduate and research levels we cannot think of parochial or regional standards but only of international standards, the value and pursuit of knowledge being universal. The present emphasis in our universities appears too often to be on quantity rather than quality. This tendency of mass production of Ph.Ds. needs to be severely curbed.



There is an urgent need to control admission to the Ph.D. The rules in vogue in the universities require that candidates for admission to the Ph.D. should possess a postgraduate degree in political science or in an allied subject; in some universities they insist on a second class at the qualifying examination as the minimum condition of admission. But there is, usually, no serious attempt by the department to assess the competence of students for undertaking research. We are aware of the difficulties of judging these qualities; it is not possible to ask the candidates to produce original papers at the time of admission to show that he is research-minded. What is, however, possible is a general assessment of his capabilities to undertake research. We suggest that all candidates for admission to a research course in political science be tested by means of an interview which may be conducted by the head of the department with the help of one or two staff members. Those candidates who show fair acquaintance with the methodology of research and an understanding of the field proposed for research should be allowed to work for a research degree. Further, the admission of research students should be provisional in the first instance. These students should remain at the university for at least 6 months, attend seminars and do some reading and formulate the problems. During this time it would be useful if the students are asked to prepare, under proper direction, an annotated bibliography of their subject. Only those who are able to formulate their problems and found fit for research should be permitted to proceed with the actual research.

In this connection we would like to mention the practice prevailing in American universities of prescribing regular course work also for the Ph.D. At least in a modified form this will be useful in India especially in those universities where the M.A. course in political science does not equip the students for research work. In addition to some course work of an advanced nature, it would be necessary to give the students an intensive training in the methods of collection, appraisal and collation of data if they did not have such a course earlier.

The introduction of an intermediary degree, which may be called M.Litt., for those who successfully complete research and course work of one year's duration, may also be considered. The provision of such a degree would not only strengthen the standards of Ph.D. but also improve the quality of teachers in the subject who do not proceed further with research for the time being. The proposed M. Litt. course should not, however, be allowed to degenerate into an ordinary M.A. course, and be something like the Oxford B. Phil. A degree of this kind would be

particularly valuable in cases where a university has no provision for a dissertation during the whole of the second year of the M.A. course, or a student has not taken advantage of it.

We do not hold any rigid views about the suitability or otherwise of topics for research in political science. The usual procedure followed by our universities in this regard is that the candidates are required to submit a synopsis of the thesis which is placed before a research degree committee/board. We believe that the topics are not always examined with the care and attention with which it should be done. The selection of a subject of research is a very crucial matter which should be decided keeping in view a number of factors such as access to source materials, the significance of the topic, the interest of the candidate, the availability of a suitable supervisor etc. While in the case of library subjects the main thing to ensure is the availability of books and similar material, in the case of field subjects, it has to be considered whether in respect of other subjects, the candidate will be able to elicit cooperation from the agencies concerned. Another matter which deserves attention is the repetition of topics. While we do not imply that a topic on which research has been done is not suitable for further work, generally speaking, it would be desirable to avoid such duplication. It would be helpful if a central agency like the Inter-University Board or the U.G.C. itself published a list of doctoral dissertations in the subject from time to time.

Careful supervision of research particularly in the first year, is a matter of great importance. We have noted that such careful supervision in the beginning does not take place and the student is left a good deal to his own devices. We know of cases where a student was only asked to read about his subject in the first year; or his early attempts to write were not rigorously examined. This delays the completion of theses, makes supervision more difficult later and often disheartens the candidate too. We suggest, therefore that supervisors should meet the students at least once a fortnight in the first year and at least once a month thereafter. Students should be encouraged to inculcate the habit of writing notes, memoranda, bibliographies etc., from the beginning. They should also be required to submit periodical progress reports. Further, research supervisors should not enrol too many students under them. The practice prevailing in some departments of permitting 8-10 candidates under one supervisor has to be discouraged. In no case should a supervisor have more than 5 or 6 students. He should also impress upon research scholars that an important aim of writing a Ph.D. thesis is to learn the techniques of research in addition to the sum

of human knowledge. We would like to add that a thesis need not normally run into 300-400 typed pages or about 1,00,000 words. Today too many such theses and even longer ones are produced with adverse consequences in regard to quality. It is also desirable to lay down detailed specifications regarding paper, printing, editing, binding, and the general format of the thesis.

There should be some unanimity in regard to the evaluation of theses. The usual practice in our universities is to appoint two or three external examiners, or two external examiners and the supervisor as the third examiner, and to refer the thesis to another examiner whenever there is a difference of opinion and there is no rule of unanimity. We are of the opinion that the supervisor should not be one of the examiners, but should be available for consultation. While the *viva voce* test is compulsory in some universities, in a few universities it is given at the examiner's discretion. There are also universities which do not examine candidates by means of a *viva voce* test. In our view the *viva voce* test should be compulsory to enable the examiners to satisfy themselves, not merely that the thesis is the candidate's own, but also that he has not left anything vaguely or poorly treated in his written work. The *vi va* will also enable an appreciation of the candidate's knowledge of the wider bearings of his subject.

We cannot conclude this chapter without making a reference to the emergence of new areas of interest to research scholars in political science. We have already said earlier that in the field of government and administration, our own political and governmental systems offer ample scope for critical analysis and assessment and that important segments of these can be found in and around college and university locations. We would draw particular attention to the need for undertaking studies of a 'behavioural' and 'area' character. The 'behavioural' approach makes for the understanding of political physiology and even pathology, as distinct from mere anatomy (or structure) and therefore for the understanding of the living and functioning reality of government and politics, often in small units and as under a microscope. 'Area studies' help to make the study of 'comparative government' more realistic, vital and useful by studying and contrasting systems in one area as distinct from one country or the world as a whole. Differences and similarities appear with a new focus and significance in such a treatment. Area studies thus become in the hands of the political scientist a useful tool for the understanding of political theories and practices. It is encouraging to find that some of our departments of political science have started taking an interest in this new field.

It has also to be borne in mind that while for purposes of study political science may be divorced from other social sciences, intimate communication with them is essential for its progress. While specialization in the past resulted in the narrowing down of areas of academic concern, it is to be noted that there is a kind of reversal of the process today. There is much to be gained by constant discussion and exchange of ideas among teachers and students of the social sciences. Research work, particularly, often becomes more meaningful and significant when it is done on an inter-disciplinary basis. While in the past it was sometimes thought that truth was to be perceived in isolation, we are now coming to the position that truth is essentially social in character and is seen more clearly when its seekers come together in a common endeavour for this purpose.

## CONCLUDING OBSERVATIONS

In recent years there has been an enormous expansion of the student population in our universities and colleges. The total enrolment excluding Intermediate Boards was about 0.40 million in 1951-52, 0.66 million in 1956-1957, 0.98 million in 1961-62 and 1.49 million in 1965-66. This represents an average yearly increase of about 10 per cent and is equivalent to a doubling period of less than 10 years. On the present basis of increase in numbers, it is expected to go up a little above 2.3 million in 1970-71.

This rapid growth of student enrolment is naturally reflected in an increase of the number of students offering political science at the undergraduate and postgraduate levels, political science being one of the more popular subjects in the faculty of arts. 383 students took the M.A. degree in the subject in the year 1950, 1,095 in 1955, 1,986 in 1960, 2,418 in 1962 and 2,458 in 1963. This shows an increase of approximately three times between 1955 and 1960. The total postgraduate enrolment in political science is about 12 per cent of the total postgraduate enrolment in the faculty of arts.

The main problem today is to maintain and improve quality in the midst of ever-increasing numbers. It is wrong to assume that there is an inherent contradiction between quality and quantity. The statement in the Robbins report that although during the last 60 years the number of full-time students in Great Britain has increased more than eight-fold, this expansion has not been accompanied by any lowering of standards, is noteworthy. This may largely be ascribed to the fact that British universities have not allowed the physical and other facilities to be diluted by expansion of numbers. The staff-student ratio in Britain is perhaps the best in the world. Expansion in India, however, has not been accompanied by commensurate enhancement of physical and other facilities in the universities. New departments and colleges are coming up which do not satisfy even the minimum conditions necessary for maintenance of high academic standards. They are usually ill-equipped in terms of libraries, staff, buildings etc. Even some of the reputed colleges and university departments are finding it difficult to provide necessary facilities.

We believe that it is not our function, as a committee, to examine this problem in all its aspects. Such a detailed treatment is best left to a

committee especially entrusted with this task. The Standards Committee appointed by the University Grants Commission to undertake a systematic and objective assessment of the standards of higher education has devoted considerable time and attention to an examination of this problem. We have, however, considered it essential to dwell on some of these issues in so far as they affect the quality of teaching and research in the departments of political science.

How to judge the interest and competence of students to prosecute higher studies is a matter which needs careful examination by the departments on the basis of experiments to be conducted by them. We regret to say that many departments have not started taking a serious and sustained interest in such studies. As a practical solution to the vexed problem of controlling admissions, we have suggested the institution of two types of undergraduate courses—a pass and an honours, the honours course being confined to the intellectually keener and abler students and the pass course for almost all those who desire to have the advantages of higher education. While such a policy can pay rich dividends in the undergraduate sector of higher education, at the postgraduate level we have to exercise the strictest vigilance and a high sense of responsibility so that the standards of post-graduate teaching and research may well compare with the best anywhere in the world.

We would also stress the need for regulating admissions in accordance with available facilities in terms of staff, buildings, libraries and equipment. Any progress in the field of education has to be based on improvement in quality and reduction in wastage. This of course, depends on a variety of factors such as improved teaching, better libraries, adequate physical facilities, good text-books and their easy accessibility to students. University authorities have to ensure that minimum conditions are satisfied before permission is given to start new departments or colleges.

Among the facilities for the efficient conduct of academic work, the most important is the library. There cannot be any real improvement of teaching without the proper development of library facilities. In fact, one of the most serious problems facing our departments today is the cultivation of sound reading habits among students and teachers.

The value of a library lies in the proper use that is made of books by students and teachers. Students should be trained to value books and to use them properly. Books in the library should not be kept as exhibits. It is necessary to see that students have free access to them. Once a student gets among good books, he will be less dependent on cram books and cheap bazar notes.

The library should be rich, commodious and kept open preferably from 7 a.m. to 9 p.m. to enable teachers and students to read at convenience. Every library should have a reading room attached to it with current journals displayed prominently on tables and shelves. Students should be permitted to take their own notes and books in the reading room. Provision should also be made for a separate reference section and cubicles for research scholars and teachers.

We recommend a minimum allocation of Rs. 5,000 to Rs. 10,000 per annum for books and journals in political science. Colleges may also consider the possibility of inter-collegiate loan of books and journals and other ways in which their resources can be pooled together.

Reference books should be kept in the central library in order that they may be available to research workers and for consultation by teachers and students. Instead of having reference books in a departmental library, it would be more useful if the central library is organised on a departmental basis as in the British library of politics and economics. Copies of text books may be kept in a small departmental library for loan to students.

Another important question is related to the modernization of courses of study at the undergraduate and postgraduate levels. We have dealt with this question in chapter IV of the report. We are, however, aware of the difficulties in implementing all these recommendations. It is easy to suggest changes but far more difficult to introduce them. Any radical changes in the contents of courses of study are likely to be resisted even though they may be worthwhile. This is more so in a department where teachers are in the habit of accepting the *status quo*. This tendency seems to us to be largely true of the departments of political science. It would, therefore, be necessary to enlist the cooperation of the teachers in the subject before any serious attempt is made to modify the courses of study. We suggest that the University Grants Commission may arrange a forum of teachers of political science for discussion of these problems. The decisions arrived at such a conference will be the result of voluntary efforts and therefore more readily acceptable.

We also attach great importance to measures for attracting and retaining the services of competent and devoted teachers for the teaching of political science. This, of course, is part of the larger problem of the competition among different sectors for drawing academic talent. But the teachers of political science have to appreciate that they are engaged in a task which is far more difficult and complicated than is usually realised.

Political science has a valuable role in relation to the functions of the university and also in respect of government and society. Both government and society stand in need of constructive criticism and the political thinker has to assume the responsibility of being a critic of the existing structure. The political scientists of today cannot be content by merely saying "My son, when you grow up, you will be surprised to know with what little wisdom the world is governed." In view of the important role which political science has to play in the developing situation of our country, there is an urgent need to give a new orientation to teaching and research in political science. As one of these steps in this direction, we suggest that the University Grants Commission may organise an annual institute of one month's duration with which teachers of political science in India and abroad may be associated. This institute is intended to overcome the malaise of obsolescence in studies and research by exposing our teachers to inspiring academic influences and to the consideration of live issues in this field.

We welcome, in this connection, the initiative already taken by the University Grants Commission to organise institutes in political theory and behaviour in collaboration with the International Political Science Association. Through a continuing programme of this kind, it should be possible to initiate a movement in the direction of modernization of courses of study and research in political science. The aim of these summer institutes has been declared to be orientation of young and talented political scientists through an intensive programme of lectures, seminars, discussions etc., in making a modern approach to the study of political science and underline the need for empirical investigations and inter-disciplinary communications. We hope that through these efforts it will be possible to develop in course of time basic curricula in the different branches of the subject and thus impart to the teaching of political science in this country necessary vision and dynamism.

Finally, we should like to repeat what we said earlier about the relationship of political science with other social science subjects. We view with some apprehension the growing tendency in our universities to encourage isolation of academic groups and disciplines. Each subject under the social sciences is concerned with one aspect or the other of the broad subject of society. It is, therefore, of the utmost importance that channels of communication are built between them. There should be more frequent meetings between teachers belonging to different departments and seminars to enable teachers and students of various departments to participate in discussions of an inter-disciplinary nature. The departments should also



undertake some common research projects, each part of which may be assigned to a different department. In fact, universities should develop 'schools' and not departments as the basic units of organization. From the purely organizational point of view, however, it may be desirable to have a faculty of humanities and a faculty of social sciences instead of having all these subjects under a common faculty.

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|------------------|-----------------------------|
| Sd. V.K.N. Menon | <i>Chairman</i>             |
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| „ P.J. Philip    |                             |

## **SUMMARY OF OBSERVATIONS AND RECOMMENDATIONS**

### **1. Political science as an intellectual discipline**

1.1. The study of political science is of the greatest value and significance to us in India today as the basis for a scientific evaluation and imaginative understanding of the social, economic and political forces at work in the country and of the problems of national development.

1.2. With the advent of independence, teaching and research in political science in India have gained new dimensions. Parliamentary government, the party system, public administration, local government, international relations, etc., have assumed a new importance as living issues of great concern and interest to the political scientist.

1.3. In recent years, a number of new areas and subjects of study have become important. These include political sociology and behaviour, micro studies, area studies, geopolitics, etc. Teaching and research in political science have, therefore, to be related to them.

### **2. Objectives of teaching political science**

2.1. Unless there is a continuous and critical evaluation of syllabuses from time to time, courses of study in political science will fail to reflect the social and economic changes that are taking place in the country and the new ideas and operational machineries which have been evolved in this connection.

2.2. The teaching of political science should take into account current debates on social and economic issues so that the students are made to realise that the problems with which they are academically concerned have a direct bearing on the situations in which they find themselves. It will be necessary to emphasise the study of political operations and behaviour more than purely theoretical and formal studies.

2.3. Political science courses should also aim at bringing out the significant connections that exist between the different social sciences. The student should be made to appreciate the fact that all kinds of social relationships are of interest to the political scientist.

2.4. It is also essential to stress the 'applied' branches of the subject. Political science cannot have a real impact on the formulation of policies and programmes in the country unless the applied aspects of the subject

are nurtured and brought into vivid contact with this process.

2.5. Both the horizontal and vertical approaches to the study of political science have to be suitably combined. The former helps the study of political problems in their regional setting and the latter observation and analysis of political and social phenomena in depth.

2.6. Courses of study in political science should aim at taking students to higher levels of understanding and competence with each successive stage of instruction. For this purpose it is essential to have a clear idea of the standard of attainment at each stage viz., the Bachelor's pass and honours and Master's levels.

2.7. The study of political science at the undergraduate pass level is not aimed at specialisation. It has to be related, by and large, to a programme of liberal education. In admitting students to undergraduate courses in political science it would be desirable to give preference to those who have had some familiarity with the social sciences. This would enable universities to provide well conceived and balanced undergraduate courses which would also be intellectually challenging to the student.

2.8. In order to bring about cross-fertilisation of ideas, students should be given freedom to combine the study of political science with that of other subjects. This, however, does not mean that the subjects offered should not be related to each other.

2.9. The aim of the undergraduate pass course in political science should be to present to the student an adequate understanding of the basic aspects of the subject. Papers like Public Administration and International Relations are best omitted from the undergraduate curriculum, as they are more appropriate for specialisation at the postgraduate level.

2.10. The undergraduate courses in political science should have the following objectives:

- (a) to introduce the student to the vocabulary of political science;
- (b) to develop in him the ability to understand and interpret the role of the state in society and its growing functions; and
- (c) to enable him to observe, understand and evaluate current political developments in political thought in his own country.

2.11. The following papers are suggested for the B.A. pass course:

- (a) The Government of India
- (b) Principles of Politics and Modern Government

It would be desirable to develop an integrated approach to the study of 'Principles' and 'Constitutions'.

2.12. The honours course has an important place in any academic scheme for strengthening the standards of undergraduate education. The course should not be allowed to degenerate to the level of the ordinary pass course. Admissions should be carefully regulated by means of an interview, which may be conducted by two or three faculty members.

2.13. The honours course should provide for some degree of specialisation and aim at preparing students for postgraduate studies in the subject. There should also be a provision for offering some papers in related subjects of direct benefit to the student in the study of the main subject.

2.14. The following schedule of papers is suggested for the B.A. honours course in political science :

(a) *Compulsory Papers*

1. Political Theory
2. Indian Constitution (including the history of constitutional growth in India)
3. Modern Government
4. Public Administration or International Relations

(b) *Optional Papers*

Two papers in any two of the following subjects :

1. Sociology
2. Social Psychology
3. Modern History
4. Economics
5. Human Geography

Another variation of the above scheme would be to have six papers in political science and the remaining two papers in one or two related subjects.

2.15. At the honours examination, there should be only two classes, the 'pass' class which may be awarded to candidates securing more than 45% marks in the aggregate and 'distinction' at 65% and above. The present standard of marking should not be lowered in any way.

2.16. The aim of the postgraduate course should be to develop specialised knowledge in the subject. It should serve the main purpose of producing competent scholars and research workers in the subject. It should stimulate in the students a real and sustained interest in the actual

world of politics and introduce them also to the techniques of research.

2.17. The following order of preference is suggested for admitting students to the postgraduate course in political science :

- (a) B.A. honours students in political science
- (b) B.A. pass students with political science as one of the optional subjects, provided they have a good academic record.
- (c) B.A. pass students without political science, but with a first or high second class at the degree examination. They must have taken one or two subjects from among the social sciences.
- (d) B.Sc. pass students, provided they have a brilliant academic record.

2.18. The M.A. course in political science may have the following papers :

(a) *Compulsory Papers*

- Paper 1 Social and Political Theories
- Paper 2 Comparative Government
- Paper 3 International Relations
- Paper 4 Research Methodology (including Statistics)

(b) *Optional Papers*

In addition to an essay paper, a student may select either two papers in any two of the following areas of specialisation of four papers from any one area of specialisation.

1. *Political Theory*

- (i) Special study of one author or comparison of two
- (ii) The Sociology of Politics
- (iii) Influence of Modern Psychology on Political Theory
- (iv) The Economic Basis of Politics
- (v) Political Thought in Modern India, 1857-1964

2. *Government*

- (i) Geo-politics
- (ii) Intensive Study of One Constitution or Comparison of Two
- (iii) Development of Political Institutions
- (iv) Constituent Assemblies (including the drafting of Constitutions)
- (v) Comparative Colonial Government
- (vi) Machinery of Government

### 3. *Public Administration*

- (i) Local Government
- (ii) Budgeting
- (iii) Civil Service

### 4. *International Relations*

- (i) Area Studies—study of an area with one relevant language relating to the region
- (ii) International Law
- (iii) International Administration
- (iv) The Trusteeship System
- (v) Diplomacy
- (vi) International Politics of a period

### 5. *Political Behaviour*

- (i) Political Sociology
- (ii) Elections
- (iii) Parties and Pressure Groups
- (iv) Public Opinion and the Press
- (v) Statistics

2.19. Bright students may be permitted to write a dissertation in lieu of the optional papers suggested above. This would enable them to become better acquainted with the techniques of actual research. Every care has to be taken to see that this provision does not lead to any abuse involving lowering of standards.

### 3. **Improvement of teaching**

3.1. Both the undergraduate and postgraduate students have to be encouraged and stimulated to do independent reading, writing and thinking. One practical way of doing this is to provide tutorial classes and written assignments on a week-to-week basis. It is, however, important to see that the tutorial groups do not have a large number of students. In no case should the size of the group exceed ten. Tutorial classes should not be entrusted entirely to the junior members of the staff. The work in a tutorial group needs to be planned carefully and judiciously. Credit to the extent of 25% of the total marks in each paper may be given to the sessional work. This provision could be modified in the light of experience.

3.2. At the postgraduate level, tutorials should be supplemented by seminars in which students should be encouraged to express their opinions freely and to take part in discussions. The seminars should be so organized as to arouse the curiosity of the student in contemporary issues of national

and international importance. The seminars could also be utilised to develop an inter-disciplinary approach to the study of political science.

3.3. Teaching cannot be improved without able teachers. The first necessary condition to attract bright scholars to the teaching profession is to create a social climate in which the work of the teachers will be held in high esteem. Secondly, we have to ensure that scholars and research investigators are able to function in an atmosphere of freedom in all academic matters.

3.4. Conferences, seminars, summer schools, etc., should be organised on an increasing scale for bringing teachers together for exchange of ideas and for rewarding contacts with outstanding scholars. Refresher courses should also be arranged for the benefit of the younger teachers. Teachers of the department should meet frequently in order to devise ways and means for improving instruction and research. The work load of teachers should be regulated in such a way that there is sufficient time and scope for research activities. The academic and administrative work of the department should be shared by all the members.

#### **4. Research in political science**

4.1. With the emergence of a welfare, democratic state in India, new dimensions have been added to the frontiers of political science in India. Scholars and teachers of political science today have not only direct access to government reports and records, but are also free to comment on the political or governmental system and its activities. These possibilities should be fully exploited to bring about a shift in favour of empirical research and investigations.

4.2. While academic and physical facilities, including the setting up of departmental and central libraries, organisation of documentation services, provision of scholarships and fellowships and institution of specialised and inter-disciplinary institutes, will contribute towards generating a congenial climate for research, unless the teachers themselves are able to appreciate the creative and practical value of research, there cannot be any improvement of either teaching or research.

4.3. The university would be justified in expecting from every teacher in the department at least one or two research or learned papers every year. It will be desirable to take the research work done by teachers into consideration at the time of annual increment, confirmation, crossing of an efficiency bar, promotion, etc.

4.4. It cannot be too much stressed that without research the study of 'politics in action' cannot adequately be undertaken. The field of specialisation of the teacher should have a bearing on concrete social and political problems to make research realistic, fruitful and lively.

4.5. The departments should carefully assess the competence of students before they are admitted to the research courses. Only those candidates who show some acquaintance with the methodology of research and an imaginative understanding of the field proposed for research should ordinarily be allowed to work for a research degree. Every research scholar should be required to remain at the university for at least six months to attend seminars and formulate the problem. He should also be helped to prepare an annotated bibliography on his subject.

4.6. The practice prevailing in American universities of prescribing regular course work for the Ph.D. has much to commend itself. In addition to advanced course work, the research student should be given an intensive training in the methods of collection and analysis of data.

4.7. The introduction of an intermediary degree, which may be called M.Litt., would be of great value, especially in those universities which do not have a provision for dissertation as part of the M.A. course. This would also strengthen the standards of Ph.D. and improve the quality of teachers.

4.8. Every university should impose a ceiling on the number of Ph.D. students that a teacher may guide. A teacher may take about three to four candidates and in no case should the ceiling exceed six students.

4.9. Supervisors should meet the students at least once a fortnight in the first year and once a month thereafter. Students should be encouraged to inculcate the habit of writing notes, memoranda, bibliographies, etc., from the beginning. They should also be required to submit periodical progress reports.

4.10. The Ph.D. degree should be awarded only when all the examiners appointed to evaluate the thesis unanimously agree that the candidate merits the award of the degree. The candidate should also be examined by means of a *viva voce* test.

4.11. Particular attention has to be drawn to the need for undertaking 'behavioural' and 'area' studies. The behavioural approach is necessary for the understanding of political physiology and its pathological conditions, as distinct from the mere anatomy (or structure) of politics.



'Area studies' help to make the study of 'comparative government and politics' more realistic, vital and useful, through contrasting the system in one area or country with those in others.

## **5. Concluding observations**

5.1. Among the appurtenances for an efficient conduct of academic work, the most important is the library. Its value lies in the proper use of books by students and teachers. The library should be adequate, commodious and open for long periods, preferably from 7 a.m. to 10 p.m. daily to enable teachers and students to read at their convenience. Every library should have a reading room attached to it with current journals displayed prominently on tables and shelves. Students should be permitted to take their own notes and books into the reading room. Provision should also be made for a separate reference section and for cubicles for research scholars and teachers.

5.2. A minimum allocation of Rs. 5,000 to Rs. 10,000 per annum for books and journals in political science is recommended. Colleges may also consider the possibility of inter-collegiate loan of books and journals and other ways in which their resources can be pooled together.

5.3. Instead of having reference books in a departmental library, it would be more useful if the central library is organised on a subject basis as in the British Library of Politics and Economics.

5.4. It may be difficult to implement the recommendations regarding modernisation of courses of study at the undergraduate and postgraduate levels without obtaining the consensus of teachers. The University Grants Commission may arrange a forum of teachers of political science for discussion of these problems. The decisions arrived at such a conference should be widely acceptable.

5.5. In view of the important role which political science has to play in the developing situation of our country, there is an urgent need to modernise its teaching and research. The University Grants Commission should encourage programmes of summer institutes, refresher courses and seminars in political science.

5.6. The step taken by the University Grants Commission to organise institutes in political theory and behaviour in collaboration with the International Political Science Association is most laudable. Through a continuing programme of this kind, it should be possible to initiate a

movement in the direction of improvement of courses of study and research in the field of political science.

5.7. The universities should develop 'schools' and not departments as the basic units of organization. This would help to promote inter-departmental collaboration in academic programmes of various kinds. From the purely organizational point of view, however, it may be desirable to have a faculty of humanities and a faculty of social sciences.

## **A P P E N D I C E S**

## APPENDIX I

### B.A. Syllabus in Political Science

#### Compulsory Papers

1. **Agra University** (Part I examination of 1965 and Part II examination of 1966).
  1. Principles of Politics
  2. An outline of the study of the Constitutions of Great Britain, U.S.A., U.S.S.R. and Switzerland
  3. Modern Political Theories
  4. Indian National Movement from 1885 to 1950 and the Constitution of the Indian Republic
2. **Aligarh Muslim University** (1965-67 examinations).
  1. Theory of the State
  2. Modern Constitutions<sup>2</sup> (U.K., U.S.A., U.S.S.R., India and Switzerland)
  3. Outlines of European Political Thought from Plato to today
  4. Public Administration with special reference to India
3. **Allahabad University** (1965 examination).
  1. Political Theory
  2. Comparative Politics
  3. History of Political Thought.
  4. The Constitutions of India, U.S.A., Switzerland and U.S.S.R
4. **Andhra University** (With effect from the academic year 1963-64)
  1. Political Theory
  2. Modern Government
  3. Contemporary Political Doctrines and the Government of Modern States
  4. Public Administration
5. **Annamalai University** (1964-65 examination).
  1. Political Theory including a text
  2. The Evolution of Government
6. **Banaras Hindu University** (1961, 1962 and 1963 Examinations).
  1. Principles of Political Science

2. The Growth of the Indian Constitution from 1600 to 1935
  3. Political Ideals and Modern Political Theories
  4. Unitary Constitutions
  5. History of the Indian National Movement
  6. Federal Constitutions
7. **Bhagalpur University** (1966 Examination Part II).
    1. Political Theory
    2. Modern Governments (U.K., U.S.A., U.S.S.R. and Switzerland)
    3. Indian Constitution and Local Self Government in India
  8. **Bihar University** (1965 examination).
    1. Political Theory
    2. Modern Governments (U.K., U.S.A., U.S.S.R., The Fifth Republic of France and Switzerland)
    3. The Constitution and Local Self Government of India
  9. **Bombay University** (B.A. General examination to be held in March/April, 1962 and thereafter).  
Every candidate has to offer four voluntary subjects (with two papers in each) to be selected from groups 'A' to 'K'
 

*Group 'I'-Politics*

    1. Political Science
    2. Public Administration and Local Government
    3. Constitutional History
  10. **Burdwan University** (Based on information given by the University in October, 1963).
    1. Political Theory
    2. Modern Governments (U.K., U.S.S.R., U.S.A. and Switzerland)
    3. Government of India
  11. **Calcutta University** (1963).
    1. Political Theory
    2. Government of India
    3. Modern Governments (U.K., U.S.A., U.S.S.R., and Switzerland)
  12. **Delhi University** (1966 examination).
    1. Principles of Political Science
    2. Modern Governments

## 3. Indian Constitution and Administration.

**13. Gauhati University (1967 Examination)**

- 1 (a) Political Philosophy of Plato, Aristotle and their predecessors  
(b) Principles of Political Science
2. Comparative Study of Constitutions — U.K., U.S.A., U.S.S.R. and India
3. Local Self Government in India and Assam

**14. Gorakhpur University (Based on information given by the University in November, 1963).**

1. Principles of Politics
2. Comparative Government
3. An Outline of the History of Political Thought
4. Modern Governments (Constitutions of U.S.A., U.S.S.R., France-Fifth Republic, Switzerland and Canada)

**15. Gujarat University (Based on information given by the University in October, 1963).**

- (1) Elements of Political Science  
Paper I/ Political Theory  
Paper II Government Machinery
- (2) Constitutional History  
Paper I Constitutional History of India (1773-1959)  
Paper II Constitutional History of England (1215-1935)
- (3) Political Thought  
Paper I Hindu Politics  
Paper II Political Thought (From Machiavelli to Laski)
- (4) Political Organisation  
Paper I Local Government and Public Administration  
Paper II International Organisation
- (5) Diplomatic History  
Paper I European History (1789-1878)  
Paper II European History (1878-1955)

Note:— Every candidate for B.A. (Special) in Political Science must offer (1) and (3) or (4)

**16. Jabalpur University (1964 examination).**

1. The Nature and Theory of Government
2. The Indian National Movement and Constitutional Development.

- 17. Jadavpur University (B.A. subsidiary examination 1964-65).**
1. Political Theory and Modern Constitutions of India, U.K., U.S.A., and U.S.S.R.
  2. Outline of International Law and Organisation
- 18. Jammu and Kashmir University (1964 and 1965 examinations).**
1. (a) Political Theory  
(b) Any two of the following Constitutions—(i) U.S.A. (ii) Great Britain and (iii) Switzerland
  2. (a) Definition, nature, elements and theories of State  
(b) Sovereignty  
(c) An Elementary knowledge of Political Philosophies
  3. (a) Constitution of India  
(b) U.N.O.
- 19. Jodhpur University (1964 examination).**
1. Principles of Political Science
  2. Modern Constitutions (England, U.S.A., U.S.S.R. and Switzerland)
  3. Political and Constitutional Development of India
  4. Modern Political Thought and International Relations
- 20. Karnatak University (B.A. minor examination 1964-65, Parts II and III only).**
1. Political Theory
  2. Political Organisation
- 21. Kerala University**
1. Political Theory
  2. Political Organisation
- 22. Kuruksetra University (1964-67 examinations).**
1. Political Theory
  2. Constitutional History of India, 1773-1909
  3. Modern Governments—U.K. and U.S.A.
  4. Constitutional History of India, 1910-1947
  5. Political Ideals
  6. Modern Governments (India, U.S.S.R. and Switzerland)
- 23. Lucknow University (1964 examination).**
1. Political Theory and Public Administration
  2. Governments of the Commonwealth and India

3. Comparative Governments—U.S.A., France (Fourth and Fifth Republics), U.S.S.R. and Switzerland
  4. An Outline of the History of Political Thought
- 24. Madras University** (Based on information given by the University in August, 1961).
1. Political Theory including the prescribed text
  2. The Evolution of Government
- 25. Magadh University** (1965 Examination Part II).
1. Political Theory
  2. Political Organisation (Constitutions of U.S.S.R., France and Switzerland with a background of the comparative study of the Constitutions of U.K and U.S.A. with the above constitutions)
  3. Indian Constitution and Local Government
- 26. Marathwada University** (1963 and 64 Examinations)
- Political Theory  
Outlines of Modern Constitutions and U.N.O.
3. Political Thought
  4. Growth and Working of Indian Constitution (1858 onwards)
- 27. M.S. University of Baroda** (Second and Final year—based on information given by the University in October, 1963).  
(Political Science as a minor subject)
1. Political Theory
  2. Political Organisation
- 28. Mysore University** (Based on information given by the University in March, 1962).  
B.A.—(Minor)
1. Political Theory
  2. Modern Government
- 29. Nagpur University** (1965 examination,)
1. Political Theory and Thought
  2. Government and Constitution
  3. Indian Constitution and Public Administration
- 30. Osmania University:** (Based on information given by the University in October, 1963).



1. Principles of Political Science
  2. Modern Governments
  3. Political Thought
- 31. Panjab University (1963-65 examinations).**
1. Constitutional History of India
  2. Principles of Political Science
  3. Comparative Constitutions—U.K., U.S.S.R., U.S.A. Switzerland, Canada and China
- 32. Patna University (Part II examination, 1965).**
1. Political Theory
  2. Political Organisation
  3. Indian Constitution and Local Government
- 33. Poona University (In force from June, 1962).**
1. Political Theory
  2. Government Machinery
- 34. Punjabi University (1964 examination).**
1. Constitutional History of India
  2. Principles of Political Science
  3. Comparative Constitutions (U.K., U.S.A., U.S.S.R., Switzerland, Canada and China)
- 35. Rajasthan University (1965-67 examinations).**
1. Principles of Political Science
  2. Modern Constitutions-(U.K., U.S.A., U.S.S.R., Switzerland and Japan)
  3. Political and Constitutional Development of India since 1885 to the present day and a detailed study of the Indian Constitution
  4. An outline study of International Relations from 1945 to the present day
- 36. Ranchi University (1965 and 1966 examinations).**
1. Political Theory and Indian National Movement
  2. Political Theory
  3. Comparative Governments, (U.K., U.S.A., U.S.S.R., France and Switzerland)
  4. Indian Constitution
- 37. Sardar Patel University (1963-64 examination).**
1. Elements of Political Science
  2. Political Theory

3. **Governmental Machinery**
  4. **History of Political Thought**
  5. **Elements of Public Administration and Local Government**
  6. **Constitutional and National Development of India from 1919 to 1950**
  7. **Political Development in South East Asia, China and Japan (1900 A.D. to 1950 A.D.)**
- 38. Saugar University (1963 and 1964 examinations).**
1. **Political Theory**
  2. **Comparative Governments (Constitutions of U.K. and U.S.A.)**
  3. **Political Theory**
  4. **Comparative Governments—Constitutions of U.S.S.R., India, Switzerland and Canada**
- 49. S.N.D.T. Women's University (1964 and 1965 examinations).**
- B.A. (General)**
1. **Political Science (Theory)**
  2. **Political Science (Governmental Machinery)**
- 40. Sivaji University B.A. (General) As corrected upto August, 1963**
- 1 **Political Theory**
  - 2 **Government Machinery: Constitution, Government and Administration**
- 41. Sri Venkateswara University (Based on information given by the University in November, 1963).**
- B.A. (General)**
1. **Political Theory**
  2. **Political Organisation**
  3. **Public Administration**
- 42. Utkal University (1964 and 1965 examinations).**
- (Final Parts I and II)*
1. **Theory of State**
  2. **Constitutions of U.S.A., U.S.S.R. and Switzerland**
  3. **Political Concept and Development of Political Institutions in India and of Indian Nationalism from 1858 to 1950**
  4. **Governments of U.K. and India**
- 43. Vikram University (1965-67 examinations).**
1. **Principles of Politics**

2. **Modern Political Theories**
3. **Constitutions of U.K., U.S.A. U.S.S.R., and Switzerland**
4. **Indian National Movement and Constitutional Development**
5. **Some representative Political Thinkers**

## APPENDIX II

### B.A. Syllabus in Political Science Optional Papers

1. **Annamalai University** (1964-65 examination).  
Any two of the following:
    1. Modern Governments
    2. State and Government in Ancient India
    3. International Relations and Diplomacy
    4. The Constitutional and Administrative History of India from 1600
  2. **Madras University** (Based on information given by the University in August, 1961).  
Any two of the following:
    1. Modern Government
    2. Elements of Public Administration
    3. State and Government in Ancient India
    4. International Relations and Diplomacy
    5. The Constitutional Development and Administration of Modern India from 1600 A.D.
  3. **Saugar University** (1963-64 examination).  
*Group 'A'*
    1. Constitutional and National Development of India-1858 to the present day
    2. A detailed study of the Constitution of India  
*Group 'B'*
- OR
1. Principles of Sociology
  2. Social Pathology

### APPENDIX III

#### **B.A. Honours/Special/Major Syllabus in Political Science Compulsory Papers**

- 1 Bhagalpur University (1966 Examination).**
  1. Political Theory
  2. Modern Constitutions-U.K., U.S.A., U.S.S.R., France and Switzerland
  3. Public Administration and Local Government in India and U.K.
  4. The Constitution of India
  5. International Relation and Organisation since 1919
  6. Modern Political Thought
- 2. Bihar University: (1965 examination).**
  1. Political Theory
  2. Comparative Governments (U.K., U.S.A., U.S.S.R., The Fifth Republic of France and Switzerland)
  3. Public Administration and Local Government (India and U.K.)
  4. Constitutional Developments of India since 1919 and the present Indian Constitution at work
  5. International Politics from 1919 to the present day
- 3. Bombay University (B.A. Special) (for the examination to be held in March/April, 1962 and thereafter).**

Every candidate has to offer four voluntary subjects (with two papers in each) so that at least three subjects listed in Roman numerals under any one group from 'B' to 'K' are selected

*Group 'I'-Politics*

  1. Political Science
  2. Public Administration and Local Government
  3. Constitutional History
  4. History of Political Thought and Political Development in South-East Asia, China and Japan

Note—Every candidate for the B.A. (Special) in politics must offer (1) and (4).
- 4. Burdwan University (Based on information given by the University in October, 1963).**
  1. Political Theory

2. Modern Governments other than Government of India (U.K., U.S.A., U.S.S.R., Switzerland and Japan)
  3. Government of India including Local Government and Civil Service
  4. Elements of Sociology—Theory of Institutions
  5. International Relations
  6. Public Economics
  7. Selected texts :
    - (a) Aristotle—Politics
    - (b) Mill—Considerations on Representative Government
  8. Essay
- 5. Calcutta University (1963).**
1. Political Theory
  2. Modern Governments other than Government of India. U.K., U.S.A., U.S.S.R., Switzerland and Japan,
  3. Government of India including Local Government and Civil Service
  4. Elements of Sociology—Theory of Institutions
  5. International Relations
  6. Public Economics
  7. Selected texts :
    - (a) Aristotle—Politics
    - (b) Mill-Considerations on Representative Government
  8. Essay
- 6. Delhi University (1966 examination).**
1. History of Political Thought from Plato to Grotius
  2. History of Political Thought from Hobbes to present times
  3. Principles of Political Science
  4. Modern Constitutions (Great Britain, Burma, Ceylon, U.S.A., Switzerland and U.S.S.R.)
  5. International Relations (1919-1945)
  6. Principles of Public Administration (with special illustrations from India, U.K. and U.S.A.)
  7. Constitution of the Indian Union (from 1858 to the present with special emphasis on the present constitution)
  8. Essay
- 7. Gauhati University (1967 Examination)**
- 1 Ancient Political Thought
  2. Political Theory
  3. Comparative Governments-U.K., U.S.A., U.S.S.R. and

Switzerland.

- 4 The Constitution of India
  - 5 Local Self Government in India and Assam
  - 6 State and Government in Ancient India
  7. International Relations from 1918 to 1939
  8. Elements of Public Administration
- 8. Jadavpur University (1964-65 examinations).**
1. Theory of the State
  2. Modern Constitutions :
    - (a) First half—Constitutions of U.K., U.S.A., and U.S.S.R.
    - (b) Second half—Indian Constitution
  3. Public Economics and Modern Economic Development (with special reference to India)

OR

An Outline History of Political Thought

4. Elements of Sociology
  5. The British Empire and Commonwealth, 1714-1939
  6. Political and Diplomatic History of Europe, 1815-1914
  7. Political and Constitutional History of India, 1757-1947
  8. An Elementary course in one of the following languages :
    - (i) Chinese (ii) Japanese (iii) Russian (iv) French
- 9. Karnatak University (B.A. Major examination 1964-65, parts II and III only).**
1. Political Thinkers
  2. Modern Governments (U.K., U.S.A., U.S.S.R., France, China, Switzerland and Japan)
  3. Public Administration
  4. Government and Politics in India
- 10. Kuruksetra University (Based on information given by the University in October, 1963).**
1. Constitutional History of India since 1858
  2. Modern Governments (India, Britain, U.S.A. and U.S.S.R.)
  3. Theory of the State
  4. Outlines of Western Political Thought from Plato to the Renaissance
  5. Outlines of Western Political Thought from Machiavelli to Herbert Spencer
  6. Constitutional History of England from 1688 to the present
  7. International Relations 1871-1920

8. Principles of Public Administration
11. **Lucknow University** (Based on the information given by the University in October, 1963).
  1. Constitutional Government
  2. Principles of Politics
  3. History of Political Thought
  4. Theory and Practice of Modern Governments
  5. Political Theory
  6. Principles of Social Legislation and the Evolution of the Welfare State with special reference to India
12. **Magadh University** (1965 Examination Part II)
  1. Political Theory
  2. Comparative Governments (Constitutions of U.K., U.S.A., France and Switzerland)
  3. Public Administration and Local Government of U.K. and India
  4. International Relations since 1919
  5. Constitutional History of India since 1919 and Indian Constitution
  6. Selected Texts
13. **Marathwada University** (1963 and 1964 Examinations).
  1. Political Theory
  2. Outlines of Modern Constitutions and U.N.
  3. Political Thought
  4. Growth and Working of Indian Constitution (1858 onwards)
  5. Landmarks of European Political History (1789-1945)
  6. Evolution of the British Constitution (1603-1945)
  7. Ancient Indian Political Thought and Administration
  8. Local Self Government
14. **M.S. University of Baroda** (Second and Final year based on information given by the University in October, 1963).
 

*Political Science as a Major Subject*

  1. Political Theory
  2. Political Organisation



3. History of Political Thought
  4. Public Administration and Local Government
  5. Constitutional and National Development of India from 1919 to 1950 (including the Constitution of India 1950)
  6. International Relations 1919-1957
- 15. Mysore University** (Based on information given by the University in March, 1962)
- B.A. (Major)
1. Political Theory
  2. Comparative Governments
  3. Public Administration
  4. Outlines of International Relations
- 16. Panjab University** (1963-65 examinations).
1. Indian Administration
  2. International Organisation from 1919 to the present day
  3. Gandhian Thought
  4. Constitutional History of India
  5. Principles of Political Science
  6. Comparative Constitutions (U.K., U.S.S.R., Switzerland, Canada and China)
- 17. Patna University** (Part II-1965 examination).
1. Political Theory
  2. Comparative Governments—Constitutions of U.K., U.S.A., U.S.S.R., France and Switzerland
  3. Indian Constitution and Local Government
  4. International Relations since 1870
  5. Economic Functions and Organisation of the State
  6. Selected Texts
- 18. Poona University** (In force from June, 1962).
- B.A. (Special).
1. Political Theory
  2. Government Machinery
  3. Government and Politics of Indian Republic

4. History of Political Thought
  5. Evolution of Political Institutions
  6. Comparative Governments (U.K. U.S.A., U.S.S.R. and Switzerland)
- 19. Punjabi University (1964 examination)**
1. Indian Administration
  2. International Organisation from 1919 to the present day
  3. Gandhian Thought
  4. Constitutional History of India
  5. Principles of Political Science
  6. Comparative Constitutions (U.K., U.S.A., Switzerland, Canada and China)
- 20. Rajasthan University (1966-67 Part II examination).**
1. Advanced Political Theory
  2. Political Thinkers
  3. Comparative Governments (U.K., U.S.A., U.S.S.R., Nigeria and Japan)
  4. International Relations since 1939 to the present day
  5. Public Administration
  6. Indian Nationalist Movement and Constitutional Development including a detailed study of the Indian Constitution
- 21. Ranchi University (1966 examination).**
1. Political Theory
  2. Modern Constitutions—U.K., U.S.A., U.S.S.R., France, Switzerland and People's Republic of China
  3. Public Administration and Local Government in India, U.K, U.S.A. and France
  4. Constitution of India
  5. International Relations and Organisation since 1919
  6. Modern Political Thought with reference to the following authors—Hobbes, Locke Rousseau, Montesquieu, Bentham, Mill, Hegel, Green, Marx, Lenin and Gandhi

- 22. Shivaji University** (as corrected upto August 1963)  
 B.A. (Special)
1. Political Theory
  2. Government Machinery : Constitution, Government and Administration
  3. Government and Politics of Indian Republic
  4. History and Political Thought
  5. Evolution of Political Institution
  6. Comparative Government-U.S., U.S.A., U.S.S.R. and Switzerland
- 23. S.N.D.T. Women's University** (1964 and 1965 examinations).  
 B.A. (Special)
1. Political Science (Theory)
  2. Political Science (Governmental Machinery)
  3. Politics— British Constitutional History
  4. Ancient Indian Political Thought
  5. History of European Political Thought
  6. Local Government with special reference to India, U.K., France etc.
- 24. Sri Venkateswara University** (Based on information given by the University in November, 1963).  
 B.A. (Special)
1. Political Theory
  2. Political Organisation
  3. Public Administration
  4. History of Political Thought
- 25. Utkal University** (Part I-1964 and Part II—1965).
1. Political Theory
  2. Modern Government
  3. Public Administration with special reference to India
  4. Constitution of India
  5. Political Ideas of selected Philosophers
  6. International Organisation
- 62. Visva-Bharati**  
 Political Science is one of the subsidiary subjects in the B.A. (Hons. examination

APPENDIX IV

**B.A. Hons./Special/Major Syllabus in Political Science.**

**Optional Papers**

1. **Lucknow University** (Based on information given by the University in October, 1963).

Any one of the following groups :

*Group 'A'—International Studies*

1. International Law
2. International Diplomacy and Organisation

*Group 'B'—Political Institutions*

1. (a) Government of Asia
- OR
- (b) Public Administration
- OR
- (c) Local Government
2. (a) History of North America

OR

- (b) Indian Constitutional History since 1773

OR

- (c) English Constitutional History

*Group 'C'—Political Theory*

1. (a) State and Government in Ancient India
- OR
- (b) Modern Indian Political Thought
2. (a) Jurisprudence

OR

- (b) Twentieth Century Political Thought

2. **Panjab University** (1963-65 examinations).

Some Representative Political Thinkers

OR

Some Important Political Concepts

**3. Punjabi University (1964 examination).**

Some Representative Political Thinkers

OR

Some Important Political Concepts

**4. Sri Venkateswara University (Based on information given by the University in November, 1963).**

B.A. (Special)

Any two of the following :

1. International Relations
2. Constitutional History of U.K. from 1603 to the present day
3. Ancient Indian Politics
4. Modern Indian Administration from 1600 to the present day

## APPENDIX V

### M.A. Syllabus in Political Science Compulsory Papers

1. **Agra University** (1965 and 1966 examinations).
  1. Political Thought from Plato to Burke
  2. Political Thought from Bentham to the present day
  3. Theory and Practice of Modern Governments
  4. International Politics
  5. Public Administration
  6. Essay or Thesis
2. **Aligarh Muslim University** (1965 and 1966 examinations).
  1. European Political Thought from Plato to Burke with special reference to Plato, Aristotle, Hobbes, Locke, Rousseau and Machiavelli.
  2. Indian Government and Politics since 1939
  3. Comparative Government
  4. International Relations since 1939
  5. Modern Political Thought since Bentham with special reference to Mill, Green, Karl Marx, Lenin and Graham Wallas
  6. International Law and Organisation
3. **Allahabad University** (1965 examination).
  1. EITHER  
(a) Ancient and Medieval Political Theory  
OR  
(b) Contemporary Political Thought
  2. Modern Political Theory
  3. EITHER  
(a) Ancient and Medieval Political Institutions  
OR  
(b) A detailed study of the Constitutions of Britain and India
  4. Modern Constitutions (Australia U.S.A., Japan, Sweden, Italy, U.S.S.R. and France)
  5. Essay
  6. EITHER  
International Relations (for those candidates only who do not offer group 'D' in optional papers)

OR

Principles of Public Administration with special reference to India (for those candidates only who do not offer group 'B')

4. **Andhra University** (Based on information given by the University in February, 1962).
  1. Constitutional History of India—1772-1951
  2. Selected Political Texts
  3. Local Self Government (U.S.A., U.K. and India)
  4. Advanced Sociology
  5. International Relations since 1920
  6. History of Western Civilizations—1500-1945
  7. Western Political Thought since 1848
  8. Politics (Essay)
5. **Annamalai University** (1964 and 1965 examinations).
  1. Essay
  2. Outline of World Politics
  3. Political Ideals and Institutions of Ancient India
  4. Muslim Polity in India
  5. Modern Constitutions including the Constitutional History of U.K. since 1660, France since 1789, U.S.A. since 1774, Switzerland since 1848 and U.S.S.R. since 1917
6. **Banaras Hindu University** (1965-1966 examinations).
  1. Ancient and Medieval Political and Social Thought in the West (from Socrates to Grotius) or Social Surveys and Research
  2. Modern Political and Social Thought in the West (from Hobbes to the present day)
  3. Theory and Practice of Modern Government with special reference to U.K., U.S.A., U.S.S.R., India and Japan
  4. International Affairs from 1919 to the present day
  5. Public Administration
  6. Essay or Dissertation
7. **Bhagalpur University** (1966 examination).
  1. Advanced Political Theory
  2. History of Political Thought
  3. The Theory and Practice of Modern Governments
  4. International Politics

5. Public Administration
  6. The Indian Constitution
8. **Bihar University** (1965 examination).
1. Advanced Political Theory
  2. History of Political Thought
  3. The Theory and Practice of Modern Government
  4. International Politics
  5. Public Administration
  6. The Indian Constitution
9. **Bombay University** (Based on information given by the University in February, 1966).
- Politics—Group (i)*
1. Political Theory
  2. Government and Politics in India
  3. Political Thought—Western and Indian (19th and 20th centuries)
  4. Public Administration
- Politics—Group (ii)*
5. International Politics
10. **Calcutta University** (1965 examination).
1. History of Political Thought
  2. Social and Political Theory
  3. Comparative Federal Governments (India, U.S.A., Canada, Switzerland and U.S.S.R.)
  4. Constitutional Law of Britain and India
  5. Public Administration (with special reference to India and Britain and including Public Corporations)
  6. Public International Law
- 11: **Delhi University** (1965 examination).
1. Modern Indian Political Ideas
  2. Indian Constitution (with cases under Fundamental Rights on 1950 Constitution)
  3. A comparative study of Political Institutions
  4. Public International Law



12. **Gauhati University** : (Based on information given by the University in July, 1961).

1. Social and Political Theory
2. Comparative Government
3. History of Political Thought
4. International Relations
5. Early Political Institutions
6. Indian Constitution from 1858
7. International Law
8. Local Government in England, India and Assam

13. **Gorakhpur University** (Based on information given by the University in November, 1963).

1. Ancient and Medieval Political Theory
2. Comparative Government (U.K., U.S.A., U.S.S.R., China, Australia and Italy)
3. Public Administration
4. Indian Politics since 1858 and Constitution of the Indian Republic
5. Modern Political Thought from Machiavelli to Bonapquet
6. International Relations (1919 to the present day)
7. Essay

14. **Gujarat University** (Based on information given by the University in October, 1963).

*Group 'G'—Politics*

1. Modern Political Thought (from Machiavelli to the present day)
2. Theory and Practice of Modern Government
3. Public Administration with special reference to India, U.K. and U.S.A.
4. Constitution of India (working and problems of parliamentary procedure)

*Group 'H'—Advanced Politics*

5. Ancient and Medieval Thought
6. Hindu Political Thought and Institutions
7. International Politics

15. **Jabalpur University** (1964-65 examination).

1. History of Political Thought from Plato to Bentham
2. A comparative study of the Constitutions of U.K., U.S.A.,

- U.S.S.R., India, France and Switzerland
3. Principles of Public Administration
  4. International Relations and Organisation (1878-1939)
  5. Advanced Political Theory from Bentham to present day
  6. International Relations and Organisation from 1939 to present day
  7. International Law
- 16. Jadavpur University (International Relations) (1964-65 Session)**
1. International Law
  2. International Politics and Organization
  3. Comparative Government
  4. International Relations since 1919
  5. Advanced Political Theory
  6. Indian since 1885
- 17. Jodhpur University (1963-64 examination).**
1. Ancient and Medieval Political Thought
  2. Modern Political Thought
  3. Comparative Governments (U.K., U.S.A., U.S.S.R., Switzerland and India)
  4. Twentieth Century International Politics
  5. Principles of Public Administration
  6. Essay or Dissertation
- 18. Karnatak University (1964-65 examination).**
1. Government and Politics of Contemporary States—to be prescribed from time to time
  2. The evolution of the Indian Constitution (from 1919 to the present time)
  3. Comparative Governments (U.S.A., Canada, Australia, Switzerland, South Africa, U.S.S.R. and India)
  4. Essay (Optional)
  5. Modern Political Theory
  6. Public Administration
  7. International Affairs
  8. Parliamentary Institutions (Optional)
- Note (i) A student who wishes to offer only six papers in Political Science shall give up papers 4 and 8
- (ii) A student who wishes to offer only two papers shall offer paper 3 and either paper 5 or 6

**19. Kerala University (Syllabus 1963).**

1. Political Thought
2. Comparative Governments with special reference to India, U.K., France, U.S.A. and U.S.S.R.
3. World History since 1789 or History of Economic Thought or Elements of Sociology
4. General Essay

**20. Kuruksetra University (1963-64 examination).**

1. Ancient and Medieval Political Thought
2. Comparative Governments (U.K., U.S.A., Switzerland, France and U.S.S.R.)
3. International Relations since 1919 to the present day
4. Political Thought from Machiavelli to Green
5. Constitutional History of India
6. Principles of Public Administration

**21. Lucknow University (1964 examination).**

1. History of Political Thought
2. Theory and Practice of Modern Governments
3. Modern Political Thought
4. International Relations since 1919
5. Government and Politics of Indian Republic
6. Essay or Thesis

**22. Madras University (Based on information given by the University in August, 1961).**

1. Essay
2. Outline of World Politics
3. Elements of Sociology

**23. M. S. University of Baroda (Based on information given by the University in October, 1963).**

1. Advanced Political Theory
2. History of Political Thought from Marx to present day
3. Public Administration with special reference to India
4. Local Government in India, U.K., France and U.S.A.
5. International Relations
6. International Relations—Regional studies: (a) East Asia or (b) West Asia
7. Indian Government

## 8. Indian Politics

(A dissertation can be offered in lieu of papers 7 and 8)

**24. Marathwada University (1964 Examinations).**

1. Western Political Thought (from Rousseau onwards to Modern Times)
2. International Politics
3. Ancient Indian Political Thought and Institutions
4. International Relations (1900-1945)
5. Comparative Government : U.K., France (Fifth Republic), U.S.S.R., U.S.A., Switzerland, Canada and India
6. Principles of Public Administration
7. Western Political Thought

**25. Mysore University (Syllabus 1963).**

1. Ancient and Medieval Political Thought in West (with a prescribed text)
2. Modern Political Thought (with a prescribed text)
3. Political Thought in Ancient India
4. Indian Constitution (with cases on Fundamental Rights)
5. Problems of Modern Government

**26. Nagpur University (Based on information given by the University in August, 1961).**

1. Social and Political Theory
2. Theory and Practices of Modern Governments
3. Public Administration
4. International Relations
5. Indian Political Thought and Institutions
6. Western Political Thought and Institutions

**27. Osmania University (1964 and 1965 examinations).**

1. Modern Constitutions
2. Modern Western Political Thought
3. Indian Constitution and its Development

**28. Panjab University (1963 and 1964 examinations).**

1. Western Political Thought from the Greeks to Burke and Hegel
2. Structure and Functions of the State and comparative study of Constitutions
3. Western Political Thought from Bentham to the present day
4. Evolution of the present system of Government of India

**29. Patna University (1965 examination).**

1. History of Political Thought
2. Advanced Political Theory
3. The Theory and Practice of Modern Government
4. International Politics and Diplomacy
5. Public Administration
6. Indian Constitutional History and Indian Constitution

**30. Poona University (In force from June, 1962).**

1. Contemporary Political Thought
2. International Politics
3. Theory and Practice of Modern Governments
4. Public Administration

**31. Punjabi University (1963 and 1964 examinations).**

1. Western Political Thought from the Greeks to Burke and Hegel
2. Structure and Functions of the State and comparative study of constitutions
3. Western Political Thought from Bentham to the present day
4. Evolution of the present system of Government of India

**32. Rajasthan University (1965 and 1966 examinations).**

1. Political Thought from Plato to Burke
2. Political Thought from Bentham to the present day
3. Comparative Political Institutions
4. International Politics
5. Theory of Public Administration
6. Essay or Dissertation

**33. Ranchi University (1964 examination).**

1. Political Theory and Thought (Part 'A'—History of Political Thought from Plato to Machiavelli and Part 'B'—Advanced Political Theory)
2. International Relations
3. Public Administration
4. Theory and Practice of Modern Governments (U.K., U.S.A., U.S.S.R., Switzerland, France, and Peoples Republic of China).
5. Political Theory and Thought  
(Part 'A'—History of Political Thought from Bodin to J.S. Mill and Part 'B'—Recent Political Theories)

6. Indian Constitution
34. **Sardar Patel Univeristy** (1963-64 examination).  
*Group 'G'—(4 Papers) Political Science*
1. Ancient Political Thought from Plato to Montesquieu
  2. Modern Political Theory from Rousseau to the present day
  3. Public Administration with special reference to India, U.K. and U.S.A.
  4. Theory and Practice of Modern Government
- Group 'H'—(4 Papers) Advanced Political Science*
5. International Relations
  6. International Relations—Regional Study: (a) East Asia  
(b) West Asia
  7. Indian Government and Politics
  8. Local Government with special reference to India, U.K., U.S.A. and U.S.S.R.
35. **Saugar University** (1964 and 1965 examinations).
1. Ancient and Medieval Political Thought
  2. Modern Constitutions (U.K., U.S.A., U.S.S.R., France, India, Switzerland and Japan)
  3. International Relations
  4. Public Administration
  5. Modern Political Thought from Machiavelli to the end of the 19th Century
  6. Essay
36. **Shivaji University** (As supplied by the University in September, 1964).
1. Ancient and Medieval Political Thought in the West
  2. Modern Political Thought in the West
  3. Ancient Indian Political Thought and Institutions
  4. Governments and Politics of the Commonwealth Countries
  5. Local Self Government
  6. Public Economics
  7. History of International Affairs (1870-1945)
  8. International Organisation
37. **S.N.D.T. Women's University** (1965 examination).  
*Group 'I'*
1. The Theory of Politics

2. Political Constitutions of U.K., U.S.S.R., U.S.A., France, India and Switzerland
3. Ancient Indian Political Thought
4. International Politics

*Group 'II'*

5. Constitutional History of India
  6. History of Political Thought
  7. Two classics to be selected out of :
    - (a) The Republic of Plato
    - (b) Politics of Aristotle
    - (c) The Prince by Machiavelli
  8. Public Administration
- 38. Utkal University (1965 examination).**
1. History of Political Thought from Hobbes with special reference to prescribed texts
  2. Contemporary International Affairs from 1919
  3. Public Administration
  4. Contemporary Political Organisations of selected countries
  5. Political Theory
  6. Public Economics
- 39. Vikram University (1964 and 1965 examinations).**
1. Political Thought from Plato to Burke
  2. Political Thought from Bentham to the present day
  3. Essay
- 40. Visva-Bharati**
- For candidates opting for politics group in their M.A. examination in economics, there are only two papers in the subject.

APPENDIX VI

**M.A. Syllabus in Political Science  
Optional Papers**

**1. Agra University (1965-66 examination).**

Any two of the following :

1. Ancient Indian Political Thought and Institutions
2. Modern Indian Social and Political Thought from Raja Ram Mohan Roy to the present day with special reference to the ideas of Mahatma Gandhi
3. The History of Socialist Thought
4. Development of Indian Constitution and Administration from 1858 to the present day
5. Constitutional History of England (from 1603 to the present day)
6. International Law
7. Local Government

**2. Aligarh Muslim University (1965-66 examination).**

Two papers from any one of the following groups :

*Group 'A'*

1. Government and Politics in Asia since 1945
2. Government and Politics in Africa since 1945

*Group 'B'*

1. Public Administration and Public Finance
2. Local Self-Government : U.S.A., U.K., France and India (with reference to U.P.)

*Group 'C'*

1. English Constitutional History since 1603
2. Political History of Europe from 1870 to 1939 or Political History of North Africa since 1900

*Group 'D'*

1. Sphere of State Activity
2. Theory and Practice of Federalism

OR

General Sociology with special reference to Indian Sociology

*Group 'E'*

1. Eastern Political Thought—Mawardi, Ghazzali, Ibn Khaldun, and Tao-She
2. Government and Politics of Asian countries (China, Japan, Thailand U.A.R., Turkey and Iran)



**3. Allahabad University (1965 examination).**

Any one of the following groups :

*Group 'A'*

1. Ancient Indian Political Thought and Institutions
2. Ancient Indian Social Thought and Institutions
3. Ancient Indian Ethics

*Group 'B'*

1. Islamic Political Thought and Polity till 1258
2. Islamic Political Thought and Polity after 1258
3. Islamic Law and Jurisprudence

*Group 'C'*

1. Social Anthropology
2. Social Psychology
3. Social Philosophy

*Group 'D'*

1. International Affairs 1815-1919
2. Contemporary International Affairs from 1919 to the present day
3. International Law

*Group 'E'*

1. Principles of Public Administration
2. Administrative System of India and England
3. Local Self-Government in India (with special reference to U.P., England and U.S.A.)

*Group 'F'*

1. Islamic Law and Jurisprudence
2. Indian Anthropology
3. Sociology

**4. Annamalai University (1964-65 examination).**

1. Greek and Roman Political Institutions or Medieval Political Institutions
2. The Theory of the State—prescribed texts: Plato, Aquinas, Hobbes and Burke or Aristotle, Rousseau, Bentham and Laski
3. International Relations and Diplomacy since 1918 or Indian Constitutional Development since 1858 or Elements of Public Administration or Modern Local Government in the U.K., U.S.A., France and India

**5. Banaras Hindu University (1965-66 examination).**

Two papers from any one of the following groups :

*Group 'A'—Political Theory*

1. History of Socialist Thought
2. Social and Political Institutions of India
3. Modern Indian Social and Political Thought (common with M.A. in Sociology)
4. Political Sociology

*Group 'B'—Government*

1. Indian Government and Politics
2. Community Development and Administration
3. Administrative systems of India and the U.K.

*Group 'C'—Constitutional History*

1. Ancient Greek and Roman Social and Political Institutions
2. Constitutional History of England (from 1603 to 1949)
3. Constitutional History of India (from 1600 to 1947)

*Group 'D'—International Relations*

1. Theory and Practice of Diplomacy
2. International Law
3. International Affairs (from 1815 to 1918)

*Group 'E'—Administration*

1. Local Administration with particular reference to U.K., U.S.A., France and India
2. Social Administration
3. Labour Welfare Administration
4. Administration of Public Enterprises in India and the U.K.

*Group 'F'—Contemporary World Politics*

(Middle-East or South-East Asia)

1. Geopolitics
2. Government and Politics in the Area Selected
3. The Selected Area in Contemporary World Affairs

**6. Bhagalpur University (1966 Examination).**

Any one of the following groups :

*Group A—International Relations*

1. International Organisation
2. Public International Law

*Group B—Public Administration*

1. Public Administration in India
2. Local Self Government in India, U.K., U.S.A., U.S.S.R. and France

*Group C—Constitutional Law with  
Special Reference to India, U.K. and U.S.A.*

1. Constitutional Law
2. Administrative Law
7. **Bihar University** (1965 examination).  
Any one of the following groups :
  - Group 'A'*
  1. International Organization
  2. Public International Law
  - Group 'B'*
  1. Local Government
  2. Constitutional Law of England and the U.S.A.
  - Group 'C'*
  1. Selected Texts
  2. History of Indian Political Thought from ancient time to the present day
  - Group 'D'*
  1. Problems of Modern Government
  2. Constitutions of Canada, Australia, New Zealand, Norway, Sweden, China, Japan, Ceylon, South Africa and Nepal
8. **Bombay University** (Based on information given by the University in February, 1966).  
Any one of the following groups :
  - Group (a) Theory*
  1. Theory and Practice of Socialism
  2. Classics of Political Philosophy
  3. Political Sociology
  - Group 'b' Public Administration*
  1. The Indian Administrative System
  2. Developmental Administration (with reference to India)
  3. Political Sociology
  - Group 'c' Regional Studies*
  - 1 and 2. (i) West Asia, (ii) South East Asia (iii) The Far East Asia, China and Japan
  3. Foreign Policy and Diplomacy
  - Group 'd' Modern Political System*
  1. American Government
  2. Foreign Policy and Diplomacy
  3. West Asia

**9. Calcutta University (1965 examination).**

Any one of the following subjects: ( for papers VII and VIII)

1. Ancient and Medieval Political Theories and Institutions (including Hindu and Muslim Political Theories in India)
2. Sociology including Social Psychology, Applied Sociology and Social Anthropology
3. International Relations from 1815 to the present day (including theories of International Relations)
4. Local Government in U.K., France, U.S.A., and India (particularly West Bengal)
5. Constitutional Development of Japan (1867 to the present day) and Egypt (1914 to the present day)
6. Constitutional Development in India (1765-1947) and the U.K. (1688 to the present day)

**10. Delhi University**

Any one of the following groups:

*Group 'A'—Politics*

1. Ancient and Medieval Political Thought (with special study of two texts to be prescribed from year to year)
2. Modern Political Thought (from Bodin to the present times with special study of Hobbes-Leviathan)
- 3 and 4. Any two of the following options :
  - (a) Ancient Indian Political Thought
  - (b) International Organizations (including Public International Unions)
  - (c) Essentials of Public Administration
  - (d) Public Finance
  - (e) Public Administration in India
  - (f) India in World Politics
  - (g) International Politics
  - (h) Theory and Problems of Government and Politics in Africa
  - (i) A detailed Study of National Movements and Constitutional developments in any one of the Territories or Regions of Africa (to be specified from time to time)
  - (j) A Dissertation (to be approved by the Committee of Courses and Studies as provided under clause 6 of the Ordinance)
  - (k) Government and Politics in Commonwealth
  - (l) Political Behaviour

*Group 'B'—International Affairs*

1. International Politics
2. International Organisations (including Public International Unions)
3. Any one of the following options :
  - (a) The Far East and South East Asia
  - (b) The Middle East and the Near East
  - (c) Theory and Problems of Government and Politics in Africa
  - (d) Ancient and Medieval Political Thought  
(with special reference to Plato's 'Republic' and Machiavelli's 'Prince')
  - (e) The Commonwealth of Nations
  - (f) Geopolitics
  - (g) International Economics
  - (h) India in World Politics
4. Modern Political Thought

OR

A dissertation (to be approved by the Committee of Courses and Studies as provided under clause 6 of the Ordinance)

*Group 'C'—Public Administration*

1. Essentials of Public Administration
2. Economic Administration
3. Modern Political Thought (from Bodin to the present times with special study of Hobbes—Leviathan)
4. Any one of the following :
  - (a) International Administration
  - (b) Urban and Rural Government
  - (c) Organization and Management
  - (d) Public Personnel Administration
  - (e) Government and Politics in the Commonwealth
  - (f) Administrative Law
  - (g) Ancient and Medieval Political Thought  
(with special reference to Plato's 'Republic' and Machiavelli's 'Prince')
  - (h) Ancient Indian Political Thought
  - (i) International Politics
  - (j) Theory and Problems of Government and Politics in Africa
  - (k) A detailed study of National Movements and Constitutional Developments in any one of the Territories or Regions of Africa (to be specified from time to time)
  - (l) International Organisations (including Public International

Unions)

(m) Political Behaviour

(n) India in World Politics

**11. Gorakhpur University** (Based on information given by the University in November, 1963).

Any one of the following :

1. Recent Political Thought
2. Governments of Asia and Africa
3. Principles of Diplomacy and Diplomatic History of the World from 1848 to 1918
4. Comparative Local Government

**12. Gujarat University** (Based on information given by the University in October, 1963).

1. Federalism (Theory and Practice) or Local Government Federalism

OR

2. Local Government

**13. Jabalpur University** (1964-65 examination).

Any one of the following:

1. History of Diplomacy and Diplomatic Practices
2. Comparative Public Administration of India, U.K. and U.S.A.
3. Ancient Indian Political Thought and Institutions
4. Regional study of the Government and Politics of the Middle Eastern countries
5. Regional Study of the Government and Politics of East Asia

**14. Jadavpur University** (International Relations) (1964-65 Session).

Any one of the following :

1. (a) History and Politics of South-East Asia

OR

- (b) History and Politics of Far-East

OR

- (c) History and Politics of the U.S.A.

2. (a) Some Representative Political Thinkers (with special reference to the following texts) :

Hobbes ... Leviathan

Mill.....On Liberty

Lenin.....State and Revolution

Gandhi....Hind Swaraj

OR

A special Course on some selected topic with reference to original Sources

(b) An elementary course in one of the following languages :

- (i) French, (ii) Spanish, (iii) German, (iv) Russian, (v) Chinese, (vi) Japanese, and (vii) Bahasa Indonesia

**15. Jodhpur University (1963-64 examination).**

Any two papers from any one of the following groups :

*Group 'I'—Political Theory*

1. 20th Century Political Thought
2. Ancient Hindu Political Thought and Institutions
3. Modern Indian Social Political Thought
4. Modern Sociological and Economic Theories

*Group 'II'—International Affairs*

1. International Law and Organisation
2. Asia and World Affairs
3. Africa and World Affairs
4. Foreign Policies of U.S.A., U.S.S.R., India, China, and U.K. since World War II

*Group 'III'—Public Administration and Government*

1. Public Administration in U.K., U.S.A. and India
2. Local Government in India, England, U.S.A. and China
3. Selected Afro-Asian Constitution and Administration—Japan, China, Ceylon, Burma, Nigeria and Indo-China
4. Indian Government and Politics with special reference to its working and recent trends

*Group 'IV'—Sociology*

1. Principles of Sociology and Indian Social Institutions
2. Social Psychology
3. Social Anthropology

*Group 'V'—Economics*

1. Modern Economic Development of Great Powers
2. India's International Economic Relations
3. Public Finance
4. Economic Administration in Nationalised Industries
5. Economic Planning
6. Economic Systems

**16. Kerala University (Syllabus 1963).**

Four papers to be selected, all from any one of the following groups :

*Group 'A'*

1. International Politics
2. International Law
3. International Administration
4. Indian Foreign Policy since 1857 with documents
5. Nationalism in Modern India since 1854

*Group 'B'*

1. Principles of Management
2. Public Personnel Administration
3. Financial Administration
4. International Administration
5. Local Administration
6. Administrative Law
7. Principles of Public Administration

*Group 'C'*

1. Modern Asian Governments
2. Commonwealth Governments
3. Government of U.S.A.
4. Indian Government since 1935 with documents
5. Government of U.K. since 1832
6. Political Parties and Public opinion

*Group 'D'*

1. Ancient Indian Political Thought
2. Recent Political Thought
3. Political Theory
4. Social Thought
5. Indian Social and Political Thought in the 19th and 20th centuries

**17. Kuruksetra University (1963-64 examination).**

Any one of the following groups :

*Group 'A'—International Relations*

1. Public International Law
2. International Organisation

*Group 'B'—Theory*

1. Recent Western Political Thought since Marx
2. Modern Indian Political Thought

*Group 'C'—Public administration*

1. Local Government
2. Administrative Law



*Group 'D'—Governments*

1. Constitutional Law of U.K., U.S.A. and India
2. Governments of Japan, People's Republic of China, Pakistan, Ceylon, Burma and Indonesia

**18. Lucknow University (1964 examination).**

Any one of the following groups:

*Group 'A'—International Studies*

1. International Law
2. International Diplomacy and Organisation

*Group 'B'—Political Institutions*

1. (a) Governments of Asia

OR

- (b) Public Administration

OR

- (c) Local Government

2. (a) History of North America

- (b) Indian Constitutional History since 1773

OR

- (c) English Constitutional History

*Group 'C'—Political Theory*

1. (a) State and Government in Ancient India

OR

- (b) Modern Indian Political Thought

2. (a) Jurisprudence

OR

- (b) 20th Century Political Thought

**19. Madras University (Based on information given by the University in August, 1961).**

1. Political Ideas and Institutions of Ancient India

OR

Muslim Polity in India

2. European Polity :

Greek and Roman Political Institutions

OR

Medieval Political Institutions

3. The Theory of the State—Prescribed Texts : Plato, Aquinas, Hobbes and Burke

OR

Aristotle, Rousseau, Bentham and Laski

4. Modern Constitutions including the Constitutional History of the U.K. from 1660, France from 1789, the U.S.A. from 1774, Switzerland from 1848 and the U.S.S.R. from 1917
5. International Relations and Diplomacy since 1914

OR

Indian Constitutional Development, since 1909

OR

Elements of Public Administration

OR

Modern Local Government in the U.K., the U.S.A., France and India.

**20. Marathwada University (1964 examination).**

1. Constitutions of Asian Countries (People's Republic of China, Japan, Burman, Ceylon, Pakistan and Indonesia)

OR

2. Constitution of the Middle East Countries

OR

3. Governments of Commonwealth Countries

**21. Mysore University (Syllabus 1963)**

Any one of the following groups :

*Group 'A'*

1. Public Administration
2. Recent Developments in Political Theory and Practice
3. Outlines of International Politics
4. Indian Constitutional Development—1858-1949

*Group 'B'*

1. Principles of Management
2. Public Personnel Administration
3. Administrative Law
4. International Organisation or Modern Government or Administration of Community Development and NES in India

*Group 'C'*

1. International Relations (1871-1950)
2. Outlines of International Politics
3. International Law
4. International Organisation and Administration

**22. Nagpur University (Based on information given by the University in August, 1961).**

Two papers each from any one of the following groups :

*Group 'A'—Sociology and Social Anthropology*

*Group 'B'—Government and Politics (Asian countries and Commonwealth countries)*

*Group 'C'—Diplomacy and International Law*

**23. Osmania University (1964 and 1965 examinations).**

1. Any one of the following :

(a) Ancient Indian Political Thought

(b) Medieval Asian Political Thought

(c) Far Eastern Political Thought

2 and 3. Any one of the following groups:

*Group 'A'*

(a) Indian Administration

(b) Problems of Public Administration

*Group 'B'*

(a) International Organisation and Relations

(b) International Law and Diplomacy

4 and 5. Any one of the following groups:

*Group 'A'*

(a) Economic Basis of Modern State

(b) Public Finance

*Group 'B'*

(a) Political and Constitutional Development in U.S.A. and U.S.S.R.

(b) Contemporary Political and Constitutional Development in Asia

**23. Panjab University (1963 and 1964 examinations).**

Any two from 1—5 and any two from 6-10:

1. Ancient Indian Political Thought and Institutions
2. Public International Law
3. Economic History of India, U.K. and U.S.S.R.
4. Local Self-Government
5. Sociology
6. Modern Indian Political Thought
7. International Relations during the 20th Century
8. Public Administration
9. Jurisprudence
10. English Constitutional History and Law

**25. Patna University (1965 examination).**

Any one of the following groups:

*Group 'A'—Theory*

1. Eastern Political Thought
2. Selected Texts

*Group 'B'—Constitution*

1. Comparative Local Government
2. Constitutional Law

*Group 'C'—International Relations*

1. International Government
2. Public International Law

*Group 'D'—Public Administration*

1. Social Administration
2. Administrative Law

**26. Poona University (In force from June, 1962).**

Any four of the following :

1. Ancient and Medieval Political Thought in the West
2. Modern Political Thought in the West
3. Ancient Indian Political Thought and Institutions
4. Government and Politics of the Commonwealth countries
5. Local Self Government
6. Public Economics
7. History of International Affairs
8. International Organisation

**27. Punjabi University (1963 and 1964 examinations).**

Any two from 1-5 and any two from 6-10.

1. Ancient Indian Political Thought and Institutions
2. Public International Law
3. Economic History of India, U.K. and U.S.S.R.
4. Local Self-Government
5. Sociology
6. Modern Indian Political Thought
7. International Relations during the 20th Century
8. Public Administration
9. Jurisprudence
10. English Constitutional History and Law

**28. Rajasthan University (1965 and 1966 examinations).**

Any two papers from any one of the following groups :

*Group 'A'—Political Theory*

1. Ancient Indian Political Thought and Constitutions
2. Modern Indian Social and Political Thought
3. 20th Century Political Thought

*Group 'B'—International Affairs*

1. International Law and Organisation
2. Asia in World Affairs
3. Africa in World Affairs
4. Foreign Policies of U.S.A., U.S.S.R., U.K., China and India.
5. Diplomatic History (from 1815 to 1919) and Diplomatic Techniques

*Group 'C'—Public Administration*

1. Comparative Public Administration in U.K., U.S.A. and U.S.S.R.
2. Public Administration in India
3. Local Government in England, U.S.A., France and India

*Group 'D'—Government and Politics*

1. Selected Afro-Asian Constitution and Administration (Japan, China, Ceylon, Pakistan, Nigeria and Ghana)
2. Indian Government and Politics with special reference to its historical development and present working
3. Government and Politics of South East Asia

*Group 'E'—Politics of Developing countries with special reference to India*

1. Political Theory (with special reference to Political Sociology)
2. Comparative Government and Politics of Developing countries with special reference to Methodological problems
3. Indian Political system with special reference to Politics of Development
4. Local Government and Development Administration in India with special reference to Community Development and Panchayat Raj

*Group 'F'—Sociology*

1. Principles of Sociology and Indian Social Institutions
2. Social Psychology
3. Social Anthropology

*Group 'G'—Economics*

1. Modern Economic Development of Great Powers (U.K., U.S.A., U.S.S.R., Germany and Japan)

2. Public Finance
  3. Administration of Nationalized Industries
  4. Economic Planning
  5. Economic Systems
29. Ranchi University (1964 examination).  
Any one of the following groups:
- Group 'A'—International Relations*
1. International Organisations
  2. Public International Law
- Group 'B'—Public Administration*
1. Local Government
  2. Constitutional Law of U.K. and U.S.A.
- Group 'C'*
1. Selected Texts
  2. History of Political Thought from ancient times to the present
- Group 'D'*
1. Problems of Modern Government
  2. Constitutions of Canada, Australia, New Zealand, Norway, Sweden, Japan, Ceylon, Pakistan, South Africa and Nepal
30. Saugar University (1964 and 1965 examinations).  
Any one of the following groups :
- Group 'A'*
1. International Law
  2. Diplomacy and International Organisation
- Group 'B'*
1. Administrative system of India, Britain and U.S.A.
  2. Local Self-Government
- Group 'C'*
1. Sociology
  2. Social Anthropology
- Group 'D'*
1. Ancient Indian Political Thought and Institutions
  2. Constitutional and National Development of India
- Group 'E'*
1. Politics of South and East Asian countries
  2. Government and Politics of the Middle East countries
- Group 'F'*
1. Federalism with special reference to India, U.S.A., Canada and Australia

2. Parliamentary Government, its practice and procedure

31. Utkal University (1965 examination).

Any one of the following groups :

*Group 'A'*

1. Ancient Political Thought
2. Medieval Political Thought

*Group 'B'*

1. International Law
2. International Relations (1815-1919)

*Group 'C'*

1. Indian Constitutional Problems
2. Indian Administration and Community Development in India

32. Vikram University (1964 and 1965 examinations).

1. EITHER (a) International Relations since 1939

OR

(b) Ancient Indian Political Thought and Institutions

2. EITHER (a) Modern Constitutions of India, U.S.A., U.S.S.R., U.K. and People's Republic of China

OR

(b) Comparative Study of Political Institutions.

3 and 4. Any two of the following .

(a) Development of the Indian Constitution and Administration from 1909 to the present day

(b) International Law

(c) Public Administration

(d) Principles of Sociology

(e) English Constitutional History (1832 to the present day)

(f) Federalism

OR

(g) EITHER (i) International Relations since 1939

OR

(ii) Ancient Indian Political Thought and Institutions

APPENDIX VII

Pattern of Compulsory and Optional Papers at B.A.

| <i>S. No.</i> | <i>Name of University</i>                 | <i>No. of Compulsory Papers</i> | <i>No. of Optional Papers</i> | <i>No. of Necessary Optionals</i> | <i>Total No. of Required Papers</i> |
|---------------|---|---------------------------------|-------------------------------|-----------------------------------|-------------------------------------|
| 1             | 2   | 3                               | 4                             | 5                                 | 6                                   |
| 1.            | Agra                                      | 4                               | ..                            | ..                                | 4                                   |
| 2.            | Aligarh                                   | 4                               | ..                            | ..                                | 4                                   |
| 3.            | Allahabad                                 | 4                               | ..                            | ..                                | 4                                   |
| 4.            | Andhra                                    | 4                               | ..                            | ..                                | 4                                   |
| 5.            | Annamalai                                 | 2                               | 4                             | 2                                 | 4                                   |
| 6.            | Banaras                                   | 6                               | ..                            | ..                                | 6                                   |
| 7.            | Bhagalpur                                 | 3                               | ..                            | ..                                | 3                                   |
| 8.            | Bihar                                     | 3                               | ..                            | ..                                | 3                                   |
| 9.            | Bombay<br>(B.A. General)                  |                                 | As in Appendix I              |                                   |                                     |
| 10.           | Burdwan                                   | 3                               | ..                            | ..                                | 3                                   |
| 11.           | Calcutta                                  | 3                               | ..                            | ..                                | 3                                   |
| 12.           | Delhi                                     | 3                               | ..                            | ..                                | 3                                   |
| 13.           | Gauhati                                   | 3                               | ..                            | ..                                | 3                                   |
| 14.           | Gorakhpur                                 | 4                               | ..                            | ..                                | 4                                   |
| 15.           | Gujarat                                   |                                 | As in Appendix I              |                                   |                                     |
| 16.           | Jabalpur                                  | 2                               | ..                            | ..                                | 2                                   |
| 17.           | Jadavpur                                  | 2                               | ..                            | ..                                | 2                                   |
| 18.           | Jammu and Kashmir                         | 3                               | ..                            | ..                                | 3                                   |
| 19.           | Jodhpur                                   | 4                               | ..                            | ..                                | 4                                   |
| 20.           | Karnatak (Minor Parts II<br>and III only) | 2                               | ..                            | ..                                | 2                                   |
| 21.           | Kerala                                    | 2                               | ..                            | ..                                | 2                                   |
| 22.           | Kuruksetra                                | 6                               | ..                            | ..                                | 6                                   |
| 23.           | Lucknow                                   | 4                               | ..                            | ..                                | 4                                   |
| 24.           | Madras                                    | 2                               | 5                             | 2                                 | 4                                   |
| 25.           | Magadh                                    | 3                               | ..                            | ..                                | 3                                   |
| 26.           | Marathwada                                | 4                               | ..                            | ..                                | 4                                   |



## APPENDIX VII (contd).

| 1   | 2   | 3 | 4  | 5  | 6 |
|-----|---|---|----|----|---|
| 27. | M.S. University Baroda<br>(Minor for Second and<br>Final years) | 2 | .. | .. | 2 |
| 28. | Mysore (Minor)  | 2 | .. | .. | 2 |
| 29. | Nagpur  | 3 | .. | .. | 3 |
| 30. | Osmania   | 3 | .. | .. | 3 |
| 31. | Panjab  | 3 | .. | .. | 3 |
| 32. | Patna (Part II)   | 3 | .. | .. | 3 |
| 33. | Poona   | 2 | .. | .. | 2 |
| 34. | Punjabi   | 3 | .. | .. | 3 |
| 35. | Rajasthan   | 4 | .. | .. | 4 |
| 36. | Ranchi  | 4 | .. | .. | 4 |
| 37. | Sardar Patel  | 7 | .. | .. | 7 |
| 38. | Saugar  | 4 | 4  | 2  | 6 |
| 39. | Shivaji   | 2 | .. | .. | 2 |
| 40. | S.N.D.T.<br>B.A. (General)                                      | 2 | .. | .. | 2 |
| 41. | Sri Venkateswara<br>B.A. (General)                              | 3 | .. | .. | 3 |
| 42. | Utkal   | 4 | .. | .. | 4 |
| 43. | Vikram  | 5 | .. | .. | 5 |

APPENDIX VIII

**Pattern of Compulsory and Optional Papers at B.A. Hons./Special/Major**

| <i>S. No.</i> | <i>Name of University</i>                                    | <i>No. of Compulsory Papers</i> | <i>No. of Optional Papers</i> | <i>No. of Necessary Optionals</i> | <i>Total No. of Required Papers</i> |
|---------------|--|---------------------------------|-------------------------------|-----------------------------------|-------------------------------------|
| 1             | 2  | 3                               | 4                             | 5                                 | 6                                   |
| 1.            | Bhagalpur  | 6                               | —                             | —                                 | 6                                   |
| 2.            | Bihar  | 5                               | —                             | —                                 | 5                                   |
| 3.            | Bombay (B.A. Special)  |                                 | As in Appendix III            |                                   |                                     |
| 4.            | Burdwan  | 8                               | —                             | —                                 | 8                                   |
| 5.            | Calcutta   | 8                               | —                             | —                                 | 8                                   |
| 6.            | Delhi  | 8                               | —                             | —                                 | 8                                   |
| 7.            | Gauhati  | 8                               | —                             | —                                 | 8                                   |
| 8.            | Jadavpur   | 8                               | —                             | —                                 | 8                                   |
| 9.            | Karnatak (B.A. Major Parts II and III only)                  | 4                               | —                             | —                                 | 4                                   |
| 10.           | Kuruksetra   | 8                               | —                             | —                                 | 8                                   |
| 11.           | Lucknow  | 6                               | 12                            | 2                                 | 8                                   |
| 12.           | Magadh   | 6                               | —                             | —                                 | 6                                   |
| 13.           | Marathwada   | 8                               | —                             | —                                 | 8                                   |
| 14.           | M.S University of Baroda (Second and Final years B.A. Major) | 6                               | —                             | —                                 | 6                                   |
| 15.           | Mysore (B.A. Major)  | 4                               | —                             | —                                 | 4                                   |
| 16.           | Panjab   | 6                               | 2                             | 1                                 | 7                                   |
| 17.           | Patna  | 6                               | —                             | —                                 | 6                                   |
| 18.           | Poona (B.A. Special)   | 6                               | —                             | —                                 | 6                                   |
| 19.           | Punjabi  | 6                               | 2                             | 1                                 | 7                                   |
| 20.           | Rajasthan (Part II)  | 6                               | —                             | —                                 | 6                                   |
| 21.           | Ranchi   | 6                               | —                             | —                                 | 6                                   |
| 22.           | Shivaji  | 6                               | —                             | —                                 | 6                                   |
| 23.           | S.N.D.T. Women's B.A. (Special)                              | 6                               | —                             | —                                 | 6                                   |

## APPENDIX VIII (contd.)

| 1   | 2                                  | 3 | 4                  | 5 | 6 |
|-----|------------------------------------|---|--------------------|---|---|
| 24. | Sri Venkateswara<br>B.A. (Special) | 4 | 4                  | 2 | 6 |
| 25. | Utkal                              | 6 | —                  | — | 6 |
| 26. | Visva-Bharati                      |   | As in Appendix III |   |   |

APPENDIX IX

Pattern of Compulsory and Optional Papers at M.A.

| <i>S. No.</i> | <i>Name of University</i>  | <i>No. of Compulsory Papers</i> | <i>No. of Optional Papers</i> | <i>No. of Necessary Optionals</i> | <i>Total No. of Required Papers</i> |
|---------------|----------------------------|---------------------------------|-------------------------------|-----------------------------------|-------------------------------------|
| 1             | 2                          | 3                               | 4                             | 5                                 | 6                                   |
| 1.            | Agra                       | 6                               | 7                             | 2                                 | 8                                   |
| 2.            | Aligarh                    | 6                               | 12                            | 2                                 | 8                                   |
| 3.            | Allahabad                  | 6                               | 18                            | 3                                 | 9                                   |
| 4.            | Andhra                     | 8                               | —                             | —                                 | 8                                   |
| 5.            | Annamalai                  | 5                               | 8                             | 3                                 | 8                                   |
| 6.            | Banaras                    | 6                               | 20                            | 2                                 | 8                                   |
| 7.            | Bhagalpur                  | 6                               | 6                             | 2                                 | 8                                   |
| 8.            | Bihar                      | 6                               | 8                             | 2                                 | 8                                   |
| 9.            | Bombay                     | 5                               | 12                            | 3                                 | 8                                   |
| 10.           | Calcutta                   | 6                               | 12                            | 2                                 | 8                                   |
|               |                            |                                 | (6 subjects)                  |                                   |                                     |
| 11.           | Delhi                      | 4                               | 43                            | 4                                 | 8                                   |
| 12.           | Gauhati                    | 8                               | —                             | —                                 | 8                                   |
| 13.           | Gorakhpur                  | 7                               | 4                             | 1                                 | 8                                   |
| 14.           | Gujarat                    | 7                               | 3                             | 1                                 | 8                                   |
| 15.           | Jabalpur                   | 7                               | 5                             | 1                                 | 8                                   |
| 16.           | Jadavpur                   | 6                               | 5                             | 2                                 | 8                                   |
| 17.           | Jodhpur                    | 6                               | 21                            | 2                                 | 8                                   |
| 18.           | Karnatak                   | 6                               | 2                             | —                                 | 8/6                                 |
| 19.           | Kerala                     | 4                               | 23                            | 4                                 | 8                                   |
| 20.           | Kuruksetra                 | 6                               | 8                             | 2                                 | 8                                   |
| 21.           | Lucknow                    | 6                               | 6                             | 2                                 | 8                                   |
| 22.           | Madras                     | 3                               | 11                            | 5                                 | 8                                   |
| 23.           | M. S. University of Baroda | 8                               | —                             | —                                 | 8                                   |
| 24.           | Marathwada                 | 7                               | 3                             | 1                                 | 8                                   |
| 25.           | Mysore                     | 5                               | 12                            | 4                                 | 9                                   |

## APPENDIX IX (Contd.)

| 1   | 2                | 3 | 4                | 5 | 6 |
|-----|------------------|---|------------------|---|---|
| 26. | Nagpur           | 6 | 6                | 2 | 8 |
| 27. | Osmania          | 3 | 11               | 5 | 8 |
| 28. | Panjab           | 4 | 10               | 4 | 8 |
| 29. | Patna            | 6 | 8                | 2 | 8 |
| 30. | Poona            | 4 | 8                | 4 | 8 |
| 31. | Punjabi          | 4 | 10               | 4 | 8 |
| 32. | Rajasthan        | 6 | 26               | 2 | 8 |
| 33. | Ranchi           | 6 | 8                | 2 | 8 |
| 34. | Saradar Patel    | 8 | —                | — | 8 |
| 35. | Saugar           | 6 | 12               | 2 | 8 |
| 36. | Shivaji          | 8 | —                | — | 8 |
| 37. | S.N.D.T. Women's | 8 | —                | — | 8 |
| 38. | Utkal            | 6 | 6                | 2 | 8 |
| 39. | Vikram           | 3 | 12               | 4 | 7 |
| 40. | Visva-Bharati    |   | As in Appendix V |   |   |

## APPENDIX X

### Titles of Doctoral Dissertations in Political Science ( 1958—1961 )\*

#### Agra University

##### *D. Litt.*

1. Jain Polity
2. The Role of Supreme Court of India
3. The Concept of Nationalism in Modern Indian Political Thought  
(From Raja Ram Mohan Roy to the Present day)
4. The Political Philosophy of Sri Aurobindo
5. The Relations between the Secretary of State for India and  
the Governor-General of India in Council (1858-1919)
6. Rural Local Self-Government in Uttar Pradesh and Madhya  
Pradesh
7. Sri Aurobindo's Political Philosophy with special reference to  
his contribution to Nationalist and Revolutionary Movements  
in India

##### *Ph.D.*

8. State Control over Municipalities since 1961
9. History of the Home Rule Movement
10. The Role of Khilafat Movement in Indian Politics
11. Role of Civil-disobedience in the Indian National Movement
12. Communism and its applicability to Indian conditions
13. Operation and Problems of National Self-determination in Inter-  
national Affairs
14. The Role of the Opposition in the Uttar Pradesh Legislature  
from 1919 to 1952
15. Critical assessment of Democratic Trends in India
16. Gandhism and Socialism in India, the feasibility of their synthesis
17. Som Deva as a Political Thinker
18. Role of the Civil Service in Planning in a Democratic State with  
special reference to India
19. The Role of Leftist Nationalism in the Struggle of India's freedom
20. Rural Self-Government in Kumayun Hills

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\* The following universities brought the information up-to-date in 1965-66: Aligarh, Allahabad, Banaras, Calcutta, Gauhati, Gorakhpur, Gujarat, Jodhpur, Kerala, Kuruksetra, Lucknow, Madras, M.S. University of Baroda, Mysore, Nagpur, Panjab, Rajasthan, Ranchi, Saugar and Sardar Patel.

21. The Fundamentals of India's National Security
22. Foreign Policy of Nazi Germany
23. Foreign Policy of India since Independence
24. Socialist Thought in India in the 20th century
25. Gandhian Technique of Revolution (critical assessment)
26. Growth of Freedom of Press in India from 1780 to 1947 i.e. from the publication of Hicky's Gazette to the partition of the country
27. The Role of the Opposition in First Indian Parliament (1952-56)
28. Growth of Legislative Procedures at the Centre in India (1919-52)
29. India's First Parliament at Work (1952-57)
30. A Critical Study of the Rural Self-Government in Bareilly District from 1904 to the present day with special reference to Panchayat Raj
31. The Civic and Political Status of Indians in Malaya upto 1957
32. Political Thought of Rabindra Nath Tagore
33. Political Thought of J. V. Stalin
34. Theoretical Foundation of the Fundamental Rights in the Indian Constitution
35. Organization and Functions of the Union Public Service Commission
36. Political Philosophy of Kautilya and its parallels in Western Political Thought
37. National Movement in India from 1885 to 1920 and its effects on Constitutional Development
38. The Machinery and Procedure of Election to U.P. Legislature
39. The Working of the Rajya Sabha as a Second Chamber during 1952-58
40. Concept of Welfare State and its application to India
41. India and Pakistan—A study in International Relations
42. Welfare State in the Punjab
43. The Social and Political Philosophy of Sarvodaya after Gandhiji
44. Gopal Krishna Gokhale—A study in Political Ideas and Services
45. A Critical Study of the different personnel systems with special reference to their suitability to Indian conditions
46. The Theory and Practice of Welfare State in India
47. Reorganization of Administration in U.P. with special reference to the District
48. Development of the Principles of Rule of Law in India since Independence

49. Problem of Backward classes in India with special reference to Uttar Pradesh
50. Party System in India with special reference to its working in Indian Parliament
51. The Working of the Panchayat Raj in the Meerut District
52. The Social and Political Philosophy of John Ruskin
53. The contribution of Indian Women to the Freedom Struggle of India from 1857 to 1957
54. The Nature and Guarantee of Fundamental Rights in the countries of the Commonwealth of Nations
55. Communal Problem in India from 1906 to 1957 with special reference to the Policy of the Indian National Congress
56. Indian Parliament at Work 1947-60 (A study in the working of Constitution)
57. The Growth and Working of the Provincial and Local Franchises in Uttar Pradesh from 1919 to 1950
58. Directive Principles of State Policy in the Indian Constitution and their implementation by the Union Government
59. Role of Women in Indian National Movement
60. A Study of the Working of the Vidhan Sabha from 1952 to 1958 with particular reference to the U.P. Vidhan Sabha
61. The Working of Parliamentary Democracy at the Centre in India from 1950 to 1959
62. Social Legislation in India since Independence
63. Public Opinion in Free India
64. The Socialist Party of India—Its Organisation and progress
65. Social, Political and Economic ideas of John Stuart Mill
66. Growth and functioning of Jhansi Municipality from 1867 to the present day
67. Indian Presidency
68. Working of dyarchy in Punjab
69. India and Indonesia—A Study in International relations between 1915-60
70. The Concept of Partyless democracy in India after World War Second and its critical assessment
71. Contribution of Revolutionary Movement to Indian Freedom
72. Delegated Legislation in India at the Centre from 1947 to 1957
73. Growth of Political Representation in India (1861-1950)
74. Impact of the Masses on the Indian National Movement
75. Disintegrating Forces in Indian Nationalism



76. System of Financial Administration in India (A Study in Public Administration)
77. Military Administration and Control (from 1857 to 1895)
78. The Working and the Role of the Popular Chamber in the U.P. Legislature from 1921-1956
79. Concept of Liberty and Equality in Modern Indian Political Thought
80. Role of Liberals in Indian Politics from 1885 to 1920
81. The United Nations and Collective Security (1945-57)
82. The Problem of Collective Security under United Nations
83. Indonesian Politics and Government since Independence
84. Problem of Universal Adult suffrage in India with reference to its Working in Uttar Pradesh
85. Financial Administration in Uttar Pradesh
86. Committee System in U.P. Legislature (1946-1962)
87. A critical evaluation of the various schemes of the British Government for the solution of the Indian problem between 1940 and 1947
88. The Working of Bombay Corporation from 1938 to 1960
89. The Indian Communist Party

#### **Aligarh University**

1. Labour Legislation and Administration in U.P.—1937-1960
2. India's Role in the U.N.O. with reference to Trust and Non Self-Governing Territories
3. The Impact of Writs on the Indian Constitution
4. Cabinet Government in U.P. since 1951
5. Role of Opposition Parties in the Indian Parliament—1954-1962
6. The Attitude of the Communist Party of India towards Indian Foreign Policy—1947-1963
7. The Attitude of Jan Sangh towards Indian Foreign Policy
8. Indo-Ceylon Relations since 1948
9. A Critical Study of the Organizational Structure and the Working of Panchayati Raj in U.P. with special reference to the Aligarh District
10. The Role of Akali Party in Punjab Politics 1947-1963

#### **Allahabad University**

1. The Framing of the Indian Constitution
2. The Development of Local Self-Government in Assam
3. The Administration of Justice under the East India Company
4. The Growth of the Committee System in the Central Legislature

of India (1920-1947)

5. The Right to Property in the Indian Constitution
6. Indo-Nepalese Relations 1816-1877
7. The Contribution of Indian Liberals to Indian Political Life
8. The Panchayat System in Uttar Pradesh
9. The Administration of Justice through Panchayats in U.P. since 1947
10. Tolstoy's Contribution to Social and Political Philosophy
11. Development of Social Legislation in India 1858-1900
12. The Development of Political Institutions in India (6th century to 12 century A.D.)
13. The Growth of the Committee System in the Central Legislature of India (1920-1947)
14. Fundamental Rights in the Indian Constitution
15. Indo-Ceylonese Relations 1900-47
16. The Arthashastra Tradition in Hindu Political Thought
17. Police Reform in India 1757-1947
18. The Social and Political ideas of Walter Begehote
19. The Political ideas of Sir Syed Ahmed Khan
20. The Social and Political Ideas of the Hindu Poets of the Bhakti-Kal
21. The Working of Community Projects with special reference to the Allahabad Division
22. The Development of Nationalist Thought in India 1885-1919
23. The Civil Service in India today
24. The Social and Political Ideas of the Religious Reformers of the Nineteenth Century
25. Kashmir as a Problem of India's Foreign Policy
26. Bicameralism in the States in India under the new Constitution with special reference to U.P. and Bihar
27. A Comparative Study of the Social and Political Ideas of Ruskin, Tolstoy and Gandhiji
28. Indo-Soviet Relations since 1947
29. Indo-British Relations 1947-60
30. Indo-U.S. Relations 1947-60
31. A History of the Foreign Relations of Nepal with India, Pakistan and China (1950-60)

#### **Andhra University**

1. Veto Problem in the Security Council of the U.N.O.
2. Municipal Administration

### 3. Legislative Assembly of Andhra Pradesh

#### **Banaras University**

1. Council of States in India
2. Study of Leadership in Emerging Areas (with special reference to U.P.)
3. Directive Principles of State Policy in Action (with special reference to the Union and U.P. Governments)
4. Alignment : A Case Study of Australian Foreign Policy
5. The Theoretical Genesis of Plato's 'Justice'
6. Parliamentary Control over Public Expenditure in India
7. Right to Property under the Indian Constitution
8. Institution of Speakership in India
9. Centre—State (Financial) Relations in India
10. India and South East Asia
11. Working of Nyaya Panchayats in Varanasi
12. Pandit Madan Mohan Malviya Ki Rajnitik Aur Samajik Vichar Dhara
13. Role of the Swaraj Party in Indian Politics
14. Study of Directed Rural Social Change (with special reference to U.P.)

#### **Baroda University**

1. Conceptions of Individual and Authority in the Political Ideas of Harold Laski
2. The Working of P.S.C. in India
3. The Technique of Political Investigation and the Conception of Democracy in the Political Ideas of Graham Wallas, Walter Lippman and Harold Lasswell
4. The Growth of the Non-Communist Left in Indian Politics since 1931
5. Decision-making in the Panchayats of Gujarat
6. Some Aspects of Administration in a Community Development Block
7. Some Aspects of Union State Relations in India

#### **Bombay University**

1. The Government of Bombay City
2. The Rightist Parties in India
3. Labour Participation in Management
4. Savings in a Welfare State with special reference to Maharashtra
5. The Statutory Corporation in India (with special reference to the Industrial Finance Corporation of India, the State Bank of India,

- the Employees' State Insurance, the Damodar Valley Corporation)
6. The Social and Political Background of the Indian Constitution with special reference to Article 40
  7. Public Personnel Administration in India
  8. Public Administration in Ancient India with special reference to Kautilya's Arthashastra
  9. Right to Property with special reference to India
  10. Individual in Marxist Society (1957)
  11. Justice and its Administration (1957)
  12. Political Ideals of Plato (1957)
  13. Parties and Politics in Kerala, 1958
  14. The Problems of Linguistic States in India, 1959
  15. Burma and Parliamentary Democracy, 1959

#### **Calcutta University**

1. Public Service Commission
2. Recent Political Thought
3. District Administration
4. Administration of West Bengal Municipalities
5. Growth of Administrative Law in India

#### **Delhi University**

1. India and I.L.O.
2. Concept of Liberty in recent English Political Theory
3. India and Public International Unions
4. Succession Rights and Responsibilities in International Law
5. Political Parties in India since 1921
6. Indo-Nepalese Relationship between 1947 and 1955
7. Indo-American Relations
8. Indo-Burmese Relations since 1937
9. Modern Indian Political Thought from 1855 to 1920
10. Financial Committees of Indian Parliament
11. Gram Panchayats and their Administration in India
12. Evolution of the Public Service of Indian Union
13. Recognition Policy of Government of India
14. The Impact of Communism on Indian Politics
15. Relationship between the Union and States in India
16. Political Thought of Gokhale
17. The President of India (A Study in Comparative Politics)
18. The Problems of Implementation of the Resolutions Passed by U.N. General Assembly
19. Political Extremism in India—A Study of Lal-Bal-Pal

20. Administrative Techniques of Planning and Planning Commission in India
21. The Impact of Development Plans on District Administration in India (with special reference to Punjab)
22. Treaty—making in India
23. Socialist Movement in India since 1919
24. The Political Thought of Aurobindo Ghosh
25. Administrative Problems of an expanding Metropolis Delhi
26. Social Welfare Legislation and Administration affecting Children in Delhi
27. Training and Civil Servants in the Central Secretariat in India
28. Emergency Powers of the President of India
29. A Comparative Study of the Working and Role of the Rajya Sabha
30. Political Reactions to National Planning
31. Political Parties in Punjab (1947 to date)
32. Radical Democratic Party in India
33. Top Management in Public Corporations in India, its Role, Function and Organization—A Comparative Study
34. Political Parties and their Working in Bihar since 1937
35. International Organizations
36. India and the Commonwealth of Nations

#### **Gauhati University**

1. Indo-British Relations 1950-1960
2. Local Finance—Assam 1850-1950
3. The Administration of Manipur State
4. The Administration of District Councils

#### **Gorakhpur University**

1. Judicial Administration in India since Independence
2. Evolution of the ideas of Pan African with special reference to recent trends
3. Birth of Israel and its Role in Middle-East Policies
4. Public Opinion and Political Parties in Eastern U.P.
5. Public Service Commission U.P.
6. Relation between Local Bodies and Government
7. Role of Opposition in Indian Parliament since 1947
8. Working of Community Development Programmes in N.E. Villages —A Study in Public Administration

#### **Jadavpur University**

1. Indo-Nepalese Relations (1861-1900)
2. Underground Revolutionary Movement in India (1905-1917)

3. India and the Communist World (1947-1960)
4. Political Philosophy of M.N. Roy
5. A study in the Growth of Indian Public Opinion (1820-1860)
6. Pakistan -America Alliance (1953-58)

#### **Karnatak University**

1. M.N. Roy's Political Philosophy
2. Political Ideas of Bertrand Russell
3. Dr. B.R. Ambedkar : A Study of his Contribution to the Political and Constitutional Evolution of India
4. Political Philosophy of Manjappa Haridkar
5. Language and Administration
6. Human Rights

#### **Kerala University**

1. Emerging Patterns of Kerala Politics
2. Role of Swaraj Party in the Indian Central Legislature
3. Development of Public Administration in Kerala
4. A Comparative Study of Indian and Western Concepts of Natural Law
5. Community Development Administration in Kerala
6. Political Parties in Kerala
7. The Congress Party in Kerala 1947-1963
8. Urban Government in Kerala
9. Administrative Problems of State Enterprises in Kerala
10. The Communist Party in Kerala
11. The Organization of General Election in Kerala
12. The Political and Administrative Aspects of Education in Kerala
13. The Congress-League Conflict
14. The Language issue in Indian Politics
15. The Muslim League in Kerala
16. Civil Service Unions in Kerala
17. The Socialist Party in Kerala
18. Administrative Reforms in Kerala 1947-1965
19. Administration of the Electricity Department in Kerala
20. Political Leadership in Kerala

#### **Kuruksetra University**

1. Leninism and the Concept of Peaceful Co-existence
2. M. N. Roy's Political Philosophy with special reference to India
3. Political Thought of Some Indian Liberals (1885-1949)
4. Indian Concept of International Law

**Madras University**

1. Hindu Political Thought after Kautilya
2. History of the Madras Legislature
3. Administration of Hindu Endowments in Madras
4. Growth of the Public Services in Madras State, 1800-1900

**Mysore University**

1. Committee System in Mysore Legislature
2. Indo-China Border Dispute
3. Inter-Governmental Relations in India
4. Legislation and Social Change in Mysore
5. Real-politic in Chinese Thought and History

**Nagpur University**

1. Social and Political Ideas of Lokmanya Tilak
2. The Role of Non-Aligned Nations in the United Nations
3. Ideology, Power and Political Process
4. Evolution of the Concept of Welfare State in Ancient India
5. Diplomacy and State-craft of Shivaji
6. Working of Gram Panchayats in Bandara
7. Influence of Socialism on Policies, Legislation and Administration in India since Independence i.e. from 1947-1962
8. A Study of India's Role in Trusteeship Council of the United Nations

**Poona University**

1. Political Liberalism in India with special reference to the Political Philosophy and work of Shri Gopal Krishna Gokhale
2. A Critical Study of the Provision for Welfare Activities in the Maratha Empire
3. A Critical Study of the Social and Political Ideas of some leading Indian Christian Thinkers
4. Opposition in the Imperial Legislative Council with special reference to Sir Pheroze Shah Mehta (1891-1900)

**Panjab University**

1. The Role of Ghadar Party in the National Movement
2. The Supreme Court of India
3. Political and Social Philosophy of Swami Dayanand
4. A Critical Study of the United Nations as a Political Institution
5. Democracy in India—An analysis of a Political Society in Transition (1950-65)
6. India and Disarmament (1947-1963)

7. The Problem of Minorities with special reference to the Sikhs in the Punjab between 1950-1965
8. The Office of the Speaker of the Lok Sabha
9. Amendment Process in the Indian Constitution
10. India's Political relations with Nepal since 1947

#### **Rajasthan University**

1. Administrative System of Jaipur State since 1800 A.D.
2. The relation of Jaipur State with the East India Company
3. Growth of Administration in Bikaner State from 1818 to 1947 A.D.
4. The Evolution of Administration of the former Bharatpur State (1722 to 1947 A.D.)
5. Maharaja Ganga Singh of Bikaner : A Critical Study of his Political Ideas and Constitutional Reforms
6. The Administration of Jodhpur State from 1800 to 1947 A.D.
7. Community Development Administration of Rajasthan
8. Growth of Representative Institutions in Rajasthan (1909 to 1947 A.D.)
9. The Problem of Urban Local Self-Government in Rajasthan—A Critical Study
10. The Theory of Democratic Decentralization in the specific context of India's developing economy and its practice in Rajasthan
11. Departmental Organization at the State level administration in Rajasthan
12. The Evolution, Organization and Working of Municipal Government in Rajasthan upto 1959
13. The Problems of Implementation of U.N. General Assembly Resolutions with special reference to the Impact of Policies of Big Powers
14. Personnel Administration in Rajasthan with special reference to higher civil services
15. Political Awakening in Rajasthan 1857 to 1947 A.D.
16. Council of States in India—Organization and Working
17. Rajasthan Legislative Assembly—Organization and Working
18. A Critical Study of three General Elections in Rajasthan (An analysis of changing pattern of election and politics)
19. The Social and Political Ideas of Dr. B.R. Ambedkar
20. The Role of Opposition in Rajasthan Legislative Assembly
21. Political Ideas of Bipin Chandra Pal



22. Evolution of Political Parties in Rajasthan—Their Organization and Role since independence
23. A Political Biography of Lala Lajpat Rai with special reference to his Political and Social Ideas
24. Political Institutions in Nepal since 1950 with special reference to Panchayat Raj
25. Constitutional Developments in Pakistan with special reference to Basic Democracies
26. India as a Factor in Pakistan's Foreign Policy—A Study of the Attitudes and the Influence of Political Parties, Pressure Groups and Elites
27. Freedom Movement in Rajasthan
28. Nehru and Socialism
29. India and Afghanistan—A study of their relations since 1947
30. The Committee System in Rajasthan Legislative Assembly with special reference to Public Accounts and Estimates Committee
31. Ceylon's relations with U.K. since Independence
32. Pakistan's relations with Iran and Turkey
33. Burma's Foreign Policy with special reference to India and China
34. Personnel Administration under the Panchayati Raj with special reference to Rajasthan

#### **Ranchi University**

1. State Governors in Indian Administration
2. Speaker in the Indian Administration
3. The Bihar Legislative Council
4. The Congo Crisis and the United Nations
5. Indo-Nepalese Relations 1947-65
6. The Role of Opposition Parties and Indian Foreign Policy
7. Parliamentary Control of Public Corporations—The D.V.C. (a case study)
8. Women Civil Servants in Central Government and State Government of Bihar
9. The International Civil Service—Problem of Conduct and Disciplinary Procedure
10. Administration of Community Blocks in Bihar
11. The Terrorist Movement in India

**Saugar University***D.Litt.*

1. Federal State Relations—A Comparative study
2. Municipal Government and Administration of Capital Cities in India
3. General Elections in the Indian Republic : A Study in Trends and Results
4. The Working of Parliamentary Democracy
5. Social Legislation in India since Independence
6. Impact of Development Plans on the Rural Mind of M.P.
7. A Comparative study of the Federal Executive with reference to India, Canada, Switzerland and Australia
8. Influence of Indian National Congress on the Initiation and Working of Constitutional Changes in India from 1885 to the present day

*Ph.D.*

9. Administrative System of Madhya Pradesh
10. Administrative Law in India after 16th century
11. Political Thought in Mahabharat
12. Administration and Working of the Safe-guards for Minorities and Backward Classes under the Indian Republic
13. The Working of M.P. Legislature (since 1956)
14. Political Ideas, Forces and Institutions in Valmiki Ramayana
15. Organisational Problems and the Indian National Congress
16. The Systems and Methods of Promotion in the Higher Civil Services in India
17. A Comparative Study of Sarvodaya Movement and Marxism
18. Contribution of Maharashtra to the Indian National Movement from 1857 to 1920
19. A Comparative Study of Federal Second Chambers with special reference to India, U.S.A., Canada, Australia and Switzerland
20. Political and Constitutional Development of Malaya since 1920
21. Administration of Part 'C' State of Ajmer (1947-1956)
22. Gram Panchayat Administration in the Mahakoshal Region of Madhya Pradesh from 1947 to the present day
23. The Problem of Disarmament from 1919 upto the present day
24. Origin and Growth of the Speaker's office in India
25. The Indo-Burmese Relations since Independence
26. Greater Hyderabad Municipal Corporation

27. The Role of Opposition Parties in the M.P. Assembly
28. Democratic Decentralization and its Implications in Various States of India
29. A Critical Study of Amendments to the Indian Constitution from 1950 to 1963
30. Educational Administration of the Government of India, its organization and working
31. The Role of Committees of the Indian Parliament in Legislation and Administration
32. Constructive Programmes of the Congress under Gandhian Leadership
33. Development of Panchayats in Nepal
34. Critical study of constitutional amendments in India
35. Municipal Administration in Chhattisgarh Division of Madhya Pradesh
36. India and the Commonwealth : A study of the association of the two from 1949 to 1964
37. Political Ideas and Policies of Pt. Jawaharlal Nehru
38. Development in Communist Ideology from 1945 to the present day
39. Administration of Community Development Blocks, with special reference to Jabalpur District
40. U.N. Economic and Social Council at Work
41. Social Legislation and Social Work in Madhya Pradesh
42. Working of Parliamentary Democracy in India since Independence
43. Administration of State Enterprises in Madhya Pradesh
44. The Estimates and Public Accounts Committee in Indian Parliament
45. Working of Committees in M.P. Vidhan Sabha
46. Safeguards for the Scheduled Castes and Tribes and other Minorities in the Indian Constitution and their working
47. The Working of Lok Sabha in India up to 1961
48. Prison (Jail) Administration in M.P. since 1861 to the present day
49. Development of Legislature in M.P. since 1892 to the present day
50. Responsibility of the Cabinet in India since Independence

#### **Utkal University**

1. Committees of the Lok Sabha
2. Growth of Provincial Autonomy in Orissa (1936-1960)
3. Political Parties in Orissa

APPENDIX XI

**Titles of Doctoral Dissertations in Political Science  
Approved by the Universities (1961-62 and 1962-63)**

| <i>Sl. No.</i> | <i>Name of the University</i> | <i>Title of Dissertations</i>   |
|----------------|-------------------------------|---|
| <b>H. Agra</b> |                               |   |
| <b>1961</b>    |                               |   |
|                |                               | 1. The Problem of Linguistic States in India  |
|                |                               | 2. Growth and Functioning of the Kanpur Municipality (1861-1960)  |
|                |                               | 3. Federal State Relations in the United States of America, 1789-1950 (A critical study)                          |
|                |                               | 4. Administrative Organization of Bhopal State (1868-1956)  |
| <b>1962</b>    |                               |   |
|                |                               | 5. Growth of Freedom of Press in India (1780-1947)  |
|                |                               | 6. The Theory and Practice of Welfare State in India  |
|                |                               | 7. India and Pakistan : A study in International Relations  |
|                |                               | 8. The Machinery and Procedure of Elections to U.P. Legislature   |
|                |                               | 9. Operation of National Self-Determination in International Affairs (1918-1958) and Problems connected therewith |
|                |                               | 10. Rural Self-Government in Kumayun Hills  |
|                |                               | 11. The Home Rule Movement in India   |
| <b>1963</b>    |                               |   |
|                |                               | 12. Growth of Legislative Procedure at  |

## APPENDIX XI (Contd.)

| S. No. | Name of the University | Title of Dissertations   |
|--------|------------------------|--|
|        |                        | the Centre in India (1919-1952)  |
|        |                        | 13. The Role of Khilafat Movement in Indian Politics (A detailed study of the Indian Khilafat Movement of 1919-1924)   |
|        |                        | 14. Role of the Civil Service in Planning in a Democratic country with special reference to India  |
|        |                        | 15. The Social and Political Philosophy of Sarvodaya after Gandhiji  |
| 2.     | Aligarh                | 1. The Origin and Development of the Islamic State in the first century A.H.<br>2. Community Development Programme in Uttar Pradesh<br>3. The Council of State (1919-1947)—Its Organization and Working  |
| 3.     | Banaras                | 1. Towards the Integration of Indian States<br>2. State and Judiciary in Ancient India   |
| 4.     | Calcutta               | 1. The Administrative System of the East India Company in Bengal during the period 1774-1786   |
| 5.     | Gorakhpur*             | 1. Governor in the Constitution in India<br>2. Working of Community Development Programme in Uttar Pradesh—A Study in Public Administration<br>3. Organization and Working of Uttar Pradesh Public Service Commission—A Study in Public Administration<br>4. The Union Executive in the Constitution of India—An Analytical Study<br>5. Relations between State and Local Bodies in Uttar Pradesh since Independence |

\* The List pertains to topics on which research is being carried out.

## APPENDIX XI (Contd.)

| S. No. | Name of the University | Title of Dissertations   |
|--------|------------------------|--|
|        |                        | pendence   |
|        |                        | 6. Directive Principles of State Policy in the Constitution of India—A critical study  |
|        |                        | 7. Working of U.P. Legislature since 1957  |
|        |                        | 8. J.S. Mill and T.H. Green—A Comparative Study in the Liberal Theory of the State   |
|        |                        | 9. Communal Politics in India  |
|        |                        | 10. The Role of Opposition in Indian Parliament since Independence   |
|        |                        | 11. Indo-Pak Relations with special reference to the Canal Water Dispute   |
|        |                        | 12. The Disarmament Problem since World War II, with special reference to India's Role in it—An analytical study                     |
|        |                        | 13. State and Economics in Laski's Thought   |
|        |                        | 14. Political Theory of Authority, Obedience and Revolt—A reconstruction from the stand point of Freudian psycho-analytic psychology |
|        |                        | 15. An Examination of Democratic Decentralisation in Panchayati Raj Institutions in Uttar Pradesh                                    |
| 6.     | Lucknow                | 1. The President of India  |
|        |                        | 2. The Administration of Nationalised Industries in India  |
|        |                        | 3. Growth of Local Government in U.P. since 1919   |
|        |                        | 4. The Social and Political Philosophy of Quakers  |
|        |                        | 5. Social Legislation in Kashmir since 1900  |
|        |                        | 6. Administration set up and Organization  |

## APPENDIX XI (Contd.)

| <i>S. No.</i> | <i>Name of the University</i> | <i>Title of Dissertations</i>  |
|---------------|-------------------------------|--|
|               |                               | in Kashmir since 1947  |
| 7.            | M. S. University of Baroda    | 1. Conceptions of Individual and Authority in the Political Ideas of Harold J Laski<br>2. The Working of Public Service Commission in India  |
| 8.            | Poona                         | 1. Party and Democracy in India  |
| 9.            | Rajasthan                     | 1. The Administration of Jodhpur State from 1800 to 1947<br>2. Community Development Administration in Rajasthan   |
| 10.           | Saugar                        | 1. Rural Local Self—Government in Madhya Pradesh under the Unanpada Scheme<br>2. The Political Role of the General Assembly of the United Nations<br>3. The Evolution of Franchise and Electoral System in India<br>4. International Labour Organization under U.N.O.<br>5. Application of International Law in Indian Courts<br>6. Central Administration in India between 1906-1958<br>7. The Security Council of the United Nations<br>8. Emergency Provisions of the Constitutions with special reference to India<br>9. The Office of the Collector with particular reference to the State of Old Madhya Pradesh<br>10. Indian Constitution in the Making |
| 11.           | Utkal                         | 1. A Study of the Committees of Lok Sabha  |