



SNDT Women's University, Mumbai

Master of Political Science (M.A. Political Science)

as per NEP-2020

Syllabus

**(2023-24)
SNDT WOMEN'S UNIVERSITY
Mumbai-400 020**

M.A in Political Science-2023

Programme Degree	Master of Arts
Specialization	Political Science
Preamble	<p>The learners Master of Arts in Political Science programme will get an in-depth understanding of the discipline of Political Science and its various sub fields. They will be able to discern, analyse and critique the philosophical debates of the discipline, understand the institutional framework and its working which constitute the foundation of modern-day politics.</p> <p>The course develops in the learners a global, national and local perspective of various issues focusing on both the theoretical and practical aspects of the discipline.</p>
Programme Specific Outcomes (POs)	<p>After completing this programme, Learner will be able to</p> <ul style="list-style-type: none"> • Get an in-depth understanding of the discipline of Political Science and its various sub fields. • Be able to discern, analyse and critique the philosophical debates of the discipline, understand the institutional framework and its working which constitute the foundation of modern-day politics. • become familiar with specialized and contemporary analytical framework through which politics is studied • Develop a global, national and local perspective of various issues focusing on both the theoretical and practical aspects of the discipline.
Eligibility Criteria for Programme	Bachelors in any Discipline
Intake (For SNTD WU Departments and Conducted Colleges)	25

RM: Research Methodology

OJT: On-Job Training

RP:

Research

Project

**M.A in Political Science-
2023**

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
110911	Classical Traditions in Political Thought	Major (Core)	4	100	50	50
110912	Indian Constitution & Political Institutions	Major (Core)	4	100	50	50
110913	Administrative Theory & Process	Major (Core)	4	100	50	50
110914 110915	Indian Administration/ Public Policy: Theory and Process	Major (Core)	2	50	50	0
120911/ 120912	Gandhi: Non-Violence and Satyagraha/ Development Administration	Major (Elective)	4	100	50	50
130911	Research Methodology	Minor Stream (RM)	4	100	50	50
			22	550	300	250
	Semester II					
210911	Modern Political Thought & Theory	Major (Core)	4	100	50	50
210912	Politics and Society in India	Major (Core)	4	100	50	50
210913	Modern Indian Political Thought	Major (Core)	4	100	50	50
210914/ 210915	Political Process in Maharashtra/ Local Government and Politics	Major (Core)	2	50	0	50
220911/ 220912	Parties and Party System in India/ Politics of Development in India	Major (Elective)	4	100	50	50
240941	Internship	OJT	4	100	50	50
			22	550	250	300

Exit option: (44 credit) after Three-Year UG Degree

Year II

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III					
310911	Theoretical Aspects of International Relations	Major (Core)	4	100	50	50
310912	India and the World	Major (Core)	4	100	50	50
310913	Comparative Politics	Major (Core)	4	100	50	50
	Major Core (Any One)					
310914	Social Movements in India	Major (Core)	2	50	0	50
310915	Political Participation and Representation	Major (Core)	2	50	0	50
310916	India' Foreign Policy: Strategic concerns	Major (Core)	2	50	0	50
	Major Elective (Any one)					
320911	Statistical and Quantitative Research Methods	Major (Elective)	4	100	50	50
320912	Peace & Conflict Resolution	Major (Elective)	4	100	50	50
350931	Research Project	RP	4	100	50	50
			22	550	250	300
	Semester IV					
410911	Issues in World Politics	Major (Core)	4	100	50	50
410912	Gender and Politics	Major (Core)	4	100	50	50
410913	Internship	Major (Core)	4	100	50	50
	Major Elective (Any One)					
420911	Environment & Politics	Major (Elective)	4	100	50	50
4209132	State Politics in India	Major (Elective)	4	100	50	50
450931	Research Project	RP	6	150	100	50
			22	550	300	250

Course Syllabus

Major (Core)d

Course Title	Classical Traditions in Political Thought
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> • Understand the major traditions in western political thought.
	<ul style="list-style-type: none"> • Analyze theories and debates in political thought.
	<ul style="list-style-type: none"> • Develop a sound understanding of the traditional political philosophy which informs modern day politics and society

Module 1 (Credit 1) Classical Traditions in Political Thought	
Learning outcome	<p>After studying this module, students will be able to</p> <ul style="list-style-type: none"> • Understand and critique key concepts of Justice, State, Individual, Power and Laws. • Explore the relationship between individual and state in terms of key concepts from classical political tradition • Examine and critically analyze Plato and Aristotle’s contribution to Political Philosophy and Thought • Present a contemporary relevance of classical theories of Plato and Aristotle
Content Outline	<ul style="list-style-type: none"> • Plato • Aristotle
Module 2 (Credit 1) Ethics and Politics: Machiavelli	
Learning outcome	<p>After studying this module, students will be able to</p> <ul style="list-style-type: none"> • Evaluate the transition from classical to realist thought and contextualize origins of Political Realism • Examine and understand key concepts including power, ethics and republic • Critique Machiavelli’s contribution to Political Philosophy and Thought • Discuss the contemporary relevance of Political Realism
Content Outline	<ul style="list-style-type: none"> • Strategies and tactics of consolidating power • Civic virtues and • Republicanism

Module 3 Liberalism	
Learning outcome	After studying this module, students will be able to <ul style="list-style-type: none"> ● Locate the contribution of liberal ideology to the gradual development of discipline of political science ● Examine, compare, contrast and critique social contract theory of Hobbes, Locke and Rousseau ● Evaluate key concepts of social contract theory including state of nature, liberty, rights, security, sovereignty, general will, political authority etc. ● Examine and Critique Mill's political thoughts
Content Outline	<ul style="list-style-type: none"> ● Hobbes, Locke & Rousseau <ul style="list-style-type: none"> ○ Political obligation ○ Liberty & Private Property ○ Political Authority ● J. S Mill: Individualism, Liberty and Representative Government
Module 4 (Credit 1) Contemporary Liberalism and its Critiques *	
Learning outcome	After studying this module, students will be able to <ul style="list-style-type: none"> ● Examine and analyze the contribution of Rawls/Nozick/Sen to the political conceptualization of justice and equality. ● Explore and examine the communitarian ideology of Sandel/Macintyre ● Discuss in detail Nussbaum's feminist critique of liberalism
Content Outline	<ul style="list-style-type: none"> ● Contributions of: <ul style="list-style-type: none"> ○ J. Rawls ○ R. Nozick ○ Amartya Sen ● Communitarianism <ul style="list-style-type: none"> ○ Macintyre ○ Sandel ● Feminist <ul style="list-style-type: none"> ○ M.C Nussbaum

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Term Paper & Presentations
2. Unit Test
3. Book Review

References

1. Sen Amartya *Inequality, Re examined*, Cambridge: Harvard University Press, 1992.

2. Amartya Sen, *Idea of Justice*, Cambridge: Cambridge University Press, 2009
3. Farrelly, Colin *An Introduction to Contemporary Political Theory*, London: Sage Publications, 2004
4. Locke John, *Two Treatises of Government*, London: Awnsham Churchill, 1689
5. Plamenatz, John, *Political and Social Theories from Machiavelli to Marx*, New York, Longman, 1992.
6. Rawls John, *A Theory of Justice*, MA.: Harvard University Press, 1971
7. Hinchman Lewis P., *Virtue or Autonomy: Alasdair MacIntyre's Critique of Liberal Individualism*, Polity, 1989,
8. Sandel, M. *Liberalism and the Limits of Justice*, Cambridge University Press, Harvard, 1998
9. Martha C. Nussbaum, *The Feminist Critique of liberalism*, Princeton, N.J.: Princeton University Press, 1999
10. Michael Freeden, *Ideologies and Political theory: A Conceptual Approach*, Clarendon Press, 1998
11. Michael Walzer, *The Communitarian Critique of Liberalism*, *Political Theory* 1990
12. Neera Chandhoke, *State and Civil Society* (Cambridge : Cambridge University Press , 1988 , PP 1-13 .
13. Quintin Skinner, *Machiavelli: A Very Short Introduction*, OUP, 1981
14. Richard Kraut (ed.), *The Cambridge companion to Plato*, Cambridge: CUP, 2006)
15. Robert Goodin, Philip Pettit, Thomas W. Pogge (eds.), *A Companion to Contemporary Political Philosophy*, Vol. 2, 2nd edition.
16. Robert Nozick, *Anarchy, State and Utopia*, New York, Basic Books, 1974

Major (Core)

Course Title	Indian Constitution & Political Institutions
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> • Get an in-depth understanding of the institutional structures as provided in the Constitution of India
	<ul style="list-style-type: none"> • Explore contemporary institutional forms and practices on the basis of their historical underpinnings and debates from the past.
	<ul style="list-style-type: none"> • Evaluate the inter relationship between institutions and actors in the context of social and political processes.

Module 1 (Credit 1) Constitution & Constitutionalism

Learning outcome	<ul style="list-style-type: none"> • Evaluate the evolution and impact of constitutionalism in post-colonial nations, considering historical, cultural, and political contexts. • Investigate the Constituent Assembly Debates in India, discerning the philosophical foundations that shaped the Indian Constitution. • Assess the role of the constitution as a source of public policy, exploring its influence on governance, legislation, and societal transformation. • Explore the transformative potential of the constitution, assessing its role in shaping societal norms, promoting justice, and facilitating positive change.
Content Outline	<ul style="list-style-type: none"> • Constitutionalism in Post-Colonial Countries • Constituent Assembly Debates in India and the shaping of the philosophy of Indian constitution, • Constitution as a source of Public Policy, as an instrument of governance and transformation

Module 2 (Credit 1) Constitutional Functionaries

Learning outcome	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • To assess the functioning of executive branch in India • To analyse the relationship between the of President and Prime Minister and Governor and Chief Minister • To comprehend the dynamics of executive and its impact on governance • Analyze the means and efficacy of executive accountability to Parliament
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Content Outline	<ul style="list-style-type: none"> • Executive: President- Prime Minister & Council of Ministers: Relationship • Collective Responsibility as an instrument of control • Parliamentary Accountability: How effective? • Governor & Chief Ministers: Dynamics
Module 3 (Credit 1) Legislature & Representation	
Learning outcome	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Appreciate the multi faced idea of political representation • Identify the framework for understanding the idea of legislative representation • Examine the working of electoral process, the challenges to it • Analyse the importance of Reservations and tool of social justice • Explore the working of parliamentary committees and examine its effective ness
Content Outline	<ul style="list-style-type: none"> • Overview of Theories of Representation, changing nature of Parliamentary Representation and its Impact on Parliamentary functioning • Parliamentary Elections: Electoral Reform, Anti Defection • Reservation as an instrument of Representation • Parliamentary Accountability: Committee system,
Module 4 (Credit 0.5) Judiciary:	
	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • To evaluate the structure and functioning of judicial system in India . • To analyze changing nature of judicial powers. • To appreciate the need and importance of judicial independence • To assess the impact of judicial activism on the working of constitutional governance. • To comprehend the challenges emerging our of PIL, Judicial Activism
Content Outline	<ul style="list-style-type: none"> • Judicial Powers & Independence, • Judicial Review as an instrument of Social Transformation & Change • Judicial Activism, PIL • Judicial Independence and Judicial Reform
Module 5 (Credit 0.5) Centre State Relations	
Learning outcome	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Identify the various framework of analyzing federalism • To comprehend the changing nature of Indian federalism • To analyse the factors influencing nature of federalism in India with specific reference to emergency powers. • Comprehend the idea of multi-level federalism and evaluate it

course outline	<ul style="list-style-type: none"> ● Framework of Centre State Relations: Strong Centre Framework: Its Challenges ● Division of Power with special reference to Emergency powers ● Dynamics of Centre State Relations: Central intervention in State Rights, Reforms ● Multi-level Federalism
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Unit Tests
2. Constitutional Case Studies
3. Quiz on Current Developments
4. Presentations

References

1. Constituent Assembly Debates (Selections).
2. Granville, A. *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Delhi, 1966.
3. Granville, A. *Working a Democratic Constitution: A History of the Indian Experience*, Oxford University Press, Delhi, 1999.
4. Basu, D.D. *Introduction to the Constitution of India*, Prentice Hall, New Delhi, 2008.
5. Bhargava, R. Ed. *Politics and Ethics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.
6. Rao Shiva B., *The Framing of India's Constitution, A Study and Select Documents*, Tripathi, Bombay, 1968.
7. Morris Jones W.H. *Parliament in India*, University of Pennsylvania Press, Philadelphia, PA, 1967.
8. Manor, J. 'The Presidency', in Kapur, D & Mehta, P. Ed. *Public Institutions in India*, New Delhi: Oxford University Press, 2005, pp.105-127.
9. Manor, J. 'The Prime Minister and the President', in Dua, B. & Manor, J. Ed. *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, 1994, pp. 20-47.
10. Khare, H. 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in Mehra, A. & Kueck, G. Ed. *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, (2003) pp. 350-368
11. Mehra, A.K. & Pai Panandiker, V.A. *The Indian Cabinet: A Study in Governance*, Konark Publishers, New Delhi, 1996.
12. Morris Jones, W.H. *Parliament in India*, University of Pennsylvania, 1967
13. Shankar, B & Rodrigues, V 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, 2011, pp. 105-173.
14. Bhagat A.K., *Elections and Electoral Reforms*, Vikas Publications, New Delhi, 1996.
15. Lyngdoh J. M., *Chronicle of an Impossible Election: The Election Commission and the 2002 Jammu and Kashmir Assembly*, Penguin , New Delhi, 2004.

16. Hasan, Z. et al., Ed. *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.
17. Kashyap, S. Ed. *Constitutional Reforms: Problems, Prospects and Perspectives*, Radha Publications, New Delhi, 2004.
18. Kirpal B.N. et al. Ed. *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, Oxford University Press, New Delhi, 2000.
19. Sathe, S.P. *Judicial Activism in India: Transgressing Borders and Enforcing Limits*, Oxford University Press, New Delhi, 2002.
20. Arora, B & Douglas, V. Ed. *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*, Konark Publishers, New Delhi, 1995.
21. Brass, P. *The Politics of India since Independence*, Cambridge University Press, London, 1991.
22. Kapur, D & Mehta, P.B. Ed. *Public Institutions in India: Performance and Design*, Oxford University Press, New Delhi, 2007.
23. Mukherji, N. & Arora, B. Ed. *Federalism in India: Origins and Development*, Vikas Publishing House, New Delhi, 1992.
24. Lawrence, S. *Federalism without a Centre: The Impact of Political and Economic Reforms on India's Federal System*, Sage, New Delhi, 2002.
25. Khosla Madahv, *India's Founding Moment*,: The Constitution of a Surprising Democracy, Harvard University Press, Harvard, 2020
26. Mehra Ajay , *The Indian Parliament and Democratic Transformation* , Routledge, 2018

Major (Core)

Course Title	Administrative Theories
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> • Familiarize the students with the evolution of and major approaches in the discipline of Public Administration.
	<ul style="list-style-type: none"> • Develop an understanding of the theories of administration
	<ul style="list-style-type: none"> • Understand the major theoretical developments and debates
	<ul style="list-style-type: none"> • Understand the Challenges in administration in modern day

Module 1 (Credit 1) Introduction to Public Administration & Classical Schools

Learning Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> • Comprehend and evaluate the theories that have shaped the emergence of modern systems of governance and their related structures and processes. • Examine the framework of analysis used by scholars of various school of public administration • Clarify what can be the prerequisites for promoting effective and just administration at the local and national levels
Content Outline	<ul style="list-style-type: none"> • Introduction to Public Administration <ol style="list-style-type: none"> a) Meaning, Scope, Evolution, b) Theories and Approaches to the Study of Public Administration • Scientific Management School <ol style="list-style-type: none"> a) Classical Theory of Management b) Bureaucratic organization: Max Weber. c) Human Relations: Elton Mayo. d) Systems approach

Module 2 (Credit 1) Contextual Public Administration

Learning Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> • Identify and evaluate the ecological, the rational, developmental and Marxist approaches to Administration • Relate theories of Administration to the context • Contextualize administrative theories
Content Outline	<ol style="list-style-type: none"> a. Ecological Approach: Fred Riggs b. Rational Decision-Making Approach: Herbert Simon c. Development Administration Approach <p>Political Economy Approach: Marxist Approach</p>

Module 3 Paradigms of Administration:	
Learning outcome	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Analyze the historical context that led to the emergence of New Public Administration, New Public Management and Public Choice theories. ● Evaluate the impact of market-oriented approaches, efficiency, ● Explore the basic foundations of these theories and compare and performance management within the framework of New Public Management ● Evaluate the role of values, ethics, and citizen participation in the context of New Public Administration. ● Develop recommendations for improving governance and public sector performance based on the principles of NPA, NPM, and PCT.
Content Outline	<ol style="list-style-type: none"> a. New Public Administration b. New Public Management c. Public Choice Theory
Module 4 (Credit 1) Contemporary Developments	
Learning outcome	<ul style="list-style-type: none"> ● Critically examine the context and foundations of the concepts of Good Governance, corporate governance, E governance and Feminist perspectives on Governance ● Examine the role of transparency, accountability, and citizen participation in fostering good governance. ● Evaluate various corporate governance models and frameworks. ● Assess the impact of digital technologies on governance structures and processes. ● Evaluate e-governance strategies for enhancing public service delivery and efficiency. ● Analyze the intersectionality of gender, class, and race in administrative contexts. ● Synthesize feminist perspectives into a critical framework for understanding and transforming administrative structures.
Course Outline	<ul style="list-style-type: none"> ● Good Governance and Development ● Corporate Governance ● E Governance ● Feminist Perspectives on Administration

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Term Paper
2. Book Reviews
3. Quiz on Current Developments
4. Presentations

References

1. Albrow, Martin, *Bureaucracy*, London, Macmillan, 1978.
2. Arora, Ramesh K, *Comparative Public Administration: An Ecological Perspective*, New Delhi, Associated Publishing House, 1979.
3. Bhattacharya, Mohit, *Restructuring Public Administration Essays in Rehabilitation*, New Delhi, Jawahar, 1999.
4. Gant, George F., *Development Administration: Concepts, Goals, Methods*, Madison, University of Wisconsin Press, 1979.
5. Henry, Nicholas, *Public Administration and Public Affairs*, Delhi, Prentice-Hall of India, 1999.
6. Leftwich, A., 'Governance, in the State and the Politics of Development', *Development and Change*, Vol. 25r 1994.
7. Minogue, Martin, 'The Internationalization of New Public Management' in *The Internationalization of Public Management: Reinventing the Third World State* edited, McCourt W and M. Minogue. U.K., Edward, Elgar, 2001.
8. Self, Peter, *Administrative Theories and Politics: An Inquiry into the Structure and process of Modern Government*. New Delhi, S. Chand and Co, 1984.
9. Stivers, Camilla, 'Towards a Feminist Theory of Public Administration in Gender' in *Images in Public Administration: Legitimacy and the Administrative Slate*. New Delhi, Sage, 1993
10. Trembley, Chaudhary and Prema Kumtakar, *Governance and Representation: A Study of Women and Local Self Government*, in *Indian Journal of Public Administration*, 44(3), Jul.-September 1995 : pp 54-67.
11. Maheshwari, M. *Administrative Thinkers*. New Delhi: Macmillan, 2009.
12. Sapru, R.K., *Indian Administration: A Foundation of Governance*, 2019

Major (CORE)

Course Title	Indian Administration
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> • Understand the foundations and evolution of Indian administration.
	<ul style="list-style-type: none"> • Develop an understanding of Structure, functioning of Indian administration.
	<ul style="list-style-type: none"> • Understand the role of decentralized and administration and challenges in India.
	<ul style="list-style-type: none"> • Contextualize the good governance, E-Governance and role of NGO in Indian administration.

Module 1 (Credit 0.5) Foundations of Administration

Learning Outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> • Analyze the political and social structures of ancient India and their influence on administrative systems. • Critically assess the governance models, administrative practices, and the role of rulers in ancient Indian civilizations. • Evaluate the key features of the Mughal administrative system and its impact on governance in India. • Examine the long-term impact of British colonialism on the administrative and institutional frameworks in India. • Apply insights from the historical evolution of Indian administration to contemporary challenges. • Evaluate the relevance and limitations of historical administrative models in addressing current governance issues.
Content Outline	<ol style="list-style-type: none"> Evolution of Administration in India: Ancient, Mughal and British Administration Constitutional context of Indian administration.

a. Module 2 (Credit 1) Structures of Administration

Learning outcome	<ul style="list-style-type: none"> • Define the roles and functions of the Prime Minister's Office (PMO), Cabinet Secretariat, and Central Secretariat in the Indian administrative system and Analyze their organizational structure and coordination mechanisms • Compare and contrast the roles of state governments in relation to the central government.
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	<ul style="list-style-type: none"> Analyze the key functions, objectives, and roles of planning bodies. Evaluate the transition from the Planning Commission to NITI Aayog and its implications for India's development strategies. Examine the role of Panchayati Raj Institutions in local governance and development. Evaluate the challenges and successes of decentralization efforts in empowering local communities. Analyze the working of public services. Evaluate the training programs and continuous professional development mechanisms for public servants at both union and state levels.
Content Outline	<ul style="list-style-type: none"> Prime Minister's Office- Cabinet Secretariat and Central Secretariat State Administration. Developmental Planning: The Planning Commission of India & NITI Ayog. Democratic Decentralization and Panchayati Raj Institutions Union and State Public Services: Structure, Recruitment, Training
Module 1 (Credit 0.5) New trends and significant issues in Indian Administration	
Learning outcome	<ul style="list-style-type: none"> Evaluate the relation between Good Governance and Development Formulate informed and critical perspectives on the interdependence of good governance and sustainable development Critically assess conceptual framework and principles underpinning e-governance, the challenges in its implementations. Propose innovative solutions for leveraging technology in governance Evaluate the historical evolution and theoretical underpinnings of non-governmental organizations (NGOs) in governance. Critically assess the diverse roles of NGOs in fostering social justice, accountability, and participatory governance Analyze the potential ethical dilemmas and challenges arising from the use of technology in governance and NGO activities
Content Outline	<ul style="list-style-type: none"> Good Governance and Development E-Governance NGOs

1. Unit Tests
2. Book Reviews
3. Case Studies
4. Field Visits
5. Discussion papers

References

1. Kumar, Umesh. *Kautilya's Thought on Public Administration*. Delhi: NBO, 1990.
2. Maheshwari, M. *Administrative Thinkers*. New Delhi: Macmillan, 2009.
3. Mehta, V.R. *Foundations of Indian Political Thought*. Delhi: Manohar, 1999.
4. Sapru, R.K., *Indian Administration: A Foundation of Governance*, 2019
5. Singh, Amita. "Indian Administrative Theory: Context and Epistemology." *Administrative Theory & Praxis*, vol. 27, no. 1, 2005, pp. 51–80. JSTOR, www.jstor.org/stable/25610713. Accessed 10 June 2020.
6. Basu, Rumki. *Indian Administration: Structure, Performance and Reform*. New Delhi: Adroit Publishers, 2019
7. Saha, Tushar Kanti, *Administrative Law*, New Delhi: Kanishka Publishers, 2001
8. Sinha, Chandana, *Public sector reforms in India: New Role of District Collector*, New Delhi: Sage, 2007.
9. Das, S.K. *The Civil Services in India*. New Delhi: OUP, 2013.
10. Arora, Ramesh K. and R. Goyal. *Indian Administration: Institutions and Issues*. New Delhi: New Age, 2016.
11. Bakshi, P.M. *The Constitution of India*, Delhi. Universal Law Publishing Co., 2018.
12. Barthwal, C.P. *Indian Administration Since Independence*. Lucknow: Bharat Publishers, 2003.
13. Basu, Rumki. *Indian Administration: Structure, Performance and Reform*. New Delhi: Adroit Publishers, 2019
14. Gupta, Bhuvanesh. *State Administration in India*. RBSA Publishers, 2012.
15. Bevir, Mark. *Governance: A Very Short Introduction*. OUP, 2012
16. Bardhan, P. and D. Mookherjee (Eds). *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*. MIT Press, 2006.
17. Jain, Jasbir S. and R.P. Joshi, *Panchayat Raj in India: Emerging Trends Across the States*. Delhi: Rawat Publication, 2002.
18. Jain, L.C. *Decentralization and Local Governance*. Orient Black Swan, 2005.
19. Jayal, Niraja Gopal, Amit Prakash and Pradeep K. Sharma. *Local Governance in India Decentralization and Beyond*. Delhi: OUP, 2007.
20. Kumar, Girish. *Local Democracy in India; Interpreting Decentralization*. New Delhi: IIPA, 2006.
21. Maheshwari, S.R. *Local Government in India*. Lakshmi Narain Agarwal, 2014.
22. Raghunandan, T.R. *Decentralization and Local Governments: The Indian Experience*. Orient Black Swan, 2012.
23. Rao, P.S.N. *Urban Governance and Management: Indian Initiatives*. Delhi: Kanishka, 2006.

Major (CORE)

Course Title	Public Policies in India
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> Understand and apply theories, models and process of public policy making in India
	<ul style="list-style-type: none"> Understand the process of policy making
	<ul style="list-style-type: none"> Explore the role of institutions, actors and stakeholders in the public policy process making
	<ul style="list-style-type: none"> contextualize public policy making in India and understand, the different actors that shape public policy
<ul style="list-style-type: none"> analyse strengths and shortcomings of public policies. 	

Module 1 (Credit 1) Theoretical Perspectives on Public Policy

Learning outcome	<p>After going through the module, learners will be able to:</p> <ul style="list-style-type: none"> Define public policy, assess its significance, and explore its context. Examine the rationale, societal challenges and ethical considerations in formulating public policies. Analyze policy making stages, focusing on agenda setting and formulation. Evaluate policy legitimation processes, considering political dynamics and negotiation. Analyze the implementation challenges and develop evaluation skills for effective policymaking.
Content Outline	<ul style="list-style-type: none"> Public Policy: Meaning, Nature, Scope & Significance. Why Public Policy? <ol style="list-style-type: none"> iii. Stages of Policy Making Agenda Setting, Policy Formulation iv. Policy Legitimation (policy approval) v. Policy Implementation vi. Policy Evaluation

b. Module 2 (Credit 1) Understanding Welfare Policies in India*

Learning outcome	<ul style="list-style-type: none"> ● Analyze rural poverty alleviation policies, their provisions, implementation strategies, challenges to their implementation. ● Evaluate role of self-help groups and gender inclusion in formulation and implementation strategies of these schemes. ● Assess the impact of MNREGA, NRLM, Beti Bachao, Beti Padhao's impact on gender equality, education, health, and societal attitudes. ● Synthesize findings to propose improvements for these programs to enhance their societal impact.
Content Outline	<ul style="list-style-type: none"> ● MGNREGA, ● NRLM, ● Midday Meal , ● Beti Bachao

*Any one

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Case Studies
2. Book Reviews
3. Drafting Policies
4. Term Papers

References

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3. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action* from *The Oxford Handbook of Classics in Public Policy and Administration* – Poteete (2016)
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17. Mukherjee,Rahul India's Economic Transition; The Politics of Reforms, OUP; 2010
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24. Amy, Douglas J., 1984, Why policy analysis and ethics are incompatible. *Journal of Policy Analysis and Management*. Vol. 3, No. 4 (Summer). pp. 573-591.

Major (Elective)

Course Title	Gandhi: Non-Violence & Satyagraha
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> ● To encapsulate the socio-cultural-economic and political thought of Mohandas Karmchand Gandhi
	<ul style="list-style-type: none"> ● To develop a comprehensive grasp of Gandhian Philosophy, through his life work
	<ul style="list-style-type: none"> ● Understand the impact, significance and relevance of Gandian thought in contemporary times.
	<ul style="list-style-type: none"> ● Apply Gandhian Philosophy in varied fields

Module 1 (Credit 1) Political and Intellectual Context	
Learning outcome	After going through the module the learner will be able to: <ul style="list-style-type: none"> ● Examine the political context that shaped the thoughts of gandhi ● Examine the reactions to colonial modernity and the tradition-modernity debates. ● Analyze the philosophical underpinnings, strategies, and implications of their unique approaches ● Evaluate the intellectual influences of Leo Tolstoy and Henri David Thoreau on political thought of Gandhi.

	<ul style="list-style-type: none"> Assess distinct decolonization paths taken by Rabindranath Tagore and Mahatma Gandhi.
Content Outline	<p>a. Political Context:</p> <ul style="list-style-type: none"> Immediate Colonial Context: Partition of Bengal Hindu – Muslim divide and rise of militant religious nationalism Politics within Indian National Congress: Liberals versus radicals <p>b. Intellectual Context:</p> <ul style="list-style-type: none"> Claims of colonial modernity Reactions to western modernity and industrial civilization: Leo Tolstoy and Henri David Thoreau Tradition – modernity debates in India Construction of nationalism in the late 19th& early 20th century <p>c. Two Roads to Decolonisation: Tagore and Gandhi</p>
Module 2 (0.5 credits) Gandhi’s Critique of Modern Civilization	
Learning outcomes	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> Evaluate Gandhi’s Perception of Western Modernity Examine Notions of Nation & Nationalism in Gandhi’s Perspective: Analyze how Gandhi's ideas on nationhood influenced his approach to India's independence movement Understand the multifaceted concept of Swaraj as articulated by Gandhi. Evaluate the political, economic, and cultural dimensions of Swaraj in Gandhi's vision. Analyze Gandhi's ideologies in the context of modernism and post-modernism
Content Outline	<ul style="list-style-type: none"> Gandhi’s understanding of western modernity Nation & Nationalism Conceptualising Swaraj Gandhi: Modernist, post – modernist or beyond?
Module 3 (Credit 1) Gandhi on Non Violence & Westrn Modernity	
Learning outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> Analyze the philosophical underpinnings of ahimsa (non-violence) as a guiding principle in Gandhi's philosophy. Evaluate the vision of a non-violent society and state in Gandhi's teachings Explore Gandhi's views on communal harmony and his

	<p>advocacy for the protection of minority rights.</p> <ul style="list-style-type: none"> Analyze Gandhian strategies for fostering inclusivity and social harmony in diverse societies. Examine Gandhi's perspectives on Western modernity and industrial civilization. Analyze Gandhi's concept of Swaraj, encompassing political, economic, and cultural dimensions, and explore its implications Evaluate Gandhi's ideologies within the framework of modernism, post-modernism, or as transcending conventional classifications
Content Outline	<ul style="list-style-type: none"> Ahimsa: Non Violence as a Creed, Non Violent Society & State Communal Harmony, Rights of Minorities Mass movements : Civil Disobedience & Satyagraha Gandhi's understanding of western modernity <ul style="list-style-type: none"> Nation & Nationalism Conceptualising Swaraj Gandhi: Modernist, post – modernist or beyond?
Module 4 (Credit 1) Gandhi on Caste, Untouchability and Gender	
Learning outcome	<ul style="list-style-type: none"> Analyze Gandhi's perspectives on race and caste relations Examine Gandhi's Stance on Untouchability Evaluate the perspectives of Gandhi and Ambedkar on Social Justice and their implications for Indian society. Analyze Gandhi's stance on gender violence and his efforts to address gender-based inequalities.
Content Outline	<ul style="list-style-type: none"> Gandhi on Race & Caste Gandhi on Untouchability, Gandhi- Ambedkar Debate Gandhi on Gender : Gender Violence, Gender Equality
Module 5 (Credit 0.5) Socialism and Trusteeship	
Learning outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> Analyze Gandhi's concept of trusteeship as a socio-economic philosophy. Explore the principles and practical implications of trusteeship in the context of wealth distribution. Comprehend Gandhi's views on the economy and society within the framework of Gandhian socialism. Identify the principles of self-sufficiency, decentralized economy, and community-based living.
Content Outline	<ul style="list-style-type: none"> Gandhi's concept of Trusteeship Gandhian Socialism: Gandhi's views on economy and society

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Unit Tests
2. Book Review
3. Attending Talks in Gandhi Study circle
4. Visit of Gandhi Ashram, participation in cleanliness drive, community work
5. Presentations

References

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2. Chakrabarty Bidyut ed., *Nonviolence: Challenges and Prospects*, New Delhi: Oxford University Press, 2014.
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25. _____ *Gandhi and His Critics*. New Delhi: Oxford University Press. 1998.

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OR

Course Title	Development Administration
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> • understand the role of administration in the development of society.
	<ul style="list-style-type: none"> • Understand the changing role of administration in the process of development in the post – globalisation period.
	<ul style="list-style-type: none"> • Identify and elucidate on the structure and role of Administrative Machinery in India

Module 1 (Credit 1) Nature and Significance of Development Administration

Learning Outcome	<ol style="list-style-type: none"> 1. Understand the concept of administration as an instrument of development. 2. Analyze the evolution of Development Administration, tracing its historical trajectory and key milestones.
Content Outline	<ul style="list-style-type: none"> • Evolution of Development Administration • Importance of Development Administration • Development and Democracy

Module 2 (Credit 1) Development Programmes: Planning and Implementation

Learning Outcomes	<p>After this module students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the Bloc Development Programme and its effectiveness in addressing developmental challenges. 2. Assess various Development Programmes tailored for weaker sections of society, rural development, and urban population. 3. Compare and contrast the strategies and approaches employed in different developmental programmes.
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Content Outline	<ul style="list-style-type: none"> ● Bloc Development Programme <ul style="list-style-type: none"> a. Development Programmes for Weaker Sections of the Society b. Development Programmes for Rural Development c. Development Programmes for Urban population
Module 3 Machinery of Development Administration	
	<p>After this module students will be able to:</p> <ol style="list-style-type: none"> 1. Examine the administrative machinery at the central level, understanding its structure, functions, and role in development. 2. Investigate the administrative setup at the state level, focusing on its coordination with central agencies and its impact on regional development. 3. Analyze the machinery at the local level, including local governance structures, community participation, and grassroots development initiatives.
Content Outline	<ul style="list-style-type: none"> ● Machinery at the Centre ● Machinery at the State Level ● Machinery at the local level
Module 4 (Credit 1) New Trends in Development and Empowerment	
	<p>After this module students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the transition from welfarism to people's self-development paradigm, with a focus on empowerment initiatives for women, tribal communities, and minorities. 2. Assess the significance of citizen participation in development processes and its impact on governance and policy outcomes. 3. Examine the role of development administration in the era of globalization, 4. Trace the evolving role of the state, international aid and technical assistance programmes, 5. Compare the contributions of voluntary agencies in facilitating development initiatives.
Content Outline	<ul style="list-style-type: none"> ● From Welfarism to People's Self Development <ul style="list-style-type: none"> a. Empowerment of women. Tribal and minorities b. Citizen's Participation in Development ● Development Administration in the Era of Globalization <ul style="list-style-type: none"> a. Changing role of the State viz – a – viz development b. b,. International Aid and technical Assistance Programmes c. Role of Voluntary agencies in development Administration.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Unit Tests
2. Book Reviews
3. Quiz on Current Developments
4. Presentations

References

1. Mohit Bhattacharya, Social Theory and Development Administration, Jawahar Publishers
2. R.K. Sapru, Development Administration, Sterling, 2020
3. Prabhu, C.S.R., E-Governance: Concepts And Case Studies, Prentice Hall of India Private Limited, New Delhi 2. Leslie, Budd, E-Governance: Managing Or Governing? Routledge, New York
4. Krishna, S., Shirin Madon, The Digital Challenge: Information Technology in the Development Context, Ashgate Publishing Limited, England
5. Singh, Vikram, Impact of Information and Communication Technology on Public Life, University Sciences Press, Delhi

Major (Core)

Course Title	Research Methodology
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> • Understand the basics of quantitative and qualitative methods of research
	<ul style="list-style-type: none"> • Use basic techniques of data collection & analysis
	<ul style="list-style-type: none"> • Able to write research proposals and academic papers
	<ul style="list-style-type: none"> • Understand the importance of Ethics in Research and carry out ethical research work

Module 1 (Credit 1) Scientific Method of Political Enquiry	
Learning outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> • Analyze the philosophical foundations and ethical considerations that underpin research design and execution. • Critically assess the positivist, interpretative, and critical paradigms in political research. • Analyze how these paradigms influence research questions, design, and data interpretation. • Examine various research methods associated with positivist, interpretative, and critical paradigms. • Compare and contrast research methods commonly used in political inquiry. • Identify ethical considerations inherent in political research.
Content Outline	<ul style="list-style-type: none"> • Basic Concepts in Research Methodology and Social Research • Positivist, Interpretative & Critical Paradigms & Ensuing research Methods, Hermeneutics • Basis assumptions of Qualitative and Quantitative Research
Module 2 (Credit 1) Designing Social Research	
learning Outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> • Analyze how different epistemological and ontological perspectives shape theory development in each paradigm. • Evaluate variables, sampling, and statistical techniques for robust quantitative research. • Analyze how methods such as case studies, interviews, and content analysis contribute to rich qualitative research. • Compare the strengths and limitations of quantitative and qualitative research designs

Content Outline	<ul style="list-style-type: none"> ● Theory Construction—Quantitative and Qualitative Dimensions ● Essential aspects of Quantitative Research Design ● Essential aspects of Qualitative Research Design
Module 3 Techniques of Collection & Content Analysis	
(Credit 1)	
Learning outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> ● Differentiate between quantitative and qualitative data collection methods ● Apply procedures for coding, entering, and cleaning quantitative data. ● Analyze statistical measures and implement content analysis techniques. ● Develop coding schedules and manuals for content and textual analysis. ● Conduct in-depth interviews and engage in participant observation for comprehensive and nuanced data collection in political research
Content Outline	<ul style="list-style-type: none"> ● Methods of Data Collection--Sampling and Measurement ● Dealing with Quantitative Data: Coding, Entering, Cleaning ● Basic Statistics: Frequency Distribution, Central Tendency and Measures of Variation <p>Content Analysis</p> <ul style="list-style-type: none"> ● Content & Textual Analysis: Usage & Preparing of coding schedule & coding manual ● Interviews ● Participant Observation
Module 4 (Credit 1) Research Writing & Ethics in Research	
Learning outcome	<ul style="list-style-type: none"> ● Undertake effective writing processes for research reports, ● Integrate components such as literature reviews, Research questions, design and references in reports. ● Apply ethical principles in social research, ensuring integrity and respect for participants throughout the research process, from conduct to reporting and dissemination.
Content Outline	<ul style="list-style-type: none"> ● Writing Process ● Essential aspects of a Research Report ● Ethics in Social Research

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Unit Tests
2. Book Reviews
3. Writing Research Proposal
4. Pilot Survey
5. Workshop on tools

Reference

1. Alcoff, L & Potter, E. Ed. *Feminist Epistemologies*, Routledge, New York, 1993.
2. Blackie, Norman, *Designing Social Research*, Cambridge, Polity Press. 2000.
3. Denscombe, Martyn, *The Good Research Guide*, New Delhi, Viva Books, 1999,
4. Flick, Uwe. *An Introduction to Qualitative Research*, Sage, New Delhi, 2010 4e.
5. Goel, M. Lal, *Political Science Research: A Methods Handbook*, Ames, Iowa State University Press, 1988.
6. Harding, S., *Feminism and Methodology*, Bloomington, Indiana University Press, 1987.
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16. White, L.G, *Political Analysis. Techniques and Practices*, Fort Worth, Harcourt Brace College Publishers, 1999.

SEMESTER 2

Major (Core)

Course Title	Modern Political Thought & Theory
Course Credits	4
Course Outcomes	After going through the course, learners will be able to <ul style="list-style-type: none">• understanding of the theoretical underpinnings of the discipline• understand and analyze contemporary debates relating to issues of liberty, equality, rights• apply theories to understand modern day society• Understand, analyze and explain emerging issues & debates in political discourse

Module 1 (Credit 1) Theory of State & Civil Society	
Learning Outcome	After studying this module, students will be able to <ul style="list-style-type: none">• Evaluate the contribution of Hegel and Marx towards theory of state• Examine and critique concepts of dialectics, praxis and base-superstructure• Gain an in-depth understanding of the concept of Hegemony• Examine and Critique Neomarxist thought of Gramsci
Content Outline	<ul style="list-style-type: none">• Hegel & Marx on State Society Relationship• Gramsci on Hegemony
Module 2 (Credit 1) Structural Marxism:	
Content Outline	Views of Altussiers & Polanzas
Module 3 Critical Theory: The Frankfurt School—An overview	
Learning Objective	After studying this module, students will be able to <ul style="list-style-type: none">• examine and critique Habermas's theory on public sphere and its impact on shaping the discourse on democracy• Discuss contemporary relevance of Habermas's work
Content Outline	a. Overview b. Habermas on Public sphere Critique
Module 4 (Credit 1) & Emerging themes in Political Thought	

Learning Objectives	<p>After studying this module, students will be able to</p> <ul style="list-style-type: none"> ● Evaluate key concepts in post-colonialism, focusing on Edward Said's influential work, "Orientalism," to understand power dynamics and cultural representations. ● Examine the principles and perspectives of Green Political Theory, exploring ecological sustainability and its implications for political thought and action. ● assess multiculturalism using Will Kymlicka's framework, understanding its challenges, benefits, and impact on diverse societies.
Content Outline	<ul style="list-style-type: none"> ● Theories of Post Colonialism: Edward Said's Orientalism Green Political Theory ● Multiculturalism: Will Kymlica

1. Term Paper
2. Paper Presentations
3. Book Review

References

1. Hunt, Alan *Class and Class Structure*, Lawrence and Wishart Ltd., 1977
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3. Bart Moore-Gilbert, *Postcolonial Theory: Contexts, Practices, Politics*, London: Routledge, 2000
4. Best, Beverley, Bonefeld Werner and Chris O'Kane (eds.) *The Sage handbook of Frankfurt School Critical Theory*, 2018
5. Parekh, Bhikhu *Rethinking Multiculturalism*, Palgrave Macmillan, 2005
6. Ashcroft Bill., Griffiths, G. H Tiffin (eds.) *The Post-Colonial Studies Reader*, New York: Routledge, 1996
7. Jessop, Bob 'Marxist Approaches to Power' in E. Amenta, K. Nash, A. Scott, eds, *The Wiley Blackwell Companion to Political Sociology*, Oxford: Blackwell, 2012).
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10. Ernesto Laclau, *The Specificity of the Political: The Poulantzas-Miliband Debate, Economy and Society* 5, 1975: 87-110.
11. Fonseca, Marco, *Gramsci's Critique of Civil Society: Towards a New Concept of Hegemony* (New York: Routledge, 2016)
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13. Barry, John Green Political Theory in V. Geoghegan, & R. Wilford (eds.), *Political Ideologies: An Introduction* (4 ed.), (New York: Routledge, 2003, pp. 153-178)
14. Femia, Joseph Gramsci's *Political Thought: Hegemony, Consciousness, and the Revolutionary Process* (New York: Oxford University Press, 1987)
15. . Gandhi, Leela *Postcolonial Theory: A Critical Introduction*, Columbia University Press, 1998
16. Leszek Kolakowski., *Main Currents of Marxism – The Founders, The Golden Age, The Breakdown*, W.W. Norton Company, 2008
17. 22. Marx, K. and Engels, F. (1845-6) 'The German Ideology', pp 19-539, in *Marx-Engels Collected Works*, vol 5, London: Lawrence & Wishart.
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20. Nicos Poulantzas, *Political power and social classes*, Humanities Press, 1975
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22. Miliband, Ralph Poulantzas, *The Capitalist State*, *New Left Review*, No. 82, November/December 1973: 83-92;
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25. Bronner, Stephen Eric, *Critical Theory: A Very Short Introduction*, New York, Oxford University Press, 2017.
24. Hall Stuart & Gieben B (ed.) *Formations of Modernity. Understanding Modern Societies an Introduction*, Polity Press, 1992
25. Benton, Ted, *The Rise and Fall of Structural Marxism: Althusser and His Influence* Macmillan, 1984
26. Warren, Breckman, *Adventures of the Symbolic – Post-Marxism and Radical Democracy* New York, USA: Columbia University Press, 2015
27. Kymlicka, Will, *Multicultural Citizenship: A Liberal Theory of Minority Rights*, Oxford: Oxford University Press, 1991

Major (Core)

Course Title	Politics & Society in India
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	Explore the interconnectedness between the state and society
	Understand the centrality of the state in the developmental process
	Explore the multiple socio- political challenges that state faces in India

Module 1 (Credit 1) Conceptualizing the 'State' & Society in India

Learning outcome	After going through the module the learner will be able to: <ul style="list-style-type: none">• Evaluate the political economy approach in conceptualizing the state, examining its implications for governance, policies, and socio-economic structures.• Examine Nehruvian Consensus and its aftermath in the process of state building in India, analyzing key political and economic developments.• Assess the political culture in India, exploring values, beliefs, and practices shaping the relationship between citizens and the state.
Content Outline	<ul style="list-style-type: none">• Political Economy Approach of Conceptualizing the State• State Building in India: Nehruvian Consensus & After• Political Culture in India

Module 2 (Credit 1) Indian Democracy & Society

Learning outcome	After going through the module the learner will be able to: <ul style="list-style-type: none">• Evaluate paradoxes within Indian democracy as presented by Kothari, Weiner, and Varshney• Apply insights from Kothari's "Politics in India" to comprehend the complexities and paradoxes shaping Indian democratic politics.• Assess democratic paradoxes in Indian politics through Weiner's essays, gaining a deeper understanding of the challenges and contradictions.
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Content Outline	Multiple Paradoxes of Indian Democracy with Reference to following : <ul style="list-style-type: none"> • Kothari, R. <i>Politics in India</i>. Orient Black Swan, 1978 (relevant chapters). • Weiner, M. <i>Democratic Paradox: Essays in Indian Politics</i>, Sage Publications,1989(relevant chapters). • Varshney, <i>India Defies the Odds</i>, Journal of Democracy,1998, pp. 36-50.
Module 3 Liberalism Castes in Indian Democracy	
Learning outcome	After going through the module the learner will be able to: <ul style="list-style-type: none"> • Evaluate the intricate relationship between caste and politics, understanding the historical, social, and political dimensions that shape this association. • Analyze the process of secularization of caste, exploring shifts in the socio-political dynamics and implications for governance and representation. • Critically assess the role of electoral competition in relation to caste, examining how it influences political strategies, alliances, and voter behavior.
Content Outline	<ul style="list-style-type: none"> • Caste and Politics • Secularization of Caste • Electoral Competition and Caste
Module 4 (Credit 1) Issues in Indian society	
Learning outcome	After going through the module the learner will be able to: <ul style="list-style-type: none"> • Examine the role of ethnicity in civic life, understanding its impact on social cohesion, identity, and community dynamics. • Assess the relationship between ethnic conflict, representation, and electoral politics, exploring how these factors intersect and influence governance. • Explore the intricate dynamics of identity within ethnic conflicts, analyzing how perceptions of identity contribute to the emergence and resolution of conflicts.
Content Outline	<ul style="list-style-type: none"> • Ethnicity and Ethnic conflicts in Civic Life • Ethnic conflict, Representation and Electoral Politics • Identity and Ethnic conflict
Module 5 (Credit 1) Secularism and Indian Democracy	
learning outcomes	After going through the module the learner will be able to: <ul style="list-style-type: none"> • Evaluate debates on Indian secularism as presented by Nandy, Chandhoke, and Bhargava, understanding the complexities and challenges within this discourse. • Synthesize insights from Nandy, Chandhoke, and Bhargava to develop a nuanced and informed understanding of the debates surrounding Indian secularism.

Content Outline	Debates on Indian Secularism with reference to : <ol style="list-style-type: none"> a. Nandy, <i>Secularism in Crisis</i>, India International Centre Quarterly, Spring 1995, Vol. 22, No. 1, b. Chandhoke, N. <i>Secularism: The Biography of a Troubled Concept</i> in Mehta, P.B & Jayal, N.G. Ed. <u>Oxford Companion to Politics in India</u>, Oxford University Press, 2011. c. Bhargava, R. <i>Secularism and its Critics</i>, Oxford University Press, 2004
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Seminar
 2. Book Reviews
 3. Quiz on Current Developments
 4. Term Paper
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- 1 Nandy, *Secularism in Crisis*, India International Centre Quarterly, Spring 1995, Vol. 22, No. 1,
 - 2 Chandhoke, N. *Secularism: The Biography of a Troubled Concept* in Mehta, P.B & Jayal, N.G. Ed. Oxford Companion to Politics in India, Oxford University Press, 2011.
 - 3 Bhargava, R. *Secularism and its Critics*, Oxford University Press, 2004.
 - 4 Brass, Paul. *The Politics of India since Independence*, New Delhi, Cambridge University Press, 1992.
 - 5 Varshney, A. *Ethnic Conflict and Civic Life*, Yale University Press, 2002.
 - 6 Brass, P. *Theft of an Idol; Text and Context in the Representation of Collective Violence*, Princeton University Press, 1997.
 - 7 Wilkinson, S. *Votes and Violence: Electoral Competition and Ethnic Riots in India*, Cambridge University Press, 2004.
 - 8 Dipankar Gupta *The Context For Ethnicity: Sikh Identity in a Comparative Perspective* Oxford University Press, New Delhi: 1996. Ambedkar, B.R. *Annihilation of Castes in India*, (1936), **Samyak Publications Reprint** , 2012
 - 9 Rudolph, *Modernity of Tradition: The Democratic Incarnation of Caste in India*, American Political Science Review, 1965,59(4), pp. 975-989.
 - 10 Kothari, R. & Manor, J. Ed. *Caste in Indian Politics*. Orient Black Swan, 2010(relevant chapters).
 - 11 Sheth, *Secularization of Caste and Making of New Middle Class*, Economic and Political Weekly, 1998,37(14), pp. 1317-8.
 - 12 Andre Beteille; *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*, OUP, 2012
 - 13 Kothari, R. *Politics in India*. Orient Black Swan, 1978 (relevant chapters).
 - 14 Weiner, M. *Democratic Paradox: Essays in Indian Politics*, Sage Publications, 1989(relevant chapters).
 - 15 Varshney, *India Defies the Odds*, Journal of Democracy, 1998, pp. 36-50.
 - 16 Nettle, **The State as conceptual variable**, *World Politics*, July 1968, 20(4), pp559-592.
 - 17 Levi, **Why we need a Theory of Government?**, *Perspectives on Politics*, March, 2006, 4(1), pp.5-19.
 - 18 Almond, G **The Return of the State**, *American Political Science Review* , September 1998, 82(3), pp.875-901.
 - 19 Chalmers, **MITI and the Japanese Miracle: The Growth of Industrial Policy**, 1925-1975, *Stanford University Press*, 1982.

- 20 Chibber, Pradeep **Locked in Place: State-Building and Late Industrialization in India**, Princeton University Press, 2003.
- 21 Sinha, Assema, **Rethinking the developmental state model**, *Comparative Politics*, July 2003, 35(4), pp. 459-476C
- 22 Chatterjee, Partha (ed.), *State and Politics in India*, New Delhi, Oxford University Press, 1991.
- 23 Frankel, Francine. et al. (eds.), *Transforming India: Social and Political Dynamics of Democracy*, New Delhi, Oxford University Press, 2000.
- 24 Jayal, Neerja Gopal & Mehta, Pratap Bhanu. Ed. *The Oxford Companion to Politics in India*, Oxford University Press, New Delhi. 2010
- 25 Kohli, Atul, (ed.), *The Success of India's Democracy*, Cambridge, Cambridge University Press, 2001.
- 26 Shankar, B. L. & Rodrigues, Valerian. **The Indian Parliament: Democracy at Work**. Oxford University Press, New Delhi. 2011.
- 27 Vora, Rajendra&Palshikar, Suhas. Eds. *Indian Democracy: Meanings & Practices*, Sage, New Delhi, 2004
- 28 Chandhoke, Neera, *Contemporary India*, Pearson, New Delhi, 2009

Major (Core)

Course Title	Modern Indian Political Thought
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	Explain the significant contributions of Indian social and political thinkers
	Introduced the non-western discourses to the study of politics
	Understand the historical basis of contemporary politics.

Module 1 (Credit 1). Modern ideas of Nationalism and Nation Building: Bankim Chandra, Tilak, Nehru

Learning Outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> • Evaluate the post-colonial construction of nations, understanding the socio-political complexities and implications. • Examine Bankim Chandra's imagination of the nation, analyzing its cultural and literary contributions to the concept of nationhood. • Assess Tilak's Cultural Nationalism exploring its impact on Indian identity and the anti-colonial movement. • Analyze Nehru's Approach to Nation Building: • Examine Nehru's perspectives on nation-building,
Content Outline	<ul style="list-style-type: none"> • Introduction to post-colonial Construction of Nation • Bankim Chandra's imagination of Nation • Tilak on Cultural Nationalism • Nehru on Nation Building

Module 2 (0.5 Credits) Socialist Ideas in Indian Thought: Vivekananda, M.N.Roy & Ram Manohar Lohia

Learning Outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> • Analyze Vivekananda's to Indian thought, exploring his impact on spirituality, social reform, and national identity. • Examine M.N. Roy's New Humanism: • Investigate M.N. Roy's new humanism, analyzing its philosophical foundations and implications for societal transformation. • Comprehend Rammanohar Lohia's socialist philosophy, exploring its theoretical underpinnings and relevance in contemporary contexts. • Evaluate J.P. Narayan's understanding of socialism, analyzing his contributions to political thought and social change. • Explain the interface between Jayaprakash Narayan and
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	Gandhi regarding socialism.
Content Outline	<ul style="list-style-type: none"> • Contributions of Vivekananda • New Humanism of M.N. Roy • Rammanohar Lohia's Socialist Philosophy • Jayaprakash Narayan's understanding of socialism, Jayaprakash Narayan and Gandhi interface on Socialism
Module 3 (Credit 0.5) Anti - Caste Discourse: E. V. Ramaswamy Periyar & Bhimrao Raoji Ambedkar	
Learning Outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> • Evaluate the colonial context influencing the emergence of anti-caste discourse, understanding its historical roots and implications for social reform. • Analyze the anti-caste discourse of Periyar & Ambedkar and the strategies for its annihilation. • Examine their critique of Brahminism, exploring its contributions to the discourse on equality
Content Outline	<ul style="list-style-type: none"> • Origin of anti-caste discourse: The Colonial Context • Analysis of Caste system & ways to annihilate the caste system • Critique of Brahminism, Contribution to equality discourse
Module 4 (Credit 1) Hindutva: Vinayak Damodar Savarkar & M S Golwalkar	
Learning Outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> • Examine the colonial context in the formation of Hindutva • Explore the ideology of Hindu nationalism, examining its philosophical foundations and socio-political implications. • Evaluate Savarkar and Golwalkar's Perspectives on Varna and Caste System understanding its positions and implications for social hierarchy. • Critically evaluate their stance on social, religious, and gender issues.
Content Outline	<ul style="list-style-type: none"> • Construction of Hindutva: The Colonial Context - Hindu Mahasabha & Rashtriya Swayamsevak Sangh • Ideology of Hindu nationalism • Views regarding Varna and Caste system • Views regarding Muslims, Dalit and Women

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Unit Tests
2. Article submission
3. Field Visit

4. Presentations

Reference

1. Girdner, E.J. *Socialism, Sarvodaya and Democracy: The Theoretical Contributions of M. N. Roy, J.P. Narayan and J.B. Kripalani*. Santa Barbara: University of California, 1984.
2. Mishra, G & Pandey, B.K. *Rammanohar Lohia: The Man and His Ism*. New Delhi: Eastern Books, 1992.
3. Nehru, J. *The Discovery of India*. Penguin, 1946.
4. Pillai, K.G. *Political Philosophy of Rammanohar Lohia: Alternative Development Perceptions*. Deep and Deep Publications, New Delhi, 1994.
5. Rudolph, L.& Rudolph, S. *Postmodern Gandhi and Other Essays: Gandhi in the World and at Home*, OUP, New Delhi, 2006.
6. Roy, M.N. *India in Transition*. Geneve: J.B. Target, 1922.
7. Roy, M.N. *Reason, Romanticism and Revolution*. Renaissance Publishers, Calcutta, 1955.
8. Lohia, R.M. *Marx, Gandhi and Socialism*. Navahind, Hyderabad: 1963.
9. Guha, R. *Makers of Modern India*. Penguin Books, New Delhi, 2010.
10. Habib, I. Ed. *Indian Nationalism: The Essential Writings*. Aleph Book Company, New Delhi, 2017.
11. Bagchi, S. *Ideas on Socialism and Social Justice: A Study of Jawaharlal Nehru, Rammanohar Lohia and Asoke Mehta*. Kanishka Publishers, New Delhi, 2002.
12. *Selected Works of M.N. Roy: Vol. IV: 1932-1936*. OUP India, 2000.
13. Savarkar, V.D. *Hindutva: Who is a Hindu?* Veer Savarkar Prakashan, Bombay, 1969.
14. Sampath, V. *Savarkar: Echoes from a Forgotten Past, 1883-1924*. Penguin India, 2019

Major (Elective)

Course Title	Political Process in Maharashtra
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	Understand the interface between state and society in Maharashtra.
	Understand the process of state formation in Maharashtra
	Analyze the major socio-political issues in Maharashtra politics.
	Analyze the unfolding of the political process in the State and issues in the politics of the State.

Module 1 (Credit 1) Historical Roots of Maharashtra Politics

Learning Outcome	<p>After going through this topic the learner will be able to:</p> <ul style="list-style-type: none"> • Evaluate the historical legacy of the Freedom Movement in shaping Maharashtra's political landscape. • Critically assess the Samyukta Maharashtra Movement and its role in the linguistic reorganization of states in India • Evaluate how these Samyokta Maharashtra Movement contributed to social justice, representation, and political empowerment. • Synthesize insights from the legacy of the Freedom Movement, Samyukta Maharashtra Movement, Non-Brahmin and Dalit Movement, and the rise of Hindutva politics. • Analyze how these historical roots have collectively shaped and influenced the trajectory of politics in Maharashtra.
Content Outline	<p>a. Legacy of the Freedom Movement b. Samyukta Maharashtra Movement c. Impact of the Non – Brahmin and Dalit Movement d. Rise of Hindutva Politics</p>

Module 2 (Credit 1) Local Politics in Maharashtra

	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> • Analyze the socio-economic factors, power structures, and governance challenges influencing rural political landscapes. • Critically assess the multifaceted issues within urban politics in Maharashtra. • Examine the unique political dynamics of Mumbai,
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	<p>considering its status as a metropolitan city.</p> <ul style="list-style-type: none"> Analyze the political issues, power structures, and governance challenges specific to Mumbai. Evaluate Interplay Between Rural and Urban Politics: Locate the interconnectedness and interdependence of rural and urban political dynamics in Maharashtra.
Content Outline	<p>a. Patterns of Rural local Politics</p> <p>b. Issues in Urban Politics</p> <p>c. Politics in Mumbai</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Field Visit
2. Term Paper
3. Book Review
4. Unit Test

Reference

1. Palshikar Suhas and Rajeshwari Deshpande, 1999, Maharashtra: Electoral Politics and Structures of Domination, Pune, Dept. of Politics and Public Administration, University of Pune
2. Phadke Y. D., 1979, Politics and Language, Mumbai, Himalaya Publishing House. 15. Thakkar Usha and Kulkarni Mangesh, 1995, Politics in Maharashtra, Mumbai, Himalaya Publishing House
3. Jain V. Ashok, 1999, Political Process in Maharashtra, Mumbai, Sheth Publishers Pvt.Ltd.
4. Jayachandran Usha(eds.), 2014,
5. Human Development Report, Maharashtra 2012: Toward Inclusive Human Development, New Delhi, Sage.
6. Kamble Bal, 2015, Performance Of Scheduled Caste MLAs in Maharashtra Vidhan Sabha, Nanded, Anuradha Publication.
7. Lele Jayant, 1982, Elite Pluralism and Class Rule, Political Development in Maharashtra, Mumbai, Popular

Course Title	Local Government & Politics
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Explain the process of democratic local governance structures 2. To understand the evolution of the Structures of urban and Local Self Governance 3. Explore the actors and the process of local governance in India 4. Analyze the problems faced by local governance institutions in India

5. Understand the impact of Democratic decentralization

Module 1 : Local Governance, Local Democracy and Local Development: Overview of Approaches and Perspectives on Local Governance:

Learning outcome	<p>After going through the course, learners will be able to:</p> <ul style="list-style-type: none"> • Analyze the historical roots of local self-governance in India, emphasizing contributions from Tagore and Gandhi. • Classify urban and rural local government structures, identifying distinctive characteristics and functions. • Evaluate the impact of 73rd and 74th amendments on local governance structures, political empowerment, and community participation. • identify areas for improvement in the existing local governance framework. • Develop recommendations for enhancing the effectiveness, inclusivity, and sustainability of local self-governance structures.
Content Outline	<ul style="list-style-type: none"> • Historical origins of Local Self Governance in India: Contributions of Tagore and Gandhi • Classification of Urban and Rural Local Government: Types • Democratic decentralization : 73rd & 74th Amendment Act

Module 2 (Credit 1) Urban and Rural Local Self Government

Learning Outcome	<p>After going through the course, learners will be able to:</p> <ul style="list-style-type: none"> • Classify urban and rural local government structures in Maharashtra, considering historical, political, and administrative contexts. • Analyze their unique features • Critically analyze the electoral processes within urban and rural local government systems • Categorize major challenges faced by urban and rural local government systems in Maharashtra. • Assess the policy implications of the existing urban and rural local government structures, functions, and challenges and propose informed recommendations for policy reforms • Analyze the role of local governance in addressing caste-based inequalities and examine the role of local self-governance in promoting economic inclusivity and social justice. • Analyze the role of local governance in protecting tribal rights, preserving cultural heritage, addressing socio-economic challenges, gender-based disparities and promoting inclusivity. • Identify challenges and gaps in democratic decentralization concerning marginalized groups.
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Content Outline	<ul style="list-style-type: none"> ● Classification of Urban and Rural Local Government with specific reference to Maharashtra ● Elections, Structures, functions ● Major Challenges ● Democratic Decentralization and impact on the marginalized: Caste & gender
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Unit Tests
2. Book Reviews
3. Visit to Panchayat and BMC
4. Term papers
5. case studies

Reference

1. Parel, Ed. *Gandhi, freedom and Self Rule*, Vistaar Publication, New Delhi, 2002.
2. Chakrabarty, B. & Bhattacharya, M. Ed. *The Governance Discourse*. Oxford University Press, New Delhi, 1998.
3. *Inclusive Urban Planning State of the Urban Poor Report*, 2013, Ministry of Housing and Urban Poverty Alleviation, GoI, (New Delhi: OUP, 2014).
4. Rosenau, J & Czempiel, E. Ed. *Governance without Government: Order and Change in World Politics*. Cambridge University Press. Cambridge, 1992.
5. Mukherjee, J. Ed. *Sustainable Urbanization in India: Challenges and Opportunities*, Springer, Singapore, 2018.
6. Stewart J & Stoker, G. Ed. *Local Government in the 1990s, Government Beyond the Centre* (GBC) Series, Macmillan Press Ltd. London, 2005.
7. Sivaramakrishnan, K.C. *Power to the People? The Politics and Progress of Decentralisation*, Konark Publishers, New Delhi 2000.
8. Sivaramakrishnan, K.C. Ed. *People's Participation in Urban Governance*, Institute of Social Sciences, New Delhi, 2006.
9. Mandal, K.C. *Empowerment of Women and Panchayati Raj: Experiences from West Bengal*, Levant Books, Kolkata, 2010.
10. Bhattacharya, M. *Public Administration*. World Press, Calcutta. 1999.
11. Mathur, O. Ed. *India: The Challenge of Urban Governance*, National Institute of Public Finance & Policy, New Delhi, 1999.
12. Chaubey, P.K. *Urban Local Bodies in India: Governance with Self-Reliance*, IIPA, New Delhi, 2004.
13. Rao, PSN. *Urban Governance and Management*, IIPA and Kanishka Publication, New Delhi 2006.
14. Bardhan, P.K. & Mookherjee, D. *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, Cambridge & Mass: MIT Press, 2006.
15. Iyer, R. *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press, New Delhi, 2001.
16. Samaddar, R. Ed. *The Politics of Autonomy: Indian Experiences*, Sage. New Delhi 2005.

17. Samaddar, R. *From Popular Movements to Rebellion: The Naxalite Decade*, Routledge, New York. 2019.
18. Munshi, S. & Abraham, B.P. Ed. *Good Governance, Democratic Societies and Globalisation*, Sage, New Delhi. 2004.
19. Chhotray, V & Stoker, G. *Governance Theory: A Cross Disciplinary Approach*. Palgrave Macmillan. New York. 2009.

Major (Core)

	Party and Party System in India
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	Examine the various typologies political parties & party systems.
	<ul style="list-style-type: none"> ● Analyse the changing structure and social base of political parties in India
	<ul style="list-style-type: none"> ● Explain impact of Parties on the functioning of the government.

Module 1 (Credit 1) Political Parties: Evolution, Typologies, Role and Relevance	
	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> ● Evaluate diverse approaches to studying political parties, considering historical, sociological, and institutional perspectives. ● Analyze the theoretical frameworks that underpin the study of political parties and their evolution over time. ● Analyze the adaptive strategies of parties in response to evolving political landscapes and societal changes. ● Analyze the interplay between the party in the electorate, party in office, and party as an organization. ● Evaluate how these dynamics shape the behavior and effectiveness of political parties. ● Compare and contrast the characteristics, functions, and impact of different party types. ● Analyze emerging trends and unconventional party structures that go beyond traditional typologies. ● Evaluate the implications of new party forms on democratic governance and political representation. ● Identify challenges and shortcomings in existing party systems.

Content Outline	<ol style="list-style-type: none"> 1. Approaches to the study of Political Parties and Parties and Party System 2. Relevance of Political Parties in modern Democracies 3. Party in the electorate, party in office and party as organization 4. Party types: Cadre, Mass, Catch-all, Cartels and Beyond
Module 2 (Credit 1) Party System in India	
Learning Outcomes	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> ● Examine the transition from a single-party dominant system to a multi-party framework, understanding historical shifts, challenges, and impacts on governance. ● Critically assess the roles and influence of regional and state parties within the multi-party political landscape. ● Comprehend the dynamics of coalition politics, analyzing its formation, challenges, and consequences for effective governance. ● Assess the significance of party alliances in government formation, exploring their impact on policy-making and political stability.
Content Outline	<ul style="list-style-type: none"> ● From Single Party to Dominant to Multi-Party System ● Regional and State Parties ● Coalition Politics ● Party Alliances and Government Formation
Module 3 National & State Parties in India	
Learning Outcomes	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> ● Evaluate the historical origins of national and state political parties in India. ● Analyze the social bases that influence the formation and sustenance of these parties ● Analyze the formulation and implementation of party programs, ideologies, and policy agendas. ● Analyze the leadership structures within national and state parties, considering hierarchical, regional, and factional dimensions. ● Assess the impact of leadership dynamics on party cohesion, decision-making, and electoral strategies. ● Evaluate the electoral performance of national and state parties over time. ● Compare programmatic strategies among different national and state parties. ● Assess the extent to which these strategies align with societal needs, addressing issues such as development, governance, and social justice.

Content Outline	<ul style="list-style-type: none"> a. Origin b. Social Base c. Programmatic competition a. Leadership b. Electoral Performance
Module 4 (Credit 1) Parties & Elections in India	
Learning Outcome	<p>After going through the module the learner will be able to:</p> <ul style="list-style-type: none"> • Analyze the interplay of socio-cultural factors in shaping electoral choices and political preferences. • Analyze how these factors influence candidate selection, campaign dynamics, and voter intimidation. • Evaluate the need for electoral reforms to address issues such as funding, fairness, transparency, and representativeness and Evaluate their effectiveness
Content Outline	<ul style="list-style-type: none"> • Determinants of Voting Behaviour: Caste, Community, Class, Gender and Region • Money Power, Violence and the Electoral Process • Electoral Reforms, • Funding of Elections

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Case Study
2. Term paper
3. Book Reviews
4. Quiz on Current Developments
5. Presentations

Reference

1. Ware, A. *Political Parties and Party Systems*. Oxford University Press, 1996 pp. 1-13.
2. Eckstein, H. Political Parties, Party Systems, *International Encyclopaedia of the Social Sciences*, vol. 11, 1968, pp. 436—53
3. LaPalombara, J & Weiner, M. The Origin and Development of Political Parties in LaPalombara & Weiner. Ed. *Political Parties and Political Development*, Princeton UP. 1966, pp.3-42.
4. Ramon-Montero, J. & Gunther, R. Introduction: Reviewing and Reassessing Parties." in Ramon-Montero, J and Linz, J.J. Ed. *Political Parties: Old Concepts and New Challenges*, Oxford University Press, Oxford, UK. 2002. pp. 1-35.
5. Daalder. H. Parties: Denied, Dismissed, or Redundant? A Critique. in Ramon-Montero, J and Linz, J.J. Ed. *Political Parties: Old Concepts and New Challenges*, Oxford University Press, Oxford, UK. 2002, pp. 39-57.
6. Suri, K.C. Parties under Pressure: Political Parties in India since Independence.<<http://www.democracy-asia.org/qa/india/KC%20Suri.pdf>>
7. Sridharan, E & Ronald deSouza, P. "Introduction: The Evolution of Political Parties in India", in Sridharan, E & Ronald deSouza, P. Ed. *India's Political Parties*. Sage. New Delhi. 2006 pp. 15-36.
8. Hasan, Z. Political Parties in India in Jayal, N.G. & Mehta, P.B. Ed. *The Oxford Companion to Politics in India*, Oxford University Press, New Delhi, 2010.

9. Stoke, S Political Parties and Democracy, *Annual Review of Political Science*, 1999, 2:243-267.
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11. Martins, ECR. "History of Political Parties ", in Smelser, N. & Baltes, P. Ed. *International Encyclopedia of the Social & Behavioral Sciences*, Pergamon, Oxford, 2001 pp. 11687-11693. <http://dx.doi.org/10.1016/B0-08-043076-7/02746-7>
12. Wolinetz, S *Party systems and party system types*, in Katz, R.S. & Crotty, W. Ed. *Handbook of Party Politics*. Sage, London, pp. 51-62.
1. Mair, P. *Comparing party systems*, in LeDuc, L., Niemi, R & Norris, P. Ed. *Comparing Democracies 2: New challenges in the study of elections and voting*, Sage. London, 2002, pp. 88-107.
13. Mair, P. *Party System change* in Katz, R.S & Crotty, W. Ed. *Handbook of Party Politics*. Sage, London. 2006. pp. 63-73.
14. Kothari, R. The Congress 'System' in India. *Asian Survey*. 1964. 4 (12): 1161-1173.
15. Yadav, Y. & Palshikar, S. From Hegemony to Convergence: Party System and Electoral Politics in the Indian States, 1952-2002, *Journal of Indian School of Political Economy*, 2006. 15(1&2):.5-44.
16. Suri, K.C. Party System and Party Politics in India, ICSSR Research Surveys and Explorations in Political Science, Volume two, *Indian Democracy*, General editor AchinVanaik, OUP: New Delhi, 2013 pp. 209-52
17. Mair, P.. Party Systems, in Smelser, N.J. & Baltes, P.B. Ed. *International Encyclopedia of the Social & Behavioral Sciences*, Pergamon, Oxford, 2001 pp. 11106-11108. <http://dx.doi.org/10.1016/B0-08-043076-7/01192-X>.
18. Kitschelt, H. Party Systems in Boix, C. & Stokes,S. Ed. *The Oxford Handbook of Comparative Politics*. Oxford: Oxford University Press, 2007, pp. 522-554.
19. Ware, A. *Political Parties and Party Systems*.Oxford University Press, Oxford. 1996, pp. 257-316.
20. Jafferlot, C. *The Hindu Nationalist Movement In India*, Part I& II, Penguin India,New Delhi, 1996.
21. Kanchan, C. *Why Ethnic Parties Succeed?: Patronages and Ethnic Head Counts in India*, Cambridge University Press, Cambridge, 2004.
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24. Pai, S. *State Politics, New Dimension: Party System Liberalization and Politics of Identity*, Shipra, New Delhi 2000.
25. Sartori, G. *Parties and Party Systems: A framework for Analysis*, Cambridge University Press, Cambridge. 1976
26. DeSouza, P.R. & Sridharan, E. *India's Political Parties*, Sage, New Delhi, 2006
27. Sridharan, E. Electoral coalitions in 2004 General Elections. Theory and Evidence, *Economic and Political Weekly* 2004. 39 (51): 5418-25.
28. Chandra, K. Counting heads: a theory of voter and elite behavior in patronage democracies in Kitschelt, H & Wilkinson, S. Ed. *Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition*, Cambridge University Press, New York, 2007, pp. 84-140.
29. Sridharan, E. Coalition Politics and Democratic Deepening in India, Sridharan, E. Ed. *Coalition Politics and Democratic Consolidation in Asia*. Oxford University Press, New Delhi, 20-73.

30. Gunther, R. & Diamond, L. Species of Political Parties: A New Typology, *Party Politics*, 2003. 9 (2): 167-199
31. Katz, R.S. & Mair, P. Changing Models of Party Organization and Party Democracy: The Emergence of the Cartel Party, in *Party Politics* 1995. 1(1): 5-28.
32. Chhibber, P. Dynastic parties: Organization, finance and impact, *Party Politics*, 2013. 19(2): 277-295.
33. Arora, B. Federalisation of India's Party System, Mehra, A. Ed. *Parties and Party Systems*, Sage. New Delhi. 2003.
34. Kailash, K.K. Federal Calculations in State Level Coalition Governments, *India Review*, 2011. 10 (3): 246-282.

Major CORE

220912	Politics of Development in India
Course Credits	4
Course Outcomes	The student will be able to:
	<ol style="list-style-type: none"> 1. understands the complexities of the process of Development in India. 2. explain problems that emerge from the interaction of administration with politics and economics 3. analyze the process of development and challenges to it 4. arrive at possible solutions

1. Module 1 (Credit 1) Democracy and Development	
	<p>Student will be able to:</p> <ol style="list-style-type: none"> a. Demonstrate a comprehensive understanding of the historical context, socio-political dynamics, and economic imperatives driving land reforms, the New Agricultural Policy (NAP), and the Green Revolution. b. Analyze the diverse approaches, strategies, and policy instruments employed in implementing land reforms, NAP, and Green Revolution initiatives across different countries and regions. c. Evaluate the roles of various stakeholders, including governments, political actors, international organizations, and agribusiness corporations, in shaping the design, implementation, and outcomes of land reforms, NAP, and the Green Revolution. d. Critically assess the socio-economic, environmental, and political impacts of land reforms, NAP, and the Green Revolution on agricultural productivity, rural livelihoods, food

	security, income distribution, and environmental sustainability.
Content Outline	<ul style="list-style-type: none"> e. Politics of land reforms. f. New Agricultural Policy. g. Green Revolution and the Rise of agrarian power/capitalism.
2. Module 2 (Credit 1) Agriculture and the Institutional strategy	
	<ul style="list-style-type: none"> a. Understand the interconnectedness of land reforms, the New Agricultural Policy (NAP), and the Green Revolution in shaping agricultural development, socio-political landscapes, and economic structures. b. Analyze the roles of various actors, including governments, political entities, international organizations, and corporate interests, in influencing the design, implementation, and consequences of land reforms, NAP, and the Green Revolution. c. Evaluate the socio-economic, environmental, and political impacts of land reforms, NAP, and the Green Revolution on agricultural productivity, rural communities, income distribution, and the emergence of agrarian power structures and capitalist relations.
Content Outline	<ul style="list-style-type: none"> d. Politics of land reforms. e. New Agricultural Policy. f. Green Revolution and the Rise of agrarian power/capitalism
3. Module 3 Industrial Policy	
	<ul style="list-style-type: none"> a. Understand the political underpinnings and dynamics driving industrial policies, state interventions in business affairs, and the influence of business groups on policy-making processes. b. Analyze the interrelationships between the state and business sectors, considering their roles in labor management, import substitution strategies, nationalization efforts, and lobbying activities. <p>Evaluate the implications of political interactions between the state and business entities for economic development, social equity, democratic governance, and market competitiveness, taking into account historical contexts and contemporary challenges.</p>
Content Outline	<ol style="list-style-type: none"> 1. Politics of Industrial Policy. 2. State and Business: Labour, Import Substitution and Nationalisation. 3. Politics of business groups.

4. Module 4 (Credit 1) Economic Reforms in India	
Content Outline	c. Economic Reforms : Background, Scope and Content. d. Political Economy of Reforms. e. Economic Reforms, Democracy and Electoral Politics.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Case Study
2. Term paper
3. Book Reviews
4. Policy papers
5. Presentations

Readings

1. Amit Bhaduri and Deepak Nayar, *The Intelligent Person's Guide to Liberalisation* (New Delhi : Penguin, 1996).
2. Ashutosh Varshney, *Democracy, Development and the Countryside : Urban-Rural Struggles in India*, (Cambridge : Cambridge University Press, 1995).
3. Atul Kohli, 'Politics of Economic Liberalisation in India', *World Development* 17(3), 1989 : 305-28.
4. Atul Kohli, *The Politics of Economic Growth in India, 1980-2005: Part I-1980s*, *Economic and Political Weekly* XLI (13) April 1, 2006 :1251-68.
5. Atul Kohli, *The Politics of Economic Growth in India, 1980-2005 : Part II- The 1990s and Beyond*, *Economic and Political Weekly* XLI (14) April 8, 2006 :1361-70.
6. Atul Kohli, *The State and Poverty in India : The Politics of Reform* (Cambridge : Cambridge University Press, 1987).
7. Baldev Raj Nayar, *Globalisation and Nationalism : The Changing Balance in India's Economic Policy, 1950-2000* (New Delhi: Sage, 2001).
8. Baldev Raj Nayar, *India's Mixed Economy : The Role of Ideology and Interest in its Development* (Bombay : Popular Prakashan, 1989).
9. Baldev Raj Nayar, "Policy and Performance under Democratic Coalitions : India's United Front Government and Economic Reforms, 1996-98", *Journal of Commonwealth and Comparative Politics*, 37(2) July 1999 : 22-56.
10. Bimal Jalan (ed.), *Indian Economy : Problems and Prospects*, (New Delhi : Oxford, 1993).

**MA in Political Science (Part II)
SEMESTER III and IV**

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III					
310911	Theoretical Aspects of International Relations	Major (Core)	4	100	50	50
310912	India & the World	Major (Core)	4	100	50	50
310913	Comparative Politics	Major (Core)	4	100	50	50
	Major Core (Any One)					
310914	Social Movements in India	Major (Core)	2	50	0	50
310915	Political Participation and Representation	Major (Core)	2	50	0	50
310916	India' Foreign Policy: Strategic concerns	Major (Core)	2	50	0	50
	Major Elective (Any one)					
320911	Statistical & Quantitative Research Methods	Major (Elective)	4	100	50	50
320912	Peace & Conflict Resolution	Major (Elective)	4	100	50	50
350931	Research Project	RP	4	100	50	50
			22	550	250	300
	Semester IV					
410911	Issues in World Politics	Major (Core)	4	100	50	50
410912	Gender and Politics	Major (Core)	4	100	50	50
410913	Internship	Major (Core)	4	100	50	50
	Major Elective (Any One)					
420911	Environment & Politics	Major (Elective)	4	100	50	50
4209132	State Politics in India	Major (Elective)	4	100	50	50

450931	Research Project	RP	6	150	100	50
			22	550	300	250

Major (Core)

Course Title	Theoretical Aspects of International Relations Major (CORE)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Develop a comprehensive grasp of International Relations' evolution and theories, 2. explore and analyse the power dynamics at international level. 3. analyse with different perspectives on the organization of the international political system. 4. acquire skills and critical thinking, equipping them for careers or further study in international affairs, diplomacy, and policy analysis.

Module 1 : Evolution of the discipline	
Learning Outcomes	<p>After doing this module learner will be able to :</p> <ol style="list-style-type: none"> 1. Understand the historical development of International Relations (IR) as a discipline. 2. Evaluate the role and significance of theory in IR, recognizing its impact on understanding global phenomena. 3. Identify and analyze the different units and levels of analysis used in IR to examine international issues. 4. Explore various international practices such as power dynamics, security concerns, trade relations, financial interactions, and knowledge exchange.
Course Outline	<p>a. International Relations: History, Evolution and Development b. Role and significance of theory in IR c. Units and levels of Analysis d. International Practices: Power & Security, Trade and Finance , Knowledge</p>
Module : 2 Realism vs Idealism: Debate and Critique	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Examine the foundational theories of realism and idealism in IR, including contributions from Thucydides, Machiavelli, Hobbes, Kautilya, Kant, and Woodrow Wilson.

	<ol style="list-style-type: none"> 2. Compare and contrast the principles of realism and idealism, understanding their implications for global politics. 3. Analyze different strands of realism, including structural realism, defensive/offensive realism, and the European school of thought. 4. Evaluate liberal perspectives in IR, including neoliberal institutionalism, democratic peace theory, and the role of international law and institutions in promoting cooperation.
Course Outline	<ol style="list-style-type: none"> a. Realism (Thucydides, Machiavelli, Hobbes, Kautilya, structural realism, defensive/offensive realism, European school of thought, English School, Neorealism) b. Liberalism (Kant, Woodrow Wilson, interdependence, neoliberal institutionalism, commercial liberalism, democratic peace theory, international law, regimes, world public opinion).
Module 3 Alternative Approaches to IR	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. assess alternative approaches to IR, including critical theories, dependency theory, constructivism, postmodernist theories, and feminist theories. 2. Understand how critical theories challenge traditional perspectives and emphasize power relations, inequality, and social justice. 3. Analyze the role of dependency theory in explaining global economic disparities and North-South relations. 4. Explore the impact of constructivism on understanding identities, norms, and ideas in international politics. 5. Evaluate feminist perspectives on IR, recognizing the contributions of feminist scholars 6. Examine the geopolitical theories of Alfred Mahan and Mackinder, understanding their influence on strategic thinking and statecraft. 7. Analyze contemporary geopolitics in the 21st century, with a focus on regional dynamics and India's geopolitical challenges and opportunities.
Course Outline	<ol style="list-style-type: none"> a. Critical Theories b. Dependency Theory c. Constructivism in IR d. Postmodernist Theories e. Feminist theories <p>Theories of Geopolitics</p> <ol style="list-style-type: none"> a. Alfred Mahan b. Mackinder c. Geopolitics in 21st century (with reference to India)

Module 4 International & Regional Organisation: Role & Relevance	
Learning Outcomes	<p>After doing this module learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the role and functions of key international organizations such as the United Nations (UN), European Union (EU), Association of Southeast Asian Nations (ASEAN), and BRICS (Brazil, Russia, India, China, South Africa). 2. Evaluate the relevance of these organizations in addressing global challenges such as peacekeeping, economic development, human rights, and environmental sustainability. 3. Analyze the strengths and weaknesses of international and regional organizations in promoting cooperation and resolving conflicts. 4. Explore India's engagement with regional organizations and its role in shaping regional and global governance structures.
Course Outline	<ol style="list-style-type: none"> a. UN b. European Union c. ASEAN d. BRICS

Assignments

1. Historical Analysis Paper for evolution of the Discipline
2. Theorist Profile of any of the Theorists of IR included in the course
3. Case Study of Regional organization and issues before them
4. Term paper discussing feminist perspectives on a specific aspect of international relations
5. Country Engagement Report with reference to SAARCH BIMSTEC
6. Unit Tests

Reference

1. Waltz, Kenneth. 'Laws and Theories' in Keohane, Robert (ed) Neorealism and Its Critics, ch. 2, 1985
2. Kaplan. Morton A. 'The New Great Debate: Traditionalism Vs. Science in International Relations.' World Politics 19 (1), pp. 1-20, 1966.
3. Singer, J. David. 'The Level-of-Analysis Problem in International Relations,' World Politics 14, no. 01 (Oct), pp.77-92, 1961
4. Hans. J Morgenthau. Politics Among Nations, ch. 1, Mc Graw Hill, 1985
5. Keohane. Robert O. 'Political Science As a Vocation' in Political Science & Politics 42 (02), pp. 359-363, Columbia University, 2009,
6. Keohane, Robert. 'Theory of World Politics,' in Keohane, Neorealism and Its Critics, Columbia University Press, 1967.

7. Kurki, Milja. 'Causes of a Divided Discipline: Rethinking the Concept of Cause in International Relations Theory' in *Review of International Studies* 32 (2), pp.189–216, 2006.
8. Mackinder, Halford J. 'The Geographical Pivot of History' *The Geographical Journal* 23 (4), pp. 421–437, 1904.
9. Singer, J. David. 'The Level-of-Analysis Problem in International Relations.' *World Politics* 14 (1), pp. 77–92, 1961.
10. Sjöberg, Laura. 'Gender, Structure, and War: What Waltz Couldn't See.' *International Theory* 4 (1), pp: 1–38, 2012..
11. Tickner, Ann J. 'You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists.' *International Studies Quarterly* 41 (4), pp. 611–632, 1997.
12. Cynthia, Weber. 'Good Girls, Little Girls, and Bad Girls: Male Paranoia in Robert Keohane's Critique of Feminist International Relations.' *Millennium* 23 (2), pp. 337–349, 1994.
13. Wilcox, Lauren. 'Gendering the Cult of the Offensive.' *Security Studies* 18 (2), pp. 214–240, 2009.
14. Doyle, Michael W. 'Liberalism and World Politics.' *American Political Science Review* 80 (4), p.1151–1169, 1986.
15. Buzan, Barry, 'From International System To International Society: Structural Realism and Regime Theory Meet the English School.' *International Organization* 47 (3), p.327–352. 1993.
16. Hemmer, Christopher and Katzenstein, Peter J 'Why is There no NATO in Asia? Collective Identity, Regionalism, and the Origins of Multilateralism.' *International Organization* 56 (3), pp.575–607, 2002.
17. Koremenos, Barbara, Lipson, Charles and Snidal, Duncan 'The Rational Design of International Institutions.' *International Organization* 55 (4), pp. 761–799, 2001.
18. Mearsheimer, John J. 'The False Promise of International Institutions.' *International Security* 19 (3), pp.5–49, 1994.
19. Simmons Beth A. 'International Law and State Behaviour: Commitment and Compliance in International Monetary Affairs.' *American Political Science Review* 94 (4), pp. 819–835, 2000.
20. Zang, Zhiyuan 'Thinking Outside the Box: Globalization, Labor Rights, and the Making of Preferential Trade Agreements.' *International Studies Quarterly*, 2020.
21. Baele, Stephane J. and Bettiza, Gregorio "Turning' Everywhere in IR: On the Sociological Underpinnings of the Field's Proliferating Turns.' *International Theory*, pp.1–27, 2020.
22. Hutchings, Kimberly. 'Decolonizing Global Ethics: Thinking with the Pluriverse.' *Ethics & International Affairs* 33 (2), pp. 115–125, 2019.
23. Barnes, B. 'Practice as collective action', in T.R. Schatzki, K. Knorr Cetina and E. von Savigny (eds), *The Practice Turn in Contemporary Theory*, New York: Routledge, 2000, pp. 17–28.
24. Lake, Powell, R., *Strategic Choice and International Relations*, Princeton, Princeton University Press, NJ, 1999.
25. Williams, M.C. (2007), *Culture and Security: Symbolic Power and the Politics of International Security*, New York: Routledge, 2007.

Major (CORE)

Course Title	India & the World Major (CORE)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. The student is able to understand India's relationship with both her neighbors and larger international powers and the
	2. various strategic concerns that inform her foreign policy.
	3. Explain how India balances global concern with her national interest.

Module 1 : Nature of India's Foreign Policy and Diplomacy	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the evolution, principles, and scope of International Relations, tracing its historical development and theoretical foundations. 2. Evaluate the geopolitical importance of India, understanding how domestic compulsions and external determinants shape India's foreign policy decisions. 3. Assess India's policy of non-alignment and its evolution in response to changing global dynamics.
Course Outline	<ol style="list-style-type: none"> a. Evolution, Principles, Meaning, Scope b. Geopolitical importance of India, Domestic Compulsions & External Determinants shaping India's Foreign Policy c. Non – alignment and beyond d. Post-Cold War Shifts in India's Foreign policy and the impact of Globalisation.
Module : 2 . India and her Neighbours	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Investigate India's relations with key neighbors such as China, Pakistan, Sri Lanka, Bangladesh, Bhutan, and Nepal, analyzing historical contexts, current challenges, and future prospects for cooperation or conflict.
Course Outline	<ol style="list-style-type: none"> a. India – China Relations b. India – Pakistan Relations c. India – Sri Lanka Relations d. India's Relations with Bangladesh, Bhutan and Nepal

Module 3 . India's Relations with the 'Big Powers', the 'Third World' & United Nations: Key Components. (ANY ONE FROM EACH GROUP)	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Analyze India's relations with major powers such as the United States or the former Soviet Union, or explore its engagement with regions like Southeast Asia or Africa, assessing strategic interests, diplomatic initiatives, and economic cooperation. 2. Examine India's role in the United Nations, including its participation in peacekeeping missions, advocacy for New International Economic Order (NIEO), and efforts toward UN reform, particularly in addressing issues like climate change.
Course Outline	<p>I a. India- US Relations OR b. India-USSR Relations II a. India- South-East Asia OR a. India-Africa</p> <p>India and United Nations. NIEO b. UN Reforms c. India and Peacekeeping missions d. Climate Change</p>
Module 4: Regional Organisations	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate India's foreign economic policy, including trade relations, investment strategies, and initiatives to enhance economic cooperation with other countries and regions. 2. Analyze India's engagement in multilateral economic institutions such as the World Trade Organization (WTO), International Monetary Fund (IMF), and World Bank (WB), as well as regional economic groupings like ASEAN, APEC, BRICS, and BIMSTEC, assessing India's role and contributions to regional and global economic governance
Course Outline	<ol style="list-style-type: none"> a. Patterns of organisation: Economic, Cultural, Strategic, Regional b. Role played in International Relations c. Importance of Regional Organizations

Assignments:

1. Historical Analysis Paper (Module 1):
2. Paper analyzing the evolution, principles, and scope of India's foreign policy, tracing its historical development and theoretical foundations.
3. Neighborly Relations Analysis (Module 2): India's relations with one key neighbor (e.g., India-Pakistan Relations),
4. Case Study of India-US Relations (Module 3)
5. UN Engagement Analysis (Module 3) focusing on its participation in peacekeeping missions, advocacy for New International Economic Order (NIEO), and efforts toward UN reform, particularly in addressing issues like climate change.
6. Multilateral Economic Institution Assessment (Module 4):

References:

1. Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*. Harper Perennial.
2. Raghavan, S. (2011). *The International Relations of India*. Oxford University Press.
3. Kumar, S. (Ed.). (2014). *The Indian Ocean: A Maritime Perspective*. Knowledge World.
4. Mohan, C. R. (2018). India and the World: New Perspectives on Global Order. *Journal of Strategic Studies*, 41(6), 811-826.
5. Tongia, R., & Shidore, S. (2019). India's Energy Security: Challenges and Opportunities in the 21st Century. *Strategic Analysis*, 43(4), 321-335. Amardeep Athwal, *China - India Relations – Contemporary Dynamics*, Routledge, New York, 2008.
6. Appadorai and M. S. Rajan, *India's Foreign Policy and Relations*, AP, South Asian Publishers, New Delhi, 1998
7. Bajpai K. and Pant, H.V., *Indian Foreign Policy ± A Reader*, Oxford University Press, New Delhi, 2013.
8. Bose, Sugata and Jalal, Ayesha, *Modern South Asia : History, Culture, Political Economy*, Oxford University Press, New Delhi, 2004.
9. C Rajamohan,, *Crossing the Rubicon: The Shaping of India's New Foreign Policy*, Penguin, New Delhi, 2005
10. C. Raja Mohan, *Modi's World: Expanding India's Sphere of Influence*, Harper Collins, New Delhi, 2015.
11. D. Barker and J. Mander, *Invisible Government: The WTO Global Government for the Millennium*, San Francisco, International Forum on Globalisation, 1996.
12. D. Malone and C. Raja Mohan and S. Raghavan, *The Oxford Handbook of Indian Foreign Policy*, , Oxford University Press. London, 2015.
13. Dixit, Jyotindra Nath. *India's Foreign Policy and Its Neighbours*, Gyan Publishing House, New Delhi, 2001.
14. Ganguly, Sumit, *Indian Defence Policy*, in Nirja Gopal Jayal and Pratap Bhanu Mehta eds., *The Oxford Companion to Politics in India*, New Delhi, OUP, 2010.
15. Ganguly, Sumit,. eds. *India's Foreign Policy Retrospect and Prospect*, Oxford University Press, New Delhi, 2010.
16. Gupta, V., Kumar, S., Chandra, V. *India & its Neighbourhood*. New Delhi, Institute for Defence Studies and Analyses, New Delhi, 2008.
17. H.W. Brands, *India and the United States: The Cold Peace*, Twayne Publishers, Boston, 1990.
18. Harrison, Selig S. and Subrahmanyam, K.. eds. *Superpower Rivalry in the Indian Ocean: Indian and American Perspectives*. Oxford University Press, New York, 1989.

19. Harshe Rajen, and Seethi, K.M. eds., Engaging with the world:Critical Reflections on India's Foreign Policy, Orient Longman, New Delhi,
20. J. Bandyopadhyaya, The Making of India's Foreign Policy:determinants, institutions, processes, and personalities. Allied Publishers,New Delhi,1970.
21. Kapur, Ashok and Wilsen, A. J. Foreign Policy of India and her Neighbors. Macmillan Press,Houndmills, 1996.
22. Kapur, Ashok, Pokhran and Beyond: India's Nuclear Behavior. Oxford University Press, New Delhi, 2001.
23. Karnad, B. Nuclear Weapons & Indian Security. Macmillan, New Delhi,2002.
24. Mohan, C. Raja., Modi's World: Expanding India's Sphere of Influence. HarperCollins Publishers India, Delhi, 2016.
25. Nawaz B Mody, and B.N. Mehrish eds., India's Role in the United Nations, Allied Publishers Ltd, Delhi, 1995.
26. Nivedita Majumdar, The Other side of Terror: An Anthology of writings on terrorism in South Asia, OUP, New Delhi,2009.
27. Orton, A. India's Borderland Disputes: China, Pakistan, Bangladesh and Nepal. Epitome Books, New Delhi, 2010.
28. Pant, Harsh V. New Directions in India's Foreign Policy: Theory and Praxis, Cambridge University Press,2018

Major (CORE)

Course Title	Comparative Politics- Major (CORE)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to

Module 1 : The Study of Comparative Politics: Its Nature and Development	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the historical development of the discipline of comparative politics, tracing its origins and key milestones. 2. Differentiate between traditional and modern approaches to comparative politics, recognizing shifts in methodologies, theories, and research paradigms. 3. Explore various approaches to comparative politics, including institutional, structural-functional, political economy, new institutionalism, and feminist perspectives, understanding their analytical frameworks and contributions to the field.
Course Outline	<p>Origins and Development of Comparative Politics</p> <ol style="list-style-type: none"> a. Comparative Politics as a Method and an Area of Enquiry; the rationale for studying Comparative Politics and its role in understanding politics and political behaviour;

	<p>b. Distinction between Traditional and Modern Comparative Politics</p> <p>Approaches to Comparative Politics</p> <p>a. Institutional</p> <p>b. Structural Functional</p> <p>c. Political Economy</p> <p>d. New Institutional</p> <p>e. Feminist.</p>
Module : 2 Political Culture and Political Socialization	
Learning Outcomes	<p>After completing the module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define and classify different types of political culture, including parochial, subject, and participative, and analyze their impact on political behaviour and institutions. 2. Examine political orientation and its role in shaping individuals' attitudes, values, and behaviours towards politics and governance. 3. Investigate the process of political socialization, identifying key agents and their influence on individuals' political beliefs, attitudes, and participation.
Course Outline	<ol style="list-style-type: none"> a. Meaning and Types of Political Culture: Parochial, Subject, Participative, political culture and democracy, shortcomings of political culture studies. b. Political Orientation c. Political Socialization: Agents and their role, post-material value changes; shortcomings of political culture studies.
Module 3 . Political Parties, Representation and Interest Groups	
Learning Outcomes	<p>After completing the module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the determinants and functions of political parties, including their role in mobilizing voters, articulating interests, and structuring political competition. 2. Overview theories of representation, including sociological theories and accountability and authorization theories, understanding how they inform our understanding of democratic governance and political legitimacy. 3. Examine electoral systems and their impact on representation, assessing how different electoral systems influence party competition, voter behavior, and government formation. 4. Identify and analyze problems of representation, such as electoral malpractice, minority representation, and the disconnect between elected officials and constituents

Course Outline	<p>a. Political Parties and Party Systems</p> <p>c. Elections, Electoral Systems and Representation</p> <p>problems of Representation</p> <p>Interest Groups and their Role in Politics</p>
Module 4 Political Modernisation and Democracy	
Learning Outcomes	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. understand the concept of political modernization, exploring various perspectives and critiques associated with it. 2. Gain insights into democracy and democratization, comprehending the attributes and institutionalization of democracy, along with the phases and nature of democratization processes. 3. Analyze the causes behind the breakdown of democracy and the emergence of authoritarian regimes, considering factors such as socio-economic conditions and political institutions.
Course Outline	<ol style="list-style-type: none"> a. What is political modernisation; perspectives on and critique of political modernisation; notion of modernity and its attributes, its critique, b. Understanding Democracy and Democratisation: Attributes and institutionalisation of Democracy; Nature and phases of democratisation; Causes of breakdown of democracy and rise of authoritarian regimes.

Assignments:

1. Historical Development Essay(Module 1)
2. Paper on Comparative Approaches Analysis: (Module 2)
3. Presentation Political Culture and Socialization (Module 3)
4. a case study analyzing the determinants and functions of political parties
5. Critique paper on Modernization

References

1. Caramani, Daniele, Comparative Politics, OUP, New Delhi.
2. 3.Carnoy, Martin, The State and Political Theory, Princeton University Press, Princeton, 2016 (1984)
3. 4.Chilcote, Ronald, Comparative Politics: The Search for a Paradigm Reconsidered, Westview, Boulder (Second Edition), 1994.
4. .Ellsworth, John and Stannke, Arthur, Politics and Political Systems, New York, McGraw Hill, 1976.
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9. Lipson, Leslie, The Great Issues of Political Science: An Introduction to Political Science, New Delhi, Prentice Hall of India, 1996.
10. O'Neil Patrick, Essentials of Comparative Politics, New York, Norton & Co., 2004
11. Giovanni Sartori, Parties and Party System: A Framework for Analysis, Cambridge

- University Press, Cambridge, 1976.
12. Peter Mair, Party System Change: Approaches and Interpretations, Clarendon Press, OUP, 1997
 13. Theda Skocpol, States and Social Revolutions: A Comparative Analysis of France, Russia and China, Cambridge, Cambridge University Press, 1979.
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 15. Huntington, Samuel (1993), The Third Wave: Democratization in the Late Twentieth Century. Norman: University of Oklahoma Press, pp. 3-30.
 16. Kamrava, Mehran. 1996. Understanding Comparative Politics: A Framework for Analysis. London, New York: Routledge.
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 19. Osborn, Peter. 1992. "Modernity is a Qualitative, not a Chronological Concept", New Left Review, March-April. 20.
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 21. David Held, Models of Democracy, 2nd Edition, USA: Stanford University Press, 1996
 22. Ian Shapiro, The State of Democratic Theory, Princeton: Princeton University Press, 2003

Elective (Any one) :Social Movements in India/ Representation and Elections / India' Foreign Policy: Strategic concerns

Major CORE

Course Title	SOCIAL MOVEMENTS IN INDIA Major (CORE)
Course Credits	2
Course Outcomes•	<p>The student will be able to</p> <ol style="list-style-type: none"> 1. analyse and explore the interlinkages between social movements and politics in India. 2. Learners will understand various types of social movements, their origin and the challenges they face in the context of social reality. 3. They will learn to critically appreciate the importance of social movements in politics

Module 1 : . Social Movements as a Framework of understanding Indian Politics

Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Define the meaning and nature of social movements, recognizing their significance as agents of social change and political transformation. 2. Differentiate between old and new social movements, understanding how they emerge, evolve, and interact with broader sociopolitical contexts. 3. Analyze the interlinkages between social movements and politics, examining how movements influence political agendas, institutions, and policies. 4. Explore theories of social movements, including resource mobilization theory, structural strain theory, and new social movement theory, to understand the dynamics of mobilization, organization, and impact. 5. Evaluate the relationship between social movements, the state, and civil society, examining the role of each actor in shaping the trajectory and outcomes of movement activism.
Course Outline	<ol style="list-style-type: none"> a. Meaning and Nature of Social Movements b. Social Movements: Old and New c. Interlinkages between social movements and politics d. Theories of Movements: Resource Mobilization theory, Structural Strain theory, New Social Movement <u>theory</u> e. Social movement, state and civil society : Relationship
Module : 2 Social Movements in India	
	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Examine various social movements in India, including peasant movements, working-class movements, Dalit movements, tribal movements, women's movements, and environmental movements. 2. Analyze the historical context, grievances, goals, and strategies of each type of social movement, understanding their impact on Indian society, politics, and governance. 3. Assess the challenges and opportunities faced by social movements in India, considering factors such as state repression, co-optation, internal divisions, and alliances with other social and political actors. 4. Explore the role of social movements in addressing issues of social justice, equality, and environmental sustainability, and their contributions to democratization and participatory governance in India.

Course Outline	<ul style="list-style-type: none"> a. Peasant Movements b. Working Class Movements c. Dalit Movements d. Tribal Movements e. Women's Movement f. Environment Movements
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Assignments

1. Essay defining the meaning and nature of social movements (Module 1)
2. Comparative Analysis f Type of Social Movement (Module 2)
3. Social Movements Case Studies and Presentation
4. Perspectives Paper on theories of social movements
5. Interview with leaders of Social movement

Suggested Reading

1. Mukhopadhyay Amit, Social Movements in India, Pearson, New Delhi, 2012.
2. Omvedt Gail, Reinventing Revolution, New Social Movements and the Socialist Tradition in India, Sharpe, 1993.
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13. Singh Rajendra, Social Movements, Old and New: A Post-Modernist Critique Sage, 2001
14. Ray Raka, and Mary F. Katzenstein, ed. Social Movements in India: Poverty, Power and Politics, USA: Rowman & Littlefield Publishers, 2005.
15. Ray Raka, Fields of Protest: Women's Movements in India, Minneapolis: University of Minnesota Press, 1999.
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17. Deshpande, S.. Contemporary Social Movements in India: Theory and Practice. Economic and Political Weekly, 37(41), 4155-4161. (2002)
18. Chatterjee, P. (1994). The Nation and Its Fragments: Colonial and Postcolonial Histories. Princeton University Press.

Major CORE

Course Title	Representation & Elections in India Major (CORE)
Course Credits	2
Course Outcomes•	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. have a comprehensive understanding of representation in political systems, electoral processes, 2. Explain the challenges associated with ensuring fair and effective representation. 3. Apply the knowledge to better electoral management

Module 1 : Models and Problems of Representation	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Define representation and provide an overview of the debates surrounding the concept, including questions of legitimacy, accountability, and inclusivity. 2. Analyze different models of representation, such as trustee representation, delegate representation, and descriptive representation, understanding their implications for democratic governance. 3. Examine the issue of minority representation, including the challenges faced by minority groups in accessing political power and the strategies for enhancing their representation within political institutions.
Course Outline	<ol style="list-style-type: none"> a. Representation: Meaning, An overview of Debates b. Models of Representation c. Minority Representation
Module 2 : Election & Electoral Management	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the role of elections as instruments of democracy, exploring their significance in legitimizing political authority, ensuring popular participation, and facilitating peaceful political transitions. 2. Analyze the relationship between elections and representation, assessing how electoral systems and mechanisms influence the representation of diverse interests and perspectives within political institutions. 3. Evaluate different electoral systems, including plurality/majority systems, proportional representation systems, and mixed-member systems, understanding their strengths, weaknesses, and implications for political representation.

	<p>4. Examine electoral mechanisms and election management practices with reference to India, including voter registration, polling procedures, vote counting, and the role of electoral management bodies.</p> <p>5. Explore issues related to campaign finance, the code of conduct, and the media's role in elections, considering their impact on electoral integrity, fairness, and the representation of diverse voices in the political process.</p>
Course Outline	<p>a. Elections as instruments of Democracy</p> <p>b. Elections and Representation</p> <p>c. Electoral Systems</p> <p>d. Electoral Mechanism and Election Management with reference to India</p> <p>e. Campaign Finance, Code of Conduct and Media in Elections</p>

Assignments

1. Essay on Representation Debates
2. Comparative Analysis of Models of Representation
3. Case Study of Minority Representation

References

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4. Achen, C. H., & Bartels, L. M. (2017). Democracy for Realists: Why Elections Do Not Produce Responsive Government. Princeton University Press.
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4. Olson, M. (2009). The Logic of Collective Action: Public Goods and the Theory of Groups. Harvard University Press.
5. Held, D. (2006). Models of Democracy. Stanford University Press.
6. Pitkin, H. F. (1967). The Concept of Representation. University of California Press.
7. Poguntke, T., & Roßteutscher, S. (Eds.). (2007). Theories of Political Representation and Democratic Legitimacy: Normative and Empirical Perspectives. Routledge.
8. Shugart, M. S., & Taagepera, R. (2017). Electoral Systems and Political Context: How Effects of Rules Vary Across New and Established Democracies. Oxford University Press.
9. LeDuc, L., Niemi, R. G., & Norris, P. (Eds.). (2002). Comparing Democracies 4: Elections and Voting in the 21st Century. Sage Publications.
10. Farrell, D. M. (2011). Electoral Systems: A Comparative Introduction. Palgrave Macmillan.
11. Brader, T. (2006). Campaigning for Hearts and Minds: How Emotional Appeals in Political Ads Work. University of Chicago Press.

12. Cheibub, J. A., Limongi, F., & Przeworski, A. (Eds.). (2009). *The Handbook of Electoral System Choice*. Palgrave Macmillan.
13. Norris, P. (2004). *Electoral Engineering: Voting Rules and Political Behavior*. Cambridge University Press.

Major CORE

Course Title	India's Foreign Policy: Strategic Concerns Major (CORE)
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand the historical legacies, key actors, and principal phases of Indian foreign policy. 2. Analyze India's strategic concerns at global and regional levels, including its engagement with regionalism beyond SAARC, nuclear policy, environmental policy focusing on climate change, and energy security strategies. 3. Evaluate India's engagement with regional and global issues, assessing its policies and strategies in areas such as regional cooperation, nuclear deterrence, environmental sustainability, and energy security.
Module 1 . Making of Indian Foreign Policy	
Learning outcome	<ol style="list-style-type: none"> 1. Understand the historical legacies and key actors involved in the formulation and implementation of Indian foreign policy. 2. Analyze the principal phases of Indian foreign policy, including the pre-independence era, non-alignment during the Cold War, and the transition to neoliberalism in the post-Cold War period. 3. Evaluate the factors driving the transition from Nehruvianism to neoliberalism in Indian foreign policy, considering changes in global politics, economic priorities, and security challenges.
Course Outline	<ol style="list-style-type: none"> a. Legacies and Actors b. Principal Phases of Indian Foreign Policy c. Transition from Nehruvianism to Neoliberalism
Module : 2 India's Strategic concerns at global and regional level	
Learning Outcomes	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Examine India's engagement with regionalism beyond SAARC (South Asian Association for Regional Cooperation), exploring its strategic interests, challenges, and opportunities in regional cooperation. 2. Analyze India's nuclear policy, understanding its historical development, strategic rationale, and implications for regional and global security dynamics. 3. Evaluate India's environmental policy, particularly its approach to addressing climate change and promoting

	<p>sustainable development.</p> <p>4. Assess India's energy security concerns, analyzing its energy policies, diversification strategies, and efforts to enhance energy cooperation at the regional and international levels.</p>
Course Outline	<p>a. Regionalism beyond SAARC</p> <p>b. India's Nuclear Policy</p> <p>c. India's Environmental Policy: Climate Change,</p> <p>d. India's Energy Security</p>

Assignments:

1. Presentation on Historical Legacies and Key Actors(Module 1)
2. Term paper on Principal Phases of Indian Foreign Policy (Module 2)
3. Presentation on India's engagement with regionalism beyond SAARC,
4. Report on India's Environmental and Energy Policies

References

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8. Imtiaz Ahmed (ed.), Indian Foreign Policy(Delhi , Vikas Publishing House, 1993).
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10. J.N. Dixit, Indian Foreign Policy, 1947-2003 (New Delhi, D. K. Publications, 2003).
11. Kanti Bajpai, India and the world, in Nirja Gopal Jayal and Pratap Bhanu Mehta (eds.), The Oxford Companion to Politics in India, OUP, 2010.
12. Kanti P. Bajpai and Amitabh Mattoo eds., Securing India: Strategic Thought and Practice, (New Delhi, Manohar Publishers, 1996).
13. Muchkund Dubey, India's Foreign Policy: Coping with the Changing World (Pearson, 2012)
14. R. S. Yadav, Bhartiya Videsh Niti (Hindi Edition).
15. Sumit Ganguly, Indian Foreign Policy (Oxford India Short Introductions Series, 2015).
16. Sunil Khilnani, Rajiv Kumar, Pratap Bhanu Mehta et al, NONALIGNMENT 2.0: A Foreign and Strategic Policy for India in the Twenty First Century, New Delhi, 2012
17. V. P. Dutt, India's Foreign Policy (New Delhi, Vikas, 1984).
18. Pant, H. V. (2021). India's China Challenge: A Journey through China's Rise and What It Means for India. Bloomsbury Publishing.
19. Joshi, S., & Pant, H. V. (Eds.). (2020). New Directions in India's Foreign Policy: Theory and

Praxis. Routledge.

20. Singh, S. (2020). The Modi Doctrine: New Paradigms in India's Foreign Policy. Bloomsbury Publishing.
21. Ganguly, S., & Chacko, P. (Eds.). (2019). India's Foreign Policy: Coping with the Changing World. Oxford University Press.
22. Menon, S. (2019). Choices: Inside the Making of India's Foreign Policy. Penguin Random House India.

Major Core (Any one) Statistical & Quantitative Research / Peace & Conflict Resolution

MAJOR ELECTIVE

Course Title	Statistical & Quantitative Research Methods- Major Core
Course Credits	4
Course Outcomes	<ol style="list-style-type: none">1. The students will be able to comprehend and interpret graphs and summary statistics presented in academic papers, reports and studies.2. The students will be able to identify which estimates of central tendency (mean, median, mode) would be applied to solve a particular empirical problem.3. The students will be able to recognize the various measures of dispersion and their applicability to solve different empirical problems.4. The students will be able to distinguish between the concepts of correlation and regression and their application in various research settings.5. The students will be able to navigate the software packages like Excel and SPSS for their own for empirical analysis.6. The students will be able use statistical tools to conduct empirical research in the area education.

Module 1 : Quantitative Research Methods

	<p>Student will learn</p> <ol style="list-style-type: none"> 1. Various methods of sampling 2. Designing a survey, preparing questionnaire 3. Conducting Experiments
Course Outline	<ol style="list-style-type: none"> a. Quantitative, qualitative and mixed methods approach b. Longitudinal, cross- sectional and trend studies c. Experimental/ quasi- experimental methods d. Designing a survey questionnaire
Module 2 Introduction to Statistics	
	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Explain the epistemological and ontological underpinnings of quantitative, qualitative and mixed methods, 2. reasons as to why one should choose quantitative or qualitative approach and 3. evaluate typical scenarios where the two approaches are combined, so as to give students a rounded understanding of research methods.
Course Outline	<ol style="list-style-type: none"> a. Basic descriptive statistics b. Charts and graphs c. Measures of central tendency d. Measures of dispersion e. Introduction to related data sets and handling data
Module 3 Probability Distribution	
	<p>Students will learn:</p> <ol style="list-style-type: none"> 1. descriptive statistics viz. types of variables, frequency distribution, and graphical representation of data, measures of central tendency and measures of dispersion. 2. Excel and SPSS 3. Use of data sets that are available in India for education
Course Outline	<ol style="list-style-type: none"> a. Probability distribution for discrete and continuous variables b. The normal probability distribution c. Sampling distribution d. Sampling distribution of sample means
Module 4: Statistical Inferences, Anova ,Correlation & Regression	
	<p>Students will learn to:</p> <ol style="list-style-type: none"> 1. sample data to estimate population parameters. 2. Use of point versus interval estimate and 3. significance tests for means and proportions and 4. decisions and types of errors that typically arise in

	<p>hypotheses tests.</p> <p>5. bivariate regression and multivariate regression and</p> <p>6. advanced statistical techniques.</p> <p>7. basic concepts of regression analysis.</p>
Course outline	<p>a. Point estimate, Confidence intervals</p> <p>b. Significance test, Elements of a significance test</p> <p>c. t- distribution, Chi- squared test of inference for categorical variables</p> <p>d. ANOVA,</p> <p>e. Correlation and covariance, Linear relationships</p> <p>f. SPSS</p>

Assignment

1. Essay/ paper on Sampling Methods
2. Report on Descriptive Statistics
3. Probability Distribution Exercises
4. Analysis of Significance Tests
5. Correlation Regression Analysis

MAJOR ELECTIVE

Course Title	PEACE & CONFLICT RESOLUTION (MAJOR ELECTIVE)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to</p> <hr/> <p>This course with its significant global and international thrust will:</p> <ul style="list-style-type: none"> • broaden the knowledge and understanding of the peace • Train them about ways of resolving and managing conflicts

Module 1 : .Peace & Peace Studies: Introduction	
Learning Outcome	<ol style="list-style-type: none"> 1. Define the meaning and scope of Peace Studies, exploring various approaches and methodologies used in the field. 2. Analyze the relationship between peace, security, and conflict, examining different theories and perspectives that inform our understanding of peacebuilding and conflict prevention. 3. Evaluate post-peace confidence-building measures,

	considering their role in sustaining peace processes and addressing underlying tensions in post-conflict societies.
Course Outline	<ul style="list-style-type: none"> a. Meaning, scope and approaches to Peace Studies b. Peace, Security and Conflict: Overview of Theories c. Post-peace confidence building measures.
Module : 2 . Peace Movements	
Learning Outcome	<ul style="list-style-type: none"> 1. Examine the role of civil rights movements in promoting social justice, equality, and nonviolent resistance to oppression. 2. Analyze the goals, strategies, and impact of Green Peace movements in advocating for environmental protection, sustainability, and ecological peace.
Course Outline	<ul style="list-style-type: none"> a. Civil Rights Movements. b. Green Peace Movements.
Module 3 Conflict and Conflict Resolution	
Learning Outcomes	<ul style="list-style-type: none"> 1. understand the conceptual and epistemological dimensions of conflict, exploring its nature, dynamics, and impact on individuals, societies, and international relations. 2. Classify different typologies and causes of conflict, analyzing the factors that contribute to the onset and escalation of conflicts at the local, national, and international levels. 3. Evaluate the meaning and scope of conflict resolution, examining various methods and approaches, including mediation, arbitration, adjudication, and analytical problem-solving. 4. Explore nonviolent techniques of conflict resolution, drawing from the principles and practices of Gandhian philosophy and other nonviolent movements.
	<ul style="list-style-type: none"> a. Conceptual and Epistemological dimensions b. Conflict: Typologies and Causes. c. Conflict Resolution: Meaning and Scope d. Methods of Conflict Resolution: Pacific Methods Mediation, Arbitration and Adjudication, and Analytical problem-solving approach notably of John Burton. e. Non-Violent techniques of conflict resolution Gandhian.
Module 4 Contemporary International Conflicts: any 2 Select Case Studies	

Learning Outcome	<ul style="list-style-type: none"> ● Analyze select contemporary international conflicts through case studies and prospects for resolution.
	<ul style="list-style-type: none"> a. Afghanistan; b. Bangladesh; c. Kashmir; d. Kosovo; e. Myanmar; f. Palestine; g. Rwanda; h. Srilanka i. Syria

Assignments

1. Peace Through Art Exhibition
2. Conflict Resolution Simulation
3. Paper on any one peace campaign
4. Film screening and Discussion on any one peace movement
5. comprehensive project proposal for a peacebuilding initiative.

Suggested Readings

1. Bondurant, J.V., Conquest of Violence Princeton University. Press, London, 1958.
2. Coser, L., The Function of Social Conflict ., The Free Press, N.Y.1956.
3. Simmel, G., Conflict and the Web of Group-Affiliation New York, 1955.
4. Weber, Thomas, Conflict Resolution and Gandhian Ethics , Gandhi Peace Foundation, New Delhi, 1991.
5. Wallensteen, Peter ed. Peace Research: Achievements and Challenges , Westview Press, Boulder & London, 1988.
6. Holsti, K.J., 'Paths to Peace? Theories of Conflict Resolution and Realities of International Politics,' in Thakur, Ramesh ed. International Conflict Resolution , Westview Press, Boulder and London 1988.
7. Galtung, J., Peace by Peaceful Means Sage, London, 1996.
8. Galtung, J., The Way is the Goal: Gandhi Today, Gujarat Vidyapeeth, Ahmedabad 1992.
9. Boulding, Elise ed. New Agenda for Peace Research, Lynne Reimer, Boulder and London, 1992.
10. Boutros, Boutros Ghali, An Agenda for , United Nations, New York, 1992.
11. Burton, J. Dukes, Frank, Conflict: Practices in Management, Settlement and Resolution Macmillan, London, 1990.
12. Sandole, Dennis, J.D. and Merwe, Hugo Van der ed., Conflict Resolution Theory and Practice, Manchester University Press, New York, 1993.

Research Project (RP)

Credits: 4
Marks: 100 (Internal 50 + External 75)

Semester IV

Major CORE

Course Title	Issues in World Politics Major (CORE)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none">1. Comprehend the major areas of concern in world politics2. Evaluate the way nations compete and compromise with each other.3. Analyse and explain the institutional mechanisms that provide the framework

Module 1 : . Foreign Policy and Diplomacy	
Learning Outcomes	After this module students will be able to: <ol style="list-style-type: none">1. Analyze the determinants influencing foreign policy decisions,2. Evaluate the determinants of diplomacy, including geopolitical factors, economic interests, cultural ties, and security concerns, to comprehend the multifaceted nature of diplomatic engagements.3. Critically assess the limitations of diplomacy,4. Assess the influence of non-state actors, to understand the constraints and challenges faced in achieving diplomatic objectives.
Course Outline	<ol style="list-style-type: none">a. Role of Foreign Policy: Determinants of Foreign Policyb. Diplomacy :Determinants of Diplomacyc. Limitations of Diplomacy
Module : 2 War, Arms Race and Disarmament	
Learning Outcomes	After completion of this module students will be able to: <ol style="list-style-type: none">1. Understand the feminist critique of war and its impact on women and children.2. Analyze the causes and impacts of arms races on international security.3. Evaluate means and efforts towards disarmament.

Course Outline	<p>a. War: Meaning, Causes, Changes in the nature</p> <p>b. Feminist critique of war, Impact of War on Women and Children</p> <p>c. Arms Race: Causes and Impact</p> <p>d. Disarmament: Means and Efforts</p>
Module 3 International Law and Organisation	
	<p>After completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate international organizations' patterns, achievements, and limitations. 2. Assess their prospects for fostering cooperation and addressing global issues.
Course Outline	<p>a. International Law : Meaning, Sources, One or Many</p> <p>b. International Organizations: Patterns, Achievements, Limitations, Prospects</p>
Module 4 India and the International Economy	
	<p>After completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the components and objectives of foreign economic policy. 2. Evaluate the roles and effectiveness of multilateral economic organizations like WTO, IMF, and World Bank. 3. Examine the objectives and mechanisms of regional economic cooperation initiatives such as ASEAN, APEC, BRICS, and BIMSTEC.
Course Outline	<p>a. Foreign Economic Policy</p> <p>b. Multilateral Economic Cooperation: WTO, IMF, WB</p> <p>c. Regional Economic Cooperation ASEAN, APEC, BRICS, BIMSTEC</p>

Assignments

1. Diplomatic Role play Simulation
2. Foreign Policy Infographic Campaign
3. Analysis of Determinants of Diplomacy
4. Term paper on International Organizations Evaluation
5. Quiz on International Organisations

Suggested Reading

1. Baral, J. K. International Politics. Dynamics and Dimensions, South Asian Publishers, New Delhi, 1987.
2. Baylis, John and Smith, Steve, The Globalisation of World Politics. An Introduction, Oxford University Press, Oxford, 1997.
3. Calvocoressi. Peter, World Politics: 1945-2000, Pearson Education, New Delhi, 2001.
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India, New Delhi, 1981.

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6. Goodin, E. Robert and Klingemann, Hans-Dieter ed., *A New Handbook of Political Science*, Oxford University Press, Oxford, 1999
7. Griffiths, Martin and O' Callaghan, Terry, *International Relations. Key Concepts*, Routledge, London, 2002.
8. Groenewold, Julia and Porter, Eve ed., *World in Crisis: Politics of Survival at the End of the Twentieth Century*, Routledge, London, 1997.
9. Meherish, B. N., *International Organisations: Structures and Processes*, Vishal Publications, Jalandhar, 1996.
10. Russett, Bruce and Starr, Harvey, *World Politics: The Menu for Choice*, VV, H. Freeman, New York, 1996.
11. Steiner, J. Henry and Alston, Philip, *International Human Rights in Context: Law, Politics and Morals*, Clarendon Press, Oxford, 1996.
12. Kreiger, Joel ed. *The Oxford Companion to the Politics of the World*, Oxford University Press, Oxford, 2001.

Major Core

Course Title	GENDER AND POLITICS (MAJOR CORE)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Learners understand the key concepts, major debates and emerging issues pertaining to gender. 2. Students become sensitive to gender dimensions of politics

Module 1 : Conceptualisation Gender: Understanding femininity and masculinity	
Learning Outcome	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Define and differentiate between the concepts of femininity and masculinity. 2. Identify the social, cultural, and historical constructions of gender. 3. Analyze the implications of gender roles and stereotypes in society.
Course Outline	<p>A. Conceptualisation Gender</p> <p>B. Feminist Approaches to the Study of Politics: Key concepts, Key issues and different waves</p> <p>C. Feminist Theories & Debates</p>

	<ul style="list-style-type: none"> i. Liberal Feminism: Wollstonecraft and Mill; ii. Marxist Feminism: Marx, Engels and Kollontai; iii. Radical Feminism: Rejection of Patriarchy; iv. Postmodernist Feminism: Importance of Difference Judith Butler; v. Black Feminism & Eco feminism vi. Post feminism: Overview
Module : 2 Emerging Perspectives (Any 3)	
Learning outcomes	<p>After completing this module, the learner will be able to:</p> <ul style="list-style-type: none"> 1. Examine the role of religion in shaping gender norms and practices. 2. Analyze how religious institutions influence gender equality and women's rights. 3. Explore how war affects women's political participation, agency, and rights. 4. Evaluate the gendered impacts of environmental degradation and climate change. 5. Explore the intersection of gender and technology in the digital age.
Course Outline	<ul style="list-style-type: none"> a. Gender and Religion b. Gender and Politics: Impact of War c. Gender and Ecology d. Gender and Development e. Cyber Feminism

Assignments

1. Gender Roles Analysis Essay
2. Presentation on Feminist Theories
3. Gender and Religion Research Paper
4. Case Study on Gender and War
5. Discussion on Cyber Feminism

References:

1. Amrita Basu and Patricia Uberoi eds., *Resisting the Sacred and the Secular Women and Politicized Religion in South Asia*, New Delhi: Sage, 1999.
3. Bryson, Valerie, 'Feminism' in Roger Eatwell & Anthony Wright eds. *Contemporary Political Ideologies*, Rawat Publications, Delhi, 2003, pp. 206-230.
4. Chandra Talpade Mohanty, *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*
5. Drucilla Cornell, *Feminism and Pornography* Oxford University Press, Oxford 2000
6. Flavia Agnes, *Law and Gender Inequality*, OUP, New Delhi, 2000
7. JS Mill, *The Subjection of Women*, Longman & Green, London 1869
8. Judith Butler, *The Gender Trouble*, Routledge, 1990
9. Judith Butler, *Undoing Gender*, Routledge, 2004
10. Kate Millet, *Sexual Politics*, Rupert Hart Davis, New York, 1970
11. Mary Wollstonecraft, *A Vindication of the Rights of Woman*, 1792
12. Nivedita Menon, *Recovering Subversion*, University of Illinois Press, Champaign 2004.

13. Radhika Gajjala, *Cyberculture and the Subaltern: Weavings of the Virtual and Real* Bowman and Littlefield, 2013
14. Osborne, Peter Sayers, Sean (ed) *Socialism, Feminism and Philosophy: A Radical Philosophy Reader*, Routledge, 1990
15. Rajeshwari Sundar Rajan, *The Scandal of the State: Women, Law, and Citizenship in Post-Colonial India*, : Duke University Press, Durham, 2003.
16. Sandra Kemp & Judith Squires eds., *Feminisms*, Oxford University Press, Oxford, 1997
17. Sarah Gamble, *Routledge Companion to Feminism and Post-feminism*, New York, 2002
18. Serena Nanda, *Neither Man, nor Woman: Hijras of India* Belmont: Wadsworth, 1990.
19. Simone De Beauvoir, *The Second Sex*, Everyman, 1993
20. Susan Beiman, *Feminist Interpretation of Michael Foucault* Pennsylvania State University Press, Pennsylvania, 2010
21. Teresa L. Ebert, *The 'Difference' of Postmodern Feminism* *College English*, Vol. 53, No. 8 Dec., 1991, pp. 886-904, Published by: National Council of Teachers of English, <https://www.jstor.org/stable/377692>
24. Vandana Shiva and Mario Mies, *Ecofeminism*, University of Virginia Press, Virginia: 1993.
25. Wendy Kolmar & Francis Baltowski, *Feminist Theory: A Reader* McGraw-Hill Education, 2009

Major Core

Course Title	Environment & Politics (CORE)
Course Credits	4
Course Outcomes	<p>After doing the course the learner will be able to:</p> <ol style="list-style-type: none"> 1. understand the multifaceted dynamics of security, resource scarcity, and conflict, including their national and human dimensions. 2. Analyze key international environmental agreements and policies, such as the Kyoto and Paris Agreements, and their impact on global environmental governance. 3. Evaluate the causes, consequences, and mitigation strategies related to climate change, including the role of protocols like the Kyoto and Montreal Protocols. 4. Explore sustainable development policies and programmes, including their historical context, economic implications, and innovative approaches to promoting sustainability.

Module 1 : . Introduction

Learning Outcome	<p>After completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the varied dynamics of security, encompassing both national security concerns and human security considerations.
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	<ol style="list-style-type: none"> 2. Analyze the relationship between resource scarcity and global insecurity, with a focus on water scarcity, food security, and oil-related conflicts. 3. Critically examine the counter-argument regarding resource scarcity and conflict, considering alternative perspectives on the relationship between resource availability and conflict.
Course Outline	<ol style="list-style-type: none"> a. Security & its Varied Dynamics: National and Human b. Resource Scarcity and Global Insecurity c. Water Scarcity & conflict d. Food Security e. Oil & Conflict f. Resource Scarcity and Conflict – The Counter-Argument
Module : 2 . International Regime and Environmental Policies	
Learning Outcome	<p>After completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Explore key international environmental agreements such as the Kyoto Agreement and the Paris Agreement, understanding their objectives and mechanisms for addressing global environmental challenges. 2. Engage with readings on global environmental policy governance through regimes, evaluating the effectiveness of international institutions and legal frameworks in addressing environmental issues.
Course Outline	<ol style="list-style-type: none"> a. Kyoto Agreement b. Paris Agreement
Module 3 Climate Change	
Learning Outcome	<p>After completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the Kyoto Protocol and the Montreal Protocol in the context of addressing climate change, exploring their goals, implementation strategies, and impact on global warming. 2. Examine the concept of global warming, understanding its causes, consequences, and potential mitigation measures
	<ol style="list-style-type: none"> a. Climate change: Debates b. Kyoto Protocol c. Montreal Protocol & Climate Change d. Global Warming
Module 4 Sustainable Development: Policies and Programmes	
Learning Outcome	<p>After completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Trace the history of sustainable development initiatives, examining the evolution of structures and institutions aimed at promoting sustainability. 2. Evaluate the relationship between sustainability and the economy, exploring policies and programmes aimed at achieving economic growth while ensuring environmental and social sustainability. 3. Investigate innovations and alternatives in sustainable development practices, analyzing emerging trends and best

	practices in promoting sustainability at local, national, and global levels.
	<ul style="list-style-type: none"> a. History b. Structures c. Sustainability & Economy d. Innovations & Alternatives

Assignments:

1. Security Dynamics Analysis Essay
2. Case study on the relationship between resource scarcity and global insecurity.
3. Climate Change Policy Brief
4. Debate on Global Warming
5. Policy Analysis of Sustainable Development

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Course Title	State Politics in India (MAJOR Elective)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ol style="list-style-type: none"> 1. Understand the state level politics 2. Compare institutions at state level 3. Evaluate its functioning 4. Evaluate the context of State Politics

Module 1 : . Theory of State Politics in India	
Learning Outcome	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the emergence of state politics as an autonomous discipline within the broader field of political science, surveying key literature and theoretical frameworks. 2. Analyze the shift from nation-state-centric perspectives to regional politics in India, exploring the factors driving regional political dynamics and their implications for governance and democracy.

Course Outline	<ul style="list-style-type: none"> a. Rise of State Politics as an Autonomous Discipline: Survey of Literature b. Beyond Nation-State: Framing Regional Politics in India
Module : Language, Region and Federal Polity	
Learning Outcome	<p>After completing this module, the learner will be able to:</p> <ul style="list-style-type: none"> 1. Examine the historical context and implications of the reorganization of states in independent India (1953-1999), understanding its impact on regional identities, governance structures, and political representation. 2. Evaluate recent demands for new states in India, analyzing the shifting bases of statehood claims and the political processes involved in state formation. 3. Analyze the politics of autonomy and self-determination in regions such as Punjab and Jammu and Kashmir, exploring the challenges and opportunities for sub-national identities within the federal framework. 4. Investigate the regionalization of politics through the rise of state-level parties and coalitional politics, understanding their role in shaping state policies and electoral dynamics.
Course Outline	<ul style="list-style-type: none"> a. Reorganization of States in Independent India: 1953-1999 b. Formation of New States; Changing dynamics c. Politics of Autonomy/Self-determination: Punjab, Jammu and Kashmir d. Regionalization of Politics: State Level Parties, Coalitional Politics at the State Level
Module 3 Dalit and Backward Classes Movements	
Learning Outcome	<p>After completing this module, the learner will be able to:</p> <ul style="list-style-type: none"> 1. Explore the Dravidian movement and lower caste assertion in Tamil Nadu, analyzing the socio-political factors contributing to the empowerment of marginalized communities. 2. Examine lower and middle caste political assertion in Uttar Pradesh, understanding the challenges and opportunities for social and political mobilization in a diverse and populous state. 3. Investigate the Dravidian movement and Dalit cultural assertion in Punjab, analyzing the historical roots and contemporary significance of Dalit movements in the region.

Course Outline	<p>a. Tamil Nadu : Dravidian Movement and Lower Castes Assertion</p> <p>b. Uttar Pradesh: Lower and Middle Castes Political Assertion</p> <p>c. Maharashtra: Maratha Movement</p>
Module 4 -Regional Roots of Development Politics in India: State Level Experiences	
Learning Outcome	<p>After completing this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the relationship between state politics, political regimes, and social welfare policies, examining variations in governance and development outcomes across different states. 2. Analyze the politics of agrarian transformation in states such as Punjab, exploring the impact of the Green Revolution, farmers' movements, and agrarian crises on rural livelihoods and political dynamics. 3. Examine the politics of economic reforms and growing spatial disparity, understanding how regional states and sub-regions navigate the challenges of economic liberalization and development
Course Outline	<p>a. State, Political Regimes and Social Welfare Policy: Stark Variations across the States</p> <p>b. Agrarian Politics in the States: Green Revolution, Farmers' Movements, Farmers' Suicides</p> <p>c. Politics of Economic Reforms and Growing Spatial Disparity: Regional States and Sub-Regions</p>

Assignments:

1. Literature Review on State Politics
2. Analysis Paper on Regional Political Dynamics
3. Comparative Analysis of State-Level Parties
4. Research Proposal on Dalit and Backward Classes Movements
5. Documentary Screening and Discussion on State formation in India

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Research Project

Course Title	Research Project
Course Credits	6
Course Outcomes	After this course the student will be able to
	<ol style="list-style-type: none"> 1. Identify Research Problem 2. Develop a Research Design 3. Identify Appropriate sampling Method 4. Analyse Data 5. Write a project Report

Module 1: Literature Review and Identifying Sampling technique (1.5 Credits)	
Learning Outcome	<p>After carrying out this activity the student will have</p> <ul style="list-style-type: none"> ● create sampling tools ● collect samples
Module 2: Designing survey/ interview schedules and field survey (1.5 Credits)	
Learning Outcome	<p>After carrying out this activity the student will have</p> <ul style="list-style-type: none"> ● hands on experience of tools of reserach

	<ul style="list-style-type: none"> • create interview schedules, survey schedules • collect Data
Module 3: Analysis of Data (1.5 Credits)	
Learning Outcome	<p>After carrying out this activity the student will have</p> <ul style="list-style-type: none"> • use data to understand a problem • Feed data collected onto various tools • Analyse data using tools
Module 4: Report Writing (1.5 Credits)	
Learning Outcome	<p>After carrying out this activity the student will have</p> <ul style="list-style-type: none"> • write scientific research reports • citations and plagiarism checks • ethical process of finding solutions to problems

Assessment

- Presentation
- Viva and Defense of Report
- Dissertation of 10,000 words