

University of Mumbai



No. AAMS_UGS/ICC/2024-25/ 73

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments is invited to this office circular No. AAMS_UGS/ICC/2023-24/88 dated 20th March, 2024 relating to the NEP PG Syllabus.

They are hereby informed that the recommendations made by the **Board of Studies in Politics** at its meeting held on 05th July, 2024 and subsequently passed by the Board of Deans at its meeting held on 10th July, 2024 vide item No. 5.4 (N) have been accepted by the Academic Council at its meeting held on 12th July, 2024 vide item No.5.4 (N) and that in accordance therewith the **syllabus** for the **M.A (Political Science) (Sem. III & IV)** is introduced as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The circular is available on the University's website www.mu.ac.in).

Baliram

MUMBAI – 400 032

20th August, 2024

To

(Prof.(Dr) Baliram Gaikwad)
I/c Registrar

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Department.

A.C/5.4(N)/12/07/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Humanities,
- 3) The Chairman, **Board of Studies in Politics**,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Institute of Distance and Open Learning (IDOL Admin).
Vidyanagari.
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration
Department (AEM),

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentre@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE),

Copy for information :-	
1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	Faculty of Humanities, Dean 1. Prof.Anil Singh Dranilsingh129@gmail.com Associate Dean 2. Dr.Suchitra Naik Naiksuchitra27@gmail.com 3.Prof.Manisha Karne mkarne@economics.mu.ac.in Faculty of Commerce & Management, Dean 1. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in Associate Dean 2. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu 3. Prin.Kishori Bhagat kishoribhagat@rediffmail.com

	Faculty of Science & Technology Dean 1. Prof. Shivram Garje ssgarje@chem.mu.ac.in Associate Dean 2. Dr. Madhav R. Rajwade Madhavr64@gmail.com 3. Prin. Deven Shah sir.deven@gmail.com
	Faculty of Inter-Disciplinary Studies, Dean 1. Dr. Anil K. Singh aksingh@trcl.org.in Associate Dean 2. Prin. Chadrashekhkar Ashok Chakradeo cachakradeo@gmail.com
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in@gmail.com DSW directr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

As Per NEP 2020

University of Mumbai



Title of the program

M.A. (Political Science)

Syllabus for

Semester – Sem.- III & IV

Ref: GR dated 16th May, 2023 for Credit Structure of PG

(With effect from the academic year 2024-25)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____ B	M.A. (Political Science)
2	Scheme of Examination R: _____	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination
3	Standards of Passing R: _____	40%
4	Credit Structure R: <u>HSP – 95C</u> R: <u>HSP – 95D</u>	Attached herewith
5	Semesters	Sem. III
6	Program Academic Level	6.5
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic Year	2024-25

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Preamble

1) Introduction

The Board of Studies in Politics, seeks to provide the students with the best of knowledge in the pursuit of academic goals. Hence under the New Education Policy 2020, we present this comprehensive and dynamic syllabus with a wide range of Elective papers offered in each Semester.

In a highly interconnected and interdependent world, the importance of understanding Political Science in a multidisciplinary way can hardly be overstated. For this, we believe that the Board of Studies in Politics, University of Mumbai can contribute in a profound manner. Various core papers and electives in M.A. (Political Science) seek to introduce students to important theories, thinkers, paradigms of governments, institutions, theories and concepts of international relations and issues of national and global importance. We offer a range of papers that are considered to be the 'core' of the discipline of Political Science such as Comparative Politics, Political Process in Maharashtra, Modern Indian Political Thought, Foreign Policy of India, Political Sociology etc. We are also offering some of the interdisciplinary electives such as Political Ideologies, Civil Society and Democracy, Maritime Politics, Introduction to Psephology and Election Studies, Ancient Indian Political Thoughts etc. Our course also consists of some of the papers dealing with area studies and international relations i.e. Foreign Policy of Russia, State and Regional Security in Central Asia, Borders in International Relations etc. We also intend to give a solid foundation in local and national importance through papers like Ideas of Maharashtra, Political Economy of India, language politics and language policy in India.

This course will help the students to understand the discipline of Political Science in a dynamic and composite way. By the end of the course, they will be able to analyze international, national and local issues and events through the prism of Political Science. We also aim to build their faith in liberal values. It is also intended that the research abilities of the students will enhance with the help of these papers, which will further help them in academics and allied careers. It is also expected to be useful for pursuing careers for students in different fields such as media, journalism, bureaucracy, consultancy, content development, etc. The Board of Studies in Politics, University of Mumbai, believe that we will collectively inculcate such values in our students that will enable them to judge thoughtfully, act effectively, and live humanely in a complex world.

2) Aims and Objectives

The primary aims and objectives of M.A. (Political Science) are as follows:

1. To familiarize students with various local, national and international issues and events through a prism of Political Science.
2. To provide conceptual as well as theoretical foundations for critically analyzing
3. To give a comprehensive understanding of the emerging issues and concerns in local and global politics.

3) Learning Outcomes

On successful completion of M.A. (Politics), students will be able to:

1. Highlight upon the complex issues in Political Science with critical insights.
2. Deliberate on the key institutional and policy issues by analyzing the risks and opportunities of various decisions in the given context.
3. Conduct research on important topics related to Political Science, Public Administration, International Relations, etc. using various analytical tools as well as theoretical frameworks.

4) Any other point (if any)

5) Credit Structure of the Program (Sem III & IV) (Table as per Parishisht 1 with sign of HOD and Dean)

Exit option: PG Diploma (44 Credits) after Three Year UG Degree

II	6.5	Sem III	Course 1 Credits 4 Comparative Politics (4) (C52111) Course 2 Credits 4 Political Process in Maharashtra (4) (C52211) Course 3 Credits 4 Political Thought in Modern India (4) (C52311) Course 4 Credits 2 Security in International Relations (2) (C52411)	Credits 4 - Course 1 Political Ideologies (4) (C52511) OR Course 2 - Feminist Political Theories (4) (C52512) OR Course 3 - Ideas of Maharashtra (4) (C52513) OR Course 4 - Civil Society and Democracy (4) (C52514) OR Course 5 - Political Communication (4) (C52515) OR Course 6 - Films and Politics (4) (C52516) OR Course 7 - Development Discourse (4) (C52517) OR Course 8 - Ethics, Public Administration and Public Policy (4) (C52518)			4 RP (4) (C52611)	22	PG Degree After 3-Yr UG
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					OR Course 9 • Forced Migration Studies (4) (C52519) OR Course 10 • Maritime Politics (4) (C52520) OR Course 11 • Borders in International Relations (4) (C52521) OR Course 12 • Foreign Policy of China (4) (C52522)						
			Sem IV	Course 1 Credits 4 Foreign Policy of India (4) (C53111) Course 2 Credits 4 Political Sociology (4) (C53211) Course 3 Credits 4 Rural Governance in India (4) (C53311)	Credits 4 • Course 1 Theories of State (4) (C53411) OR • Course 2 Political Economy of India (4) (C53412) OR Course 3 • Social Movements in India (4) (C53413) OR Course 4 • Ancient Indian Political Thought (4) (C53414) OR Course 5 • Political Thoughts of Dr. B.R.			6 RP (6) (C53511)	22		

Ambedkar (4)
(C53415)

OR

Course 6

- Public Policy
(4) (C53416)

OR

Course 7

- Conflict and
Peace Studies
(4)
(C53417)

OR

Course 8

- New Politics
of Identity (4)
(C53418)

OR

Course 9

- Language
Politics and
Language
Policy in India
(4)
(C53419)

OR

Course 10

- Introduction to
Psephology
and Election
Studies (4)
(C53420)

OR

Course 11

- Visualisation
of Political
and Social
Data (4)
(C53421)

OR

Course 12

- Nuclear
Security and
Nuclear Order
(4) (C53422)

OR

Course 13

- Regionalism
in
International

				Relations (4) (C53423) OR Course 14 - Foreign Policy of Russia (4) (C53424) OR Course 15 - State and Regional Security in Central Asia (4) (C53425)					
Cum. Cr. for 1 Yr PG Degree		26	8			10	44		
Cum. Cr. for 2 Yr PG Degree		54	16	4	4	10	88		

Note: * The number of courses can vary for totaling 14 Credits for Major Mandatory Courses in a semester as illustrated.

Sem. - III

**Syllabus
M.A. (Political Science)
(Sem.- III)**

M.A. (Political Science) - Semester III (Programme Code: 3233763)
Mandatory Papers

Core Paper
Subject code: C52111
Comparative Politics
(4 Credits, 60 hours)

Course objectives:

1. This paper aims to furnish students with the tools necessary to study political science from a comparative perspective.
2. This paper aims to familiarise students with basic concepts, methods, and scope of comparative politics, and different approaches in comparative politics.
3. This paper will examine the various forms of the government in developed and developing countries.
4. This paper will also understand the historical context of the modern state, constitutional development, and political process in respective countries.

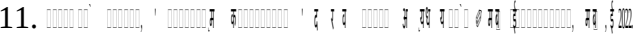
Module I		Study of Comparative Politics (15 Hours)
	a)	Nature and Scope of Comparative Politics
	b)	Old institutionalism and New Institutionalism.
	c)	Global Context of Comparative Politics
Module II		Development of Modern State (15 Hours)
	a)	State in a comparative framework
	b)	State and Nation
	c)	Postcolonial State
Module III		Forms of the Government (15 Hours)
	a)	Constitution and Constitutionalism
	b)	Democratic Systems
	c)	Non-Democratic Systems
Module IV		Political Process (15 Hours)
	a)	Political Parties and Pressure groups
	b)	Public Opinion and Mass Media
	c)	Civil Society and Social Movements

Course Outcomes:

1. The students will be to understand the legacy of the discipline.
2. Students will study the different political systems from different continents across the world.
3. Students will develop critical thinking and the ability to ask relevant questions pertinent to the discipline

4. The students will be able to analyse the development of modern state.

Reading List:

1. Bara, Judith (ed) *Comparative Politics*, Sage, New Delhi, 2009.
2. Caramani Daniele, *Comparative Politics*, Oxford University Press, New Delhi, 2012
3. Clark, W., Golder , M., & Golder, S. (2012). *Principles of Comparative Politics*. USA: SAGE CQ Press
4. Hayes Jaffery, *Comparative Politics in a Globalising World*, Polity, UK, 2005.
5. Landman, Todd: *Issues and methods in comparative politics*. – Routledge, London 2002.
6. Lichbach, M., & Zuckerman, A, *Comparative Politics: Rationality, Culture, and Structure*. New York: Cabridge University Press, 2010.
7. Lim, T. C., *Doing Comparative Politics: An Introduction to Approaches and Issues*. New Delhi: Viva Books Pvt Ltd, 2010.
8. Newton Kenneth and Jan V. Deth (eds), *Foundations of Comparative Politics*, Routledge, 2010.
9. Orvis, S., & Carol , D, *Introducing Comparative Politics: Concepts and Cases in Context*. Washington DC: SAGE CQ Press, 2012.
10. Zagorski Paul W, *Comparative Politics: Continuity and Breakdown in Contemporary World*, New York, Routledge, 2009.
11. 

Subject code: C52211
Subject: Political Process in Maharashtra
(4 Credits, 60 Hours)

Course Objectives:		
1)	To understand the historical and cultural factors that contributed to the formation and evolution of the idea of Maharashtra as a distinct identity.	
2)	To Explore the role of cooperatives and the impact of agrarian crisis on Maharashtra's political economy	
3)	To discuss the various narratives of politics in contemporary Maharashtra	
Module 1: Idea of Maharashtra		(15 Hours)
a)	Evolution of the Idea	
b)	Samyukta Maharashtra Movement	
c)	Nativist Politics	
Module II: Changing Dynamics of Politics- I		(15 Hours)
a)	Regional imbalance and Politics of Development	
b)	Political Economy- Cooperatives, Agrarian Crisis	
c)	Statutory Development Boards	
Module III: Changing Dynamics of Politics- II		(15 Hours)
a)	Political Parties in Maharashtra	
b)	Political Leadership	
c)	Politics of Local Self Government	
Module IV: Politics of Identity		(15 Hours)
a)	Caste and Politics	
b)	Religion and Politics	
c)	Gender and Politics	
Course Outcomes:		
1.	Students will be able to contextualize the idea of Maharashtra	
2.	Students would be able to critique the various dimensions of political process in Maharashtra	

3.	Students will be able to comprehend understanding about contemporary issues in Maharashtra politics would be developed	
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Reading List:

- 1) Banerjee, S. (1998). Political secularization and the future of secular democracy in India: the case of Maharashtra. *Asian Survey*, 38(10), 907-927.
- 2) Kamat, A. R. (1980). Politico-economic developments in Maharashtra: a review of the post-independence period. *Economic and Political Weekly*, 1669-1678.
- 3) Lalvani, M. (2008). Sugar co-operatives in Maharashtra: A political economy perspective. *The Journal of Development Studies*, 44(10), 1474-1505.
- 4) Lele, J. (2019). One-party dominance in Maharashtra: Resilience and change. In *State Politics in Contemporary India* (pp. 169-196). Routledge.
- 5) Palshikar, S., & Deshpande, R. (1999). Electoral competition and structures of domination in Maharashtra. *Economic and Political Weekly*, 2409-2422.
- 6) Pandit, N. (1979). Caste and Class in Maharashtra. *Economic and Political Weekly*, 425-436.
- 7) Priebe, J. (2017). Political reservation and female empowerment: evidence from Maharashtra, India. *Oxford Development Studies*, 45(4), 499-521.
- 8) Sarangi, A. (2006). Ambedkar and the linguistic states: A case for Maharashtra. *Economic and Political Weekly*, 151-157.
- 9) Sudhakar, P. M. (2019). Politics of Hindutva in Maharashtra: Actors, causes and political effects. In *Politics and Religion in India* (pp. 139-156). Routledge India.
- 10) Thakkar, U., & Sanghavi, N. (2020). Political Currents in Maharashtra: Language and Beyond. In *Interrogating Reorganisation of States* (pp. 144-163). Routledge India.
- 11) Vora, R. (2012). Maharashtra or Maratha Rashtra?. In *Rise of the Plebeians?* (pp. 215-244). Routledge India.
- 12) Waghmare, B. S. (2009). Political Inequality Among Dalits: A Case of Maharashtra. *Voice of Dalit*, 2(2), 177-200.
- 13) वाघमारे, बी. एस. (2009). 'महाराष्ट्र' मधील 'दलित' राजकारण. *दलित*, 2(2), 177-200.
- 14) वाघमारे, बी. एस. (2009). 'महाराष्ट्र' मधील 'दलित' राजकारण. *दलित*, 2(2), 177-200.
- 15) वाघमारे, बी. एस. (2009). 'महाराष्ट्र' मधील 'दलित' राजकारण. *दलित*, 2(2), 177-200.
- 16) वाघमारे, बी. एस. (2009). 'महाराष्ट्र' मधील 'दलित' राजकारण. *दलित*, 2(2), 177-200.

Subject Code: C52311
Political Thought in Modern India
(4 Credits, 60 Hours)

Course Objectives:

- 1) To Study the contributions of modern Indian thinkers
- 2) To explore the idea of modernity in Indian context
- 3) To analyse the making of modern India through the lenses of socialist and nationalist ideas.

Module I: Reforming the Tradition

15 Hours

- a) M G Ranade
- b) B G Tilak
- c) Swami Vivekanand

Module II: Modernity

15 Hours

- a) Raja Ram Mohan Roy
- b) Mahatma Gandhi
- c) Jawaharlal Nehru

Module III: Social Justice

15 Hours

- a) Mahatma Jotirao Phule
- b) Babasaheb Ambedkar
- c) Pandita Ramabai

Module IV: Nationalism

15 Hours

- a) Vinayak Damodar Savarkar
- b) Mohemmad Iqbal
- c) Rabindranath Tagore

Course Outcomes:

- 1) The students will be able to understand major modern Indian Political Thinkers and their contribution to the making of modern India.
- 2) It will enable students to build a strong theoretical foundation for research in the discipline of political science.
- 3) The course will enable students to critically evaluate the making of Indian Modernity.

Reading List:

1. Appadurai, A., 1987, *Indian Political Thinking in the 20th Century*, South Asian Publishers, New Delhi.
2. Bali, D.R. 1988, *Modern Indian Political Thought From Rammohan Roy to Jayaprakash Narayan*, Sterling Publishers, New Delhi.
3. .Bandopadhyay, Sekhar (Ed.) 2009, *Nationalist Movement in India* , Oxford University Press, New Delhi.

4. Cashman, Richard, 1975, *The Myth of Lokmanya* , University of California Press, Berkeley.
5. Chakarabarty, Bidyut, and Pandey, Rajendrakumar, 2009 , *Modern Indian Political Thought, Text and Context*, Sage, New Delhi,
6. Desai, A.R. 1976, *Social Background of Indian Nationalism*, Popular Prakashan, Bombay.
7. Ghose, Shankar, 1984, *Modern Indian Political Thought*, Allied, New Delhi.
8. Heimsath, Charles, 1964, *Indian Nationalism and Hind Social Reforms*, Princeton University Press, Princeton.
9. Masselos, Jim, 1996, *Indian Nationalism, An History*, Sterling, New Delhi.
10. O'Hanlon, Rosalind, 1985, *Caste, Conflict and Ideology, Mahatma Jotirao Phule and Low Caste Protest in 19th Century Western India*, Cambridge University Press, Cambridge.
11. Omvedt, Gail, 1976, *Cultural Revolt in a Colonial Society, The Non -Brahman Movement in Western India 1873 to 1930*, Scientific Socialist Education Trust, Bombay.
12. Pantham, Thomas and Deutsch, Kenneth L., 1986, *Political Thought in Modern India*, Sage, New Delhi.
13. Sarkar, Sumit, 1983, *Modern India 1885- 1947*, MacMillan, New Delhi.
14. Tucker, Richard R. 1974, *Ranade and the roots of Indian Nationalism*, Popular Prakashan, Bombay.
15. Verma, V. P. 2008, *Modern Indian Political Thought*, Laxmi Narain Agarwal Educational, Agra
16. 'संस्कृत' शब्दकोश , 'संस्कृत' शब्दकोश , संस्कृत शब्दकोश , संस्कृत , 2003
17. 'संस्कृत' शब्दकोश , 'संस्कृत' शब्दकोश , संस्कृत शब्दकोश , संस्कृत ' संस्कृत शब्दकोश , संस्कृत , 2023 .
18. 'संस्कृत' शब्दकोश , संस्कृत शब्दकोश , संस्कृत शब्दकोश , संस्कृत , 2009
19. 'संस्कृत' शब्दकोश , 'संस्कृत' शब्दकोश , संस्कृत शब्दकोश , संस्कृत , 1990

Subject Code: C52411
Security in International Relations
(2 Credits, 30 Hours)

Course Objectives:		
1.	To define the concept of security in both traditional and contemporary contexts..	
2.	To examine the concept of power in international relations and its role in shaping security dynamics..	
3.	To analyse the global security implications of climate change, including environmental degradation and resource conflicts.	
Module I: Idea of Security		(15 Hours)
a)	Security: Meaning and Nature	
b)	Types: Traditional and Non-traditional	
c)	Concepts: Power, Balance of Power and Collective Security	
Module II: Security Challenges		(15 Hours)
a)	Identity conflicts: Ethnic conflicts, Genocide	
b)	National Security: Terrorism, territorial disputes	
c)	Global Challenges: Climate Change, Cyber security and Transnational Organised Crime	
Course Outcomes:		
After successful completion of this course, student will be able to:		
1.	Identify and determine key security concerns with respect to the multiplicity of referents.	
2.	Evaluate theoretical perspectives while analysing security challenges.	
3.	Enhance their knowledge on the contemporary security issues and provide insightful inputs.	

Reading List:

11. _____, 'अ' _____ 'ब' _____, 1972.
12. _____, 'अ' _____ 'ब' _____, 1978.

Elective Papers
Subject Code: C52511
Political Ideologies
(4 Credits, 60 Hours)

Course Objectives:		
1.	To understand the meaning of political ideology.	
2.	To understand how ideologies differ from pure theory.	
3.	To learn how different ideologies have evolved in different parts of the world.	
Module I: Liberalism		(15 Hours)
a)	Liberalism – meaning and historical context	
b)	Development and Types of Liberalism	
c)	Neo-liberalism	
Module II: Marxism		(15 Hours)
a)	Marxism– meaning and historical context	
b)	Marxist State	
c)	Neo Marxism	
Module III: Feminism		(15 Hours)
a)	Meaning and Nature	
b)	Waves of Feminism	
c)	Theories of Feminism	
Module IV: Multiculturalism		(15 Hours)
a)	Multiculturalism – meaning and historical context	
b)	Anglo-American Multiculturalism: British and American	
c)	Indian Multiculturalism	
Course Outcomes:		
1.	Students will get acquainted with various ideologies.	
2.	Students will have the ability to appreciate differences between various ideological implications.	
3.	Students will be able to comprehend how ideologies constitutes the significant aspects of the study of political science.	

Reading List:

1. Adams, I. (2001). *Political Ideology Today*. Manchester University Press.
2. Baradat, L. P. (2015). *Political Ideologies*. Taylor & Francis.
3. Eatwell, R., & Wright, A. (Eds.). (1999). *Contemporary Political Ideologies: Second Edition*. Bloomsbury Academic.
4. Eccleshall, R. (1994). *Political Ideologies: An Introduction*. Routledge.
5. Freeden, M. (1996). *Ideologies and Political Theory: A Conceptual Approach*. Clarendon Press.
6. Freeden, M., Sargent, L. T., & Stears, M. (Eds.). (2013). *The Oxford Handbook of Political Ideologies*. OUP Oxford.
7. Geoghegan, V., & Wilford, R. (Eds.). (2014). *Political Ideologies: An Introduction*. Taylor & Francis.
8. McCullough, H. B. (2017). *Political Ideologies*. Oxford University Press.
9. Vincent, A. (2023). *Modern Political Ideologies*. Wiley.
10. Wetherly, P. (Ed.). (2017). *Political Ideologies*. Oxford University Press.

Subject Code: C52512
Feminist Political Theories
(4 Credits, 60 Hours)

Course Objectives:

1. To introduce students to debates around conceptualizing the political through feminist lens
2. To acquaint students to contribution of significant feminist thinkers
3. To understand the relevant ideas such as gender, intersectionality, patriarchy, human dependency and feminist care ethics.

Module I: Introduction

(15 Hours)

- a) Idea of Political through Feminist Lens
- b) Evolution of Feminist Politics
- c) Feminist traditions: Liberal, Marxist, Post Modern, Post-Colonial

Module II: Feminist Politics

(15 Hours)

- a) Feminist Subject: Mary Wollstonecraft/ Simone De Beauvoir
- b) Public and Private: Jean Elshtain/Susan Okin
- c) Work and Reproduction: Kathy Weeks and Shulamith Firestone

Module III: Dominant Themes

(15 Hours)

- a) Sex, Desire, State and Market: Catherine MacKinnon/Andrea Dworkin
- b) Women and Consent: Carol Pateman
- c) Patriarchy and Misogyny: Iris Young & Sylvia Walby

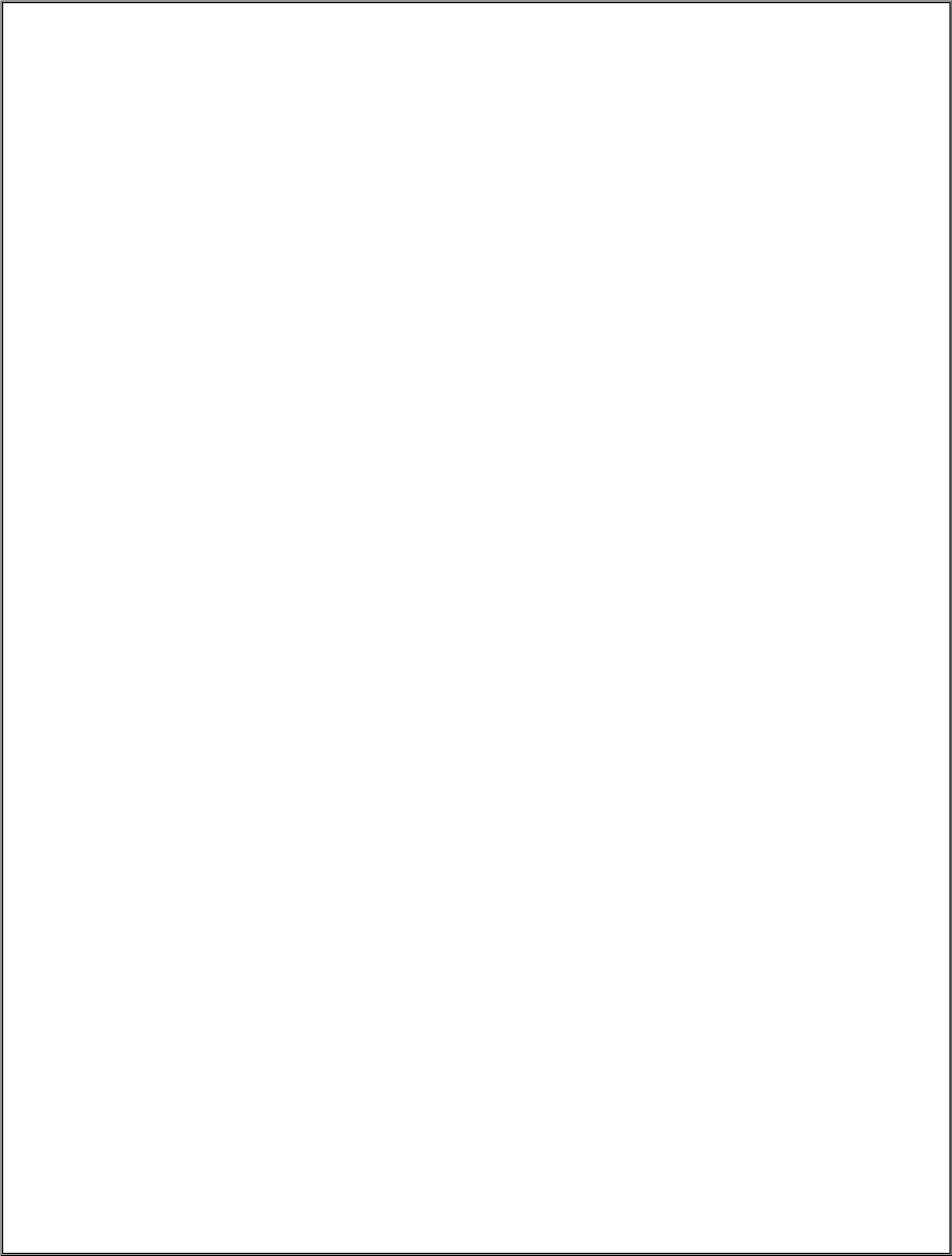
Module IV: Emerging Themes

(15 Hours)

- a) Destabilizing Norms: Judith Butler
- b) Intersectionality: Kimberly Crenshaw/Gayatri Spivak/Bell Hooks
- c) Care Ethics and Dependency: Caril Gilligan and Eva Kittay

Course Outcomes:

1. The students will be able to understand major feminist thinkers and their contribution to the idea of political
2. It will enable students to build a strong theoretical foundation for research in the discipline of political science by understanding contribution of select feminist thinkers
3. The students will be proficient in critically examining important themes like gender, intersectionality, patriarchy, human dependency and feminist care ethics



Reading List:

1. Andrea Dworkin (1998), "Dear Bill and Hilary", The Guardian, <https://www.theguardian.com/world/1998/jan/29/gender.uk>
2. Bell hooks (1984), *Feminist Theory: From Margin to Center*, Chapters One, Two, and Three, South End Press.
3. Bryson, Valerie, *Feminist Political Theory An Introduction*, Second Edition, Palgrave Macmillan, Houndmills, 2003.
4. Catherine McKinnon (1991), *Toward a Feminist Theory of the State*, "Chapter 11: Pornography: On Morality and Politics" Harvard University Press.
5. Crenshaw, K. W. (2013). Mapping the margins: Intersectionality, identity politics, and violence against women of color. In *The public nature of private violence* (pp. 93-118). Routledge.
6. Gilligan, Carol, *In a Different Voice: Psychological Theory and Women & Development*, Harvard University Press, Cambridge, 1982.
7. Iris Marion Young (1980), "Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Motility and Spatiality" *Human Studies* 3(2), pp. 137-56
8. Kittay, E. F. (2019). *Love's labor: Essays on women, equality and dependency*, Routledge.
9. Okin, S. M. (1998). Gender, the Public, and the Private. *Feminism and politics*, 116-141.
10. Pateman, C. (1980). Women and consent. *Political theory*, 8(2), 149-168.
11. Shulamith Firestone (1970), *The Dialectic of Sex: The Case for Feminist Revolution*, Verso (2015 reprint) Chapters One "The Dialectic of Sex" and Four "Down with Childhood"
12. Srinivasan, A. (2022). *The right to sex*. Bloomsbury Publishing.
13. Sylvia Walby (1990), *Theorising Patriarchy*, Chapter Eight: "From Private to Public Patriarchy", https://openaccess.city.ac.uk/id/eprint/21680/1/1990_Walby_Theorising_Patriarchy_book_Blackwell.pdf
14. 

Subject Code: C52513
Ideas of Maharashtra
(4 Credits, 60 Hours)

Course Objectives:

1. To investigate the ideas of Maharashtra in its historical context.
2. To critique the major thinkers who shaped the idea of Maharashtra.
3. To gauge the contemporary relevance of competitive narratives on Maharashtra.

Module I: Ideas of Maharashtra

(15 Hours)

- a) V.K. Rajwade
- b) D.K.Bedekar
- c) P.G.Sahasrabuddhe

Module II: Making of Samyukta Maharashtra

(15 Hours)

- a) G.T. Madkholkar
- b) P.K. Atre
- c) S.M.Joshi

Module III: State and Language

(15 Hours)

- a) V.B.Kolte
- b) Tarkateertha Lakshmanshstri Joshi
- c) Y.B. Chavan

Module IV: Maharashtra and Its Sub Regions

(15 Hours)

- a) Narhar Kurundkar
- b) M.S. Aney
- c) V. M. Dandekar

Course Outcomes:

1. Students will be able to understand the evolution of the idea of Maharashtra
2. Students will be able to focus on issues of identity and statehood in the context of Maharashtra.
3. Students will be able to critique competing narratives and their relevance in contemporary Maharashtra.

Reading List:

1. पे.उसलो. (२०१०), महाराष्ट्राचे महामेथन लेक वङ्गयोग्रह प्रकाशन
2. बेडेकर दि. के. (१९४५), सेयुक्त महाराष्ट्र, दचत्र शाळा प्रकाशन
3. सहस्रबेद्धे. पे. ग. (२०११), महाराष्ट्र संस्कृते, केन्टिनेल प्रकाशन
4. ज ग. दव. स. आदि इतर (२०००), गे.शे. माडखे लकर व्यन्तक्तत्व आदि कर्तोत्त्व महाराष्ट्र राज्य सादहल्य आद संस्कृत मंडळ.
5. अत्र. प्र. क. (१९६३), कन्हचपाळि, परच्छ प्रकाशन म, बई
6. के लते. दव दि. (१९८९), मराठ च्या अन्तन्तेचा शध, श्र दवद्याप्रकाशन पेळि.
7. चव्हाळि. य. (१९९२), सह्योदरे चे वारे: यशवेतराव चव्हाळि येच दनवड कळिषि, यशवेतराव चव्हाळि प्रदतष्ठान, म, बई
8. केरिंकर. न. (१९८८), जागर, िंशमेख आदि कप्पने, पेळि.
9. Dhanagare D.N., Loknayak Madhav Shrihari Aney: Kal ani Kartrutva, Shri Gandharva Ved Prakashan, Pune.
10. Aney M.S., Memorandum submitted to the States Reorganisation Commission 1954, Yeotmal District Association.

Subject Code: C52514
Civil Society and Democracy
(4 Credits, 60 Hours)

Course Objectives:

1. To understand the concept of civil society and the significance of a vibrant civil society in a democratic society.
2. To understand the nature of various types of civil society organisations and the spaces of their action.
3. To develop an understanding of the issues associated with civil society at the global level.

Module I: Civil Society and Democratic Process (15 Hours)

- a) Civil Society as Site of Contestation
- b) Mapping Civil Society
- c) Uncivil Society

Module II: Civil Society Organisations and the State (15 Hours)

- a) Watchdog
- b) Service Delivery
- c) Co-optation

Module III: Spaces of Civil Society Organisations Action (15 Hours)

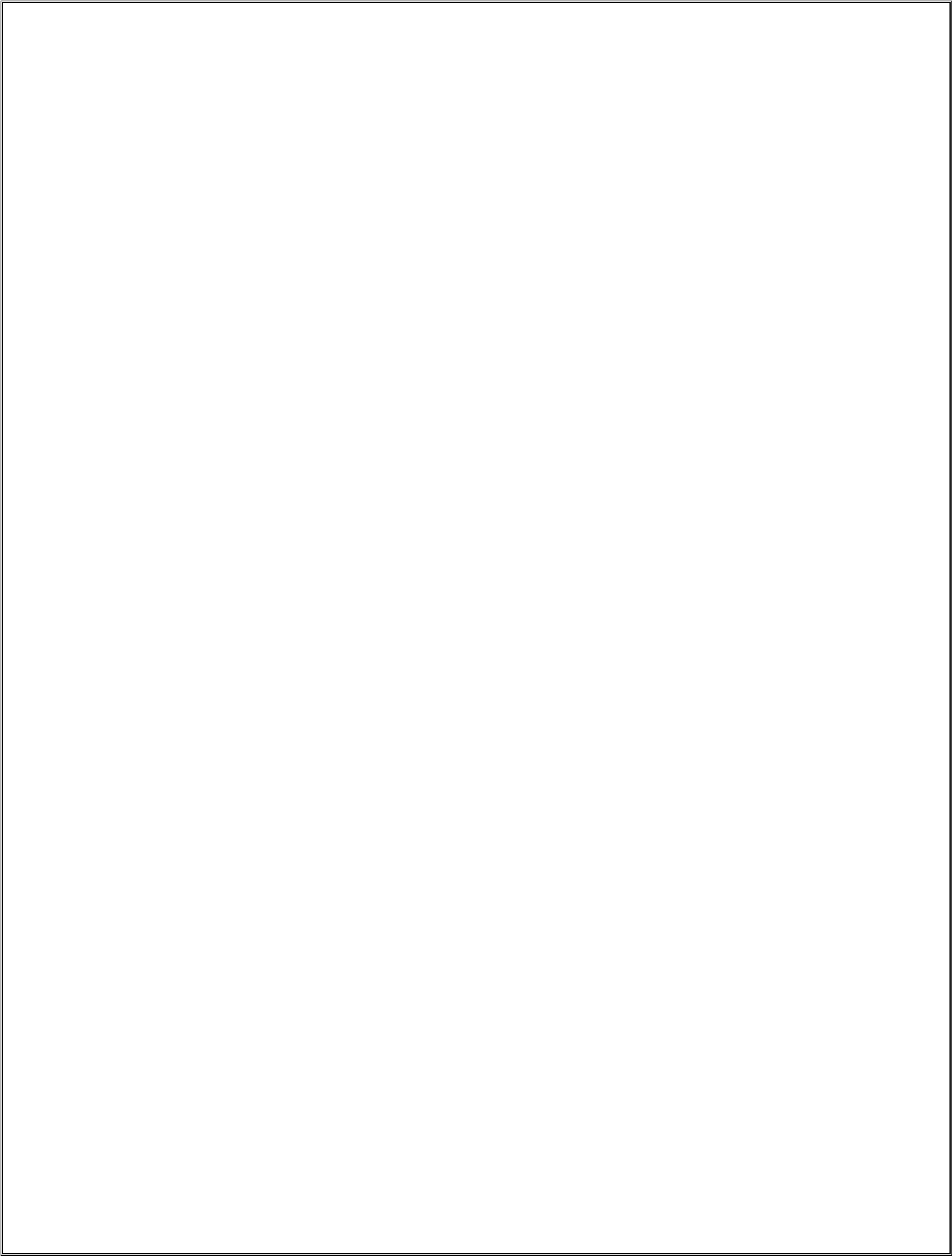
- a) Religion
- b) Media& Digital world
- c) Markets

Module IV: Contemporary issues (15 Hours)

- a) Human Security and Humanitarian Issues
- b) Democracy and Digital Civil Society
- c) Digital colonialism, Disinformation & Networked Resistance

Course Outcomes:

1. The students will be able to understand the concept of civil society and its importance in a democracy.
2. The students will develop a nuanced understanding of the types of civil society organisations and spaces of their functioning.
3. The students will get acquainted with humanitarian and democratization-related issues and the role of civil society in a digital world.



Reading List:

1. Avila, R., (2018). "Digital Sovereignty or Digital Colonialism?" *Sur International Journal of Human Rights*.
2. Carolyn M. Elliot, *Civil Society and Democracy*, Oxford University Press, 2003.
3. Chandhoke Neera, 'Civil Society', *Development in Practice*, Volume 17, Numbers 4–5, August 2007
4. Funke, Peter N.(2008)'The World Social Forum: Social Forums as Resistance Relays', *New Political Science*,30:4,449-474
5. Good Luke, Beech Anne, Castle David, *Jurgen Habermas: Democracy and the public sphere*, Pluto Press, London, 2005.
6. Graeme Chesters, 'Global Complexity and Global Civil Society', *Voluntas: International Journal of Voluntary and Nonprofit Organizations*Vol. 15, No. 4, December 2004
7. Harris, John, Antimonies of Empowerment Observations on Civil Society, Politics and Urban Governance in India, *Economic and Political Weekly*, June 30,2007
8. John Keane – "Introduction: Cities and Civil Society" - In John Keane (Ed), , *Civil Society: Berlin Perspectives*, Oxford/New York, Berghahn Books, 2006
9. Kerstin Martens1Mission Impossible? Defining Nongovernmental Organizations, *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, Vol. 13, No. 3, September 2002
10. Manor, J., Robinson, M.&White, G. (1999) Civil society and governance. A concept paper. IDS Civil Society and Governance Programme, available at <http://www.ids.ac.uk/ids/civsoc/home.html>
11. Manuel Castells, Global Governance and Global Politics The 2004 Ithiel De Sola Pool Lecture, PSOnline www.apsanet.org
12. Mark Robinson, Hybrid States: Globalisation and the Politics; of State Capacity, *Political Studies*, 2008, vol. 56, 566–583
13. O'Neil, C. (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy* (Penguin Books), pp 84-104.
14. Paul Nelson, New Agendas and New Patterns of International NGO Political Action *Voluntas: International Journal of Voluntary and Nonprofit Organizations* Vol. 13, No. 4, December 2002
15. Chatterjee, Partha, *The Politics of the Governed: Considerations on Political Society in Most of the World*, Columbia University Press, New York, 2004
16. $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$, $\frac{2}{5} \times \frac{3}{4} = \frac{3}{10}$, $\frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$, $\frac{4}{5} \times \frac{1}{2} = \frac{2}{5}$, $\frac{1}{3} \times \frac{2}{5} = \frac{2}{15}$, $\frac{2}{3} \times \frac{1}{4} = \frac{1}{6}$, $\frac{3}{5} \times \frac{2}{3} = \frac{2}{5}$, $\frac{4}{5} \times \frac{3}{4} = \frac{3}{5}$, $\frac{5}{6} \times \frac{1}{2} = \frac{5}{12}$, $\frac{1}{4} \times \frac{3}{5} = \frac{3}{20}$, $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$, $\frac{3}{4} \times \frac{5}{6} = \frac{5}{8}$, $\frac{4}{5} \times \frac{1}{3} = \frac{4}{15}$, $\frac{5}{6} \times \frac{2}{3} = \frac{5}{9}$, $\frac{1}{5} \times \frac{3}{4} = \frac{3}{20}$, $\frac{2}{5} \times \frac{1}{3} = \frac{2}{15}$, $\frac{3}{5} \times \frac{1}{4} = \frac{3}{20}$, $\frac{4}{5} \times \frac{1}{3} = \frac{4}{15}$, $\frac{5}{6} \times \frac{1}{4} = \frac{5}{24}$, $\frac{1}{6} \times \frac{2}{3} = \frac{1}{9}$, $\frac{2}{6} \times 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Subject Code: C52515
Political Communication
(4 Credits, 60 Hours)

Course Objectives:

1. This course is complementary to the paper for Introduction to Psephology and Election Studies (Sem-IV).
2. The student can be trained for a specialized field of political communication. It emphasizes on dissemination of information and public engagement.
3. It makes student aware of socio-cultural aspects of the society and how the (political) communication can be arranged/manipulated.

Module I: Politics and Communication (15 Hours)

- a. Introduction to political communication
- b. Political Language-Strategic Use, Rhetoric of Civility
- c. Communication, Society and Social Order

Module II: Political Communication and Mass media (15 Hours)

- a. Character and role of mass media in contemporary times
- b. Agenda Setting, Interest articulation and Interest aggregation
- c. Fake news and political propaganda

Module III: Political Campaign and Communication (15 Hours)

- a. Campaign planning, management and strategizing campaigns
- b. Political ideology and identity formation
- c. Political Campaign advertisement

Module IV: Women and the Vulnerable (15 Hours)

- a. Candidature, image and branding
- b. Rhetoric, religion and caste in contemporary politics
- c. Social movements- Black lives matter, Dalit lives matter and Adivasi movements

Course Outcomes:

1. This paper attempts to train students in strategizing political communication for the political clients.
2. The students can take up private assignments of political consultancy individually or as a group.
3. The course has a potential for start-up organization.

Reading List:

1. Bailey E.A (2021) *Political participation and Social Media*, Springer.
2. Benson, T. W (2011). The Rhetoric of Civility: Power, Authenticity and Democracy, *Journal of Contemporary rhetoric*, Vol.01, No.1. 'Civility' Oxford English Dictionary

3. Blumler, J. G., & Katz, E. (1974). *The uses of mass communications: Current perspectives on gratifications research*. Beverly Hills, CA: Sage.
4. Dahlgren, P., & Sparks, C. (1997). *Communication and citizenship: Journalism and the public sphere in the new media ages*. London, UK: Routledge.
5. Dunken. H.D (1985), *Communication and Social Order*, Routledge, London.
6. Franklin, B. (2004). *Packaging politics: Political communications in Britain's media democracy* (2nd ed.). London, UK: Arnold.
7. Gregor. M and Mlejnková P (2021) *Challenging Online Propaganda and Disinformation in the 21st Century*, Springer.
8. Hallahan, K., Holtzhausen, D., Van Ruler, B., Verc'ic, D., & Sriramesh, K. (2007). Defining strategic communication. *International Journal of Strategic Communication*, 1(1), 3–35.
9. Herbert. D and Hoyrem S. F, Ed. (2022) *Social media and Social Order*, De Gruyter, Poland.
10. Jensen, I. (2001). Public relations and emerging functions of the public sphere: An analytical framework. *Journal of Communication Management*, 6(2), 133–148.
11. Johnson, D. (Ed.). (2008). *The handbook of political management*. Abingdon, UK: Routledge.
12. Kaid, L. L., & Holtz-Bacha, C. (Eds.). (2006). *The Sage handbook of political advertising*. London, UK: Sage.
13. Klapper, J. (1960). *The effects of mass communication*. New York, NY: Free Press.
14. Lasswell, H. H. (1927). *Propaganda techniques in the World War*. New York, UK: Knopf.
15. Minson. J (1993), *Kant, Rhetoric and Civility, Question of Conduct, Language Discourse Society*.
16. Spanje J.V (2018), *Controlling the Electoral Marketplace*, Springer
17. Veneti. A and Rovisco. M, (2023). *Visual Politics in the Global South*, Palgrave Macmillan Cham.

Subject Code: C52516
Films and Politics
(4 Credits, 60 Hours)

Course Objectives:

1. To introduce students to understand the idea of the 'political' through films or media content
2. To enable students to critically examine the intersectionality of social & political through select movies and content on OTT platforms
3. To understand dominant and emerging themes that reflect on the interrelationship between films/cinema and society

Module I: Introduction (15 Hours)

- a) The political in the Films
- b) Purpose of a political cinema
- c) Political Theory, Films and Politics

Module II: The construction of Body & Films (15 Hours)

- a) Femininity
- b) Masculinity
- c) Sexuality

Module III: Dominant themes (15 Hours)

- a) City and Cinema
- b) Representation of Marginalised (conflict & power relations in Films :Caste, Class, Gender etc)
- c) Democracy and Censorship

Module IV: Emerging themes (15 Hours)

- a) Rise of Regional Cinema
- b) Propaganda and Films
- c) Imagery of Politics and OTT content

Course Outcomes:

1. This inter-disciplinary elective will help students to understand the inter-relationship between the socio-political issues and how it is reflected in our media content
2. It will enable students to build a strong theoretical and pragmatic foundation for research in the discipline of political science

3. The course will enable students to critically evaluate media content through important socio-political themes

Reading List:

1. Banerjee, D. K. (2009). *Powerful and Powerless: Power Relations in Satyajit Ray's Films* (Doctoral dissertation, University of Kansas).
2. Desai, J. (2003). *Beyond Bollywood: The Cultural Politics of South Asian Diasporic Film*. Routledge.
3. Wright, N. S. (2015). *Bollywood and postmodernism*.
<https://doi.org/10.3366/edinburgh/9780748696345.001.0001>
4. Majumdar, R. (2007). *Bombay Cinema*. Permanent Black.
5. Kamble, A. (2019) *Cinema aur Dalit*. Pragya Prakashan
6. Cioffi, A. E. (2021). *Philosophical Theories of Political Cinema*. Routledge.
7. Jovanović, N. (2019). Political Theory and Film: From Adorno to Žižek by Ian Fraser (review). *Film & History*, 49(1), 91–93. <https://doi.org/10.1353/flm.2019.0007>
8. Bhaskar, I., & Allen, R. (2009). *Islamicate Cultures of Bombay Cinema*. http://library.mpib-berlin.mpg.de/toc/z2010_1273.pdf
9. Iyer, U. (2015). Stardom Ke Peeche Kya Hai?/What is behind the Stardom? Madhuri Dixit, the production number, and the construction of the female star text in 1990s Hindi Cinema, *Camera Obscura: Feminism, Culture, and Media Studies*, 30(3), 129-159.
10. Iyer, U. (2020). *Dancing Women: Choreographing Corporeal Histories of Hindi Cinema*. Oxford University Press.
11. KaarSholm, P. (2014). *Unreal City: Cinematic Representation, Globalisation and the Ambiguities of Metropolitan Life*. Occasional Paper, (22), 5-24.
12. Pongiyannan, D. (2015). Film and politics in India: cinematic charisma as a gateway to political power. Peter Lang AG, Internationaler Verlag der Wissenschaften.
13. Shapiro, M. J. (2019). *The Cinematic Political: Film Composition as Political Theory*. Routledge.
14. Shiel, M., & Fitzmaurice, T. (Eds.). (2011). *Cinema and the city: film and urban societies in a global context*. John Wiley & Sons.
15. Wankhede, H. (2013), "Dalit representation in Bollywood", *Mainstream Weekly*, 51(20).

Subject code: C52517
Development Discourse
(4 Credits, 60 hours)

Course Objectives:

1. The core objective of this paper is to acquaint students with the theories and discourses of development.
2. It intends to highlight various socio-political and economic conceptions of development that emerged in the contemporary world and help to analyze shifts in development thinking.
3. It also explains some of the important paths and agencies of development that have been followed in different countries throughout the Globe.

Module I	Understanding Development	(15 Hours)
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| a) | Development and underdevelopment | |
| b) | Theories and Perspectives on Development | |
| c) | The neoliberal model of development and its critique | |

Module II	Development through the Decades	(15 Hours)
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| a) | From Economic to Human Development | |
| b) | Structural Adjustment Programme, Washington Consensus | |
| c) | Right to Development | |

Module III	Equity, Social Justice and Social Capital	(15 Hours)
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| a) | Women and development | |
| b) | Indigenous People and Development | |
| c) | Minorities and Development | |

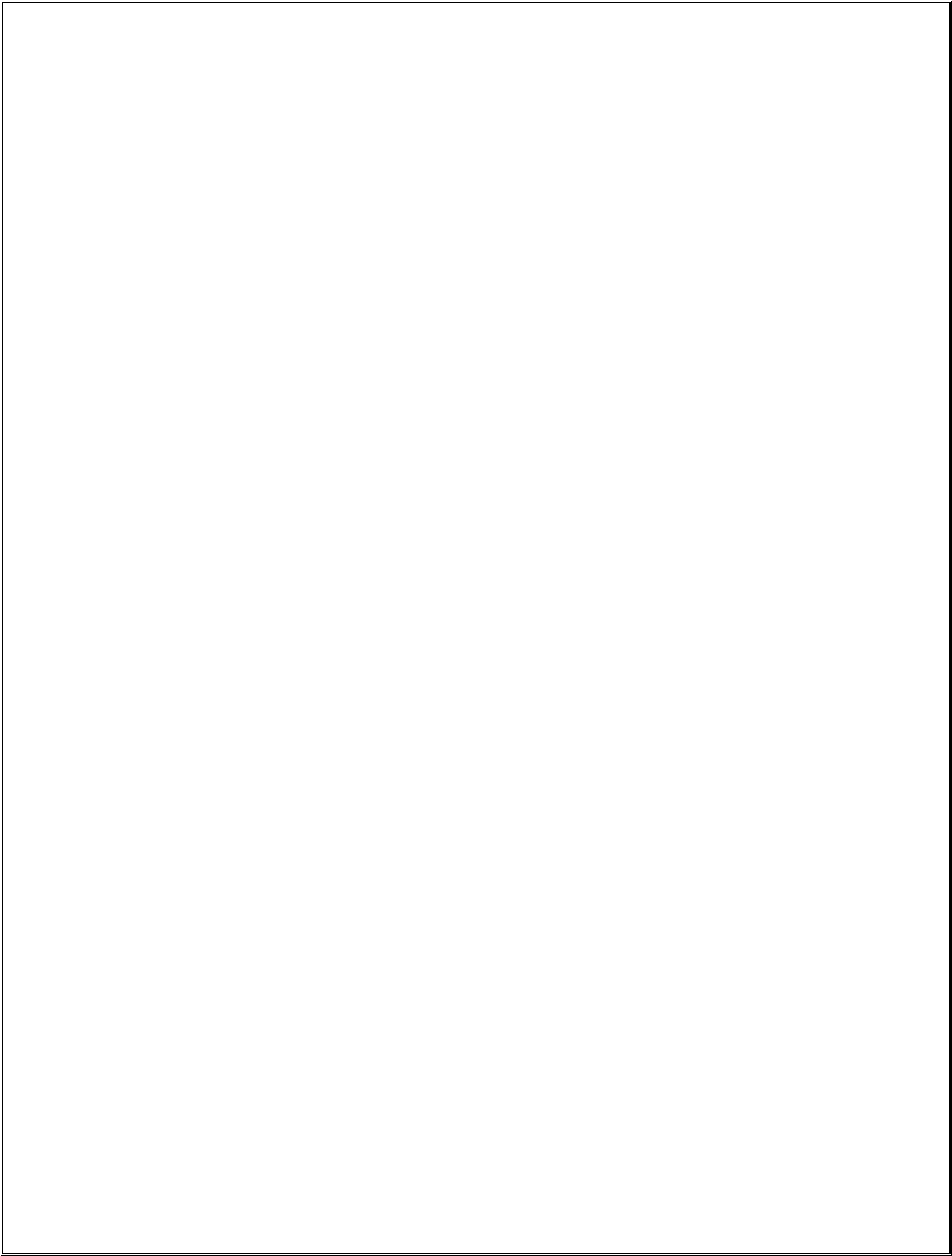
Module IV	Shaping Development	(15 Hours)
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| a) | Democracy and Development | |
| b) | Issues of Development in Non-Democratic Regimes | |
| c) | NGOs, Civil Society, and Development | |

Course Outcomes:

After studying this course, students will be able to:

1. Understand the global issues in development confronted by both developed and developing countries.
2. Describe the journey from Economic growth to the right to Development
3. Analyze the relationship between Democracy and Development and its impact on governance processes such as democratization, Participation, and Decentralization.



Reading List:

1. Corbridge Stuart, (eds.), 1995, Development Studies: A reader, Oxford, OUP.
2. Jan Nederveen Pieterse, "My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development," Development & Change, Volume 29, No.2, April 1998, 343-74
3. Knut G. Nustad. "Development: The Devil We Know?" Third World Quarterly, Vol. 22, no. 4, August 2001, 479-89.
4. Amy Lind. "Feminist Post-Development Thought," Women's Studies Quarterly, Vol.31, nos. 3-4 Fall-Winter 2003, 227-41.
5. Sally Matthews. "Post-Development Theory and the Question of Alternatives: A View from Africa," Third World Quarterly, Vol. 25, No. 2, April 2004, 373-84.
6. Dreze, Jean, and Amartya Sen. 2002. India. Development and Participation. Oxford University Press, Delhi
7. Paul Burkett and Martin Hart-Landsberg. "A Critique of 'Catch-Up' Theories of Development," Journal of Contemporary Asia, Vol. 33, No. 2, 2003, 147-71
8. Ganguly S, L. Diamond and M. F. Plattner, (Eds), The State of India's Democracy, Oxford University Press, New Delhi, 2007.
9. Held David, (eds.), The Global Transformation Reader: An Introduction To The Globalisation Debate, New York, Polity Press, 2003.
10. Humphrey, J. (2007), 'Forty Years of Development Research: Transformations and Reformations', IDS Bulletin, Vol.38. No. 2, 14-19.
11. Schuurman, Frans, Paradigms lost, paradigms regained? Development studies in the twenty-first century", Third World Quarterly, Vol 21, No.6, December 2000, 7-20

Subject Code: C52518
Ethics, Public Administration and Public Policy
(4 Credits, 60 Hours)

Course Objectives:

1. Politics and Ethics do not go hand in hand. This paper attempts to bring the ethical aspects to the fore.
2. This paper attempts to sensitise students about the unethical and systematic degradation aspects in politics.
3. It makes the students sensitive to issues of affirmative action and social justice and also makes the student aware of constitutional values.

Module I: Introduction

(15 Hours)

- a) Definition: objectivist (absolutist) and interpretivist (situational ethics)
- b) Theories of ethics: duty-based, rights-based, virtue-based and out-come based
- c) Public ethics and personal ethics, professional ethics, rationality and objectivity in ethics

Module II: Major Concerns in Public Life

(15 Hours)

- a) Combating Corruption: graft, bribery, and conflict of interest
- b) Transparency and accountability
- c) Equity and fairness.

Module III: Ethical Debates and Issues in Public Policy and Administration (15 Hours)

- a) Reservation, affirmative policies
- b) Immigration policy
- c) Secularism and minority rights

Module IV: Mapping Ethical Dilemmas: Case Studies in Making Choices (15 Hours)

- a) Capital punishment, suicide, abortion and euthanasia
- b) Free Speech, hate speech
- c) Clinical Trials in developing countries: vaccines, new drugs.

Course Outcomes

1. At the end of the course, it is expected that the student is more empathetic to the issues of marginalised communities and does not think antithetical to the political process of the country.
2. This paper makes the student a better individual and a law abiding citizen.
3. Political values could be transformed into social values due to this paper.

Reading List:

1. Arora, Ramesh K., and Saxena, Tanjul (Eds.), *Ethics and Accountability in Government and Business*, Rawat, Jaipur, 2003.
2. Cooper, Terry L. (Ed.), *Handbook of Administrative Ethics*, Second Edition, Marcel Dekker, New York, 2001.

3. Cox, Raymond W. (III), Buck, Susan J., and Morgan, Betty N., *Public Administration in Theory and Practice*, Pearson, Delhi, 2005.
4. Geuras, Dean, and Garofalo, Charles, *Practical Ethics in Public Administration*, Second Edition, Management Concepts, Vienna, Virginia, 2005.
5. Godbole, Madhav, *Public Accountability and Transparency The Imperatives of Good Governance*, Orient Longman, Hyderabad, 2003.
6. Government of India, Second Administrative Reforms Commission, *Ethics in Governance*, 2007, available at <http://arc.gov.in/4threport.pdf>
7. Gutmann, Amy, and Thompson, Dennis F. (Ed.), *Ethics and Politics: Cases and Comments*, Fourth Edition, Thomson-Wadsworth, Belmont, 2006.
8. Menzel, Donald C., *Ethics Management for Public Administrators: Building Organizations of Integrity*, M.E. Sharpe, Armonk, 2007.
9. Sandel, Michael, "Affirmative Action: Reverse Discrimination?", in Sandel, Michael, *Justice: A Reader*, Oxford University Press, New York, 2007, pp. 237-262.
10. Sheeran, Patrick J., *Ethics in Public Administration: A Philosophical Approach*, Praeger, Westpoint, 1993.
11. Smith, Katherine, *Applying Political Theory Issues and Debates*, Palgrave Macmillan, Basingstoke, 2009.
12. ଶ୍ରୀମତୀ ପ୍ରଫୁଲ୍ଲିକା କୁମାରୀ, ପ୍ରଫୁଲ୍ଲିକା କୁମାରୀ, ପ୍ରଫୁଲ୍ଲିକା କୁମାରୀ ଏବଂ ଅନ୍ୟାନ୍ୟ, 'ପ୍ରଫୁଲ୍ଲିକା କୁମାରୀ' , ପ୍ରଫୁଲ୍ଲିକା କୁମାରୀ ଏବଂ ଅନ୍ୟାନ୍ୟ, ଡି.ଏସ୍. 2023 .

Subject Code: C52519
Forced Migration Studies
(4 Credits, 60 Hours)

Course Objectives:

1. To understand the concerns of forced migration
2. To appreciate the different perspectives on displacement of people.
3. To analyse the problem from a holistic approach.

Module I: Historical and legal perspectives on displacement (15 Hours)

- a) Etymology, history of displaced persons as mass phenomenon
- b) Frames of looking at displacement: international, anthropological and social science perspectives.
- c) The refugee regime, Internally displaced persons

Module II: Displacement due to development (15 Hours)

- a) Anthropological and sociological studies, Impoverishment, Risks and Reconstruction model
- b) People's movements
- c) Principle of eminent domain, Land Acquisition Act and amendment bill, draft National Policy, Packages and Guidelines for Resettlement and Rehabilitation for Project Affected Families

Module III: Displacement due to natural disasters (15 Hours)

- a) Displacement due to catastrophic natural disasters: earthquakes, floods, tsunamis, cyclone.
- b) Migration due to famine, drought
- c) National and state level administrative organisation for disaster management and relief

Module IV: Displacement due to conflict (15 Hours)

- a) Displacement due to communal violence: major riots and pogroms
- b) Displacement due to ethnic conflict
- c) Displacement due to political and social movements: state formation, language riots, reservation.

Course Outcomes:

1. Develop critical thinking approach towards the concerns of displacement.
2. Venture into national and international roles for finding solution to the problem.
3. Develop an interest for further research.

Reading List:

1. Badigar, Sanjeevini, 'A Normal Anomaly: Displacement due to Communal Violence in Gujarat', *Economic and Political Weekly*, Vol. XLVII, 21 January 2012, pp 42-47.
2. Banerjee, Paula, Sabyasachi Basu Ray Chaudhuri and Samir Kumar Das (Eds), *Internal Displacement in South Asia*, Sage Publications, New Delhi, 2005.
3. Brass, Paul, 'The Production of Hindu-Muslim Violence in Contemporary India, Oxford University Press, New Delhi, 2003.
4. Cohen, Roberta, Francis Deng, *Masses in Flight*, Washington DC, Brookings Institution, 1998.
5. Fernandes, Walter and Vijay Pranjapai (ed.), *Rehabilitation Policy and Law in India: A Right to Livelihood*, New Delhi, Indian Social Institute and Econet, Pune, 1997.
6. Jean Dreze et al (Ed), *The Dam and the Nation*, Oxford University Press, Delhi, 1997.
7. Kalin, Walter, *Guiding Principles on Internal Displacement Annotations*, The American Society of International Law and The Brookings Institution, Washington DC, 2000.
8. Malkki, Liisa, "National geographic: the rooting of peoples and the territorialisation of national identity among scholars and refugees", *Cultural Anthropology*, 7(1), 24-44 Space, Identity and the Politics of Difference, February 1992.
9. Michael Cernea and Christopher Mc Dowell (Ed.), *Risks and Reconstruction- Experience of Resettlers and Refugees*, The World Bank, Washington DC, 2000.
10. Mishra, Omprakash (Ed.), *Forced Migration in the South Asian Region: Displacement, Human Rights and Conflict Resolution*, Kolkata, Jadavpur
11. Muggah, Robert, A Tale of Two Solitudes: Comparing Conflict and Development-Induced Internal Displacement and Involuntary Resettlement, *International Migration*, Vol. 41, No. 5, 2003. pp 5-31.
12. Parsuraman S. and Unnikrishnan P.V. (Ed.), *Disaster Report: Towards a Policy Initiative*, Oxford University Press, New Delhi, 2000.
13. Simpson Edward, "Hindutva as a Rural Planning Paradigm in Post- Earthquake Gujarat", in John Vavos, Andrew Wyatt and Vernon Hewitt(Ed.), *The Politics of Cultural Mobilization in India*, Oxford University Press, New York, 2004.
14. Thayer Scudder, *The Future of Large Dams: Dealing with Social, Environmental, Institutional and Political costs*, Earthscan, London, 2005.
15. Weiner, Myron, *Sons of the Soil: Migration and Ethnic Conflict in India*, Princeton University Press, 1978.

Subject Code: C52520
Maritime Politics
(4 Credits, 60 Hours)

Course Objectives:

1. To introduce the maritime politics studies to the students of international relations.
2. To provide in depth knowledge of maritime domain from political perspective and make students aware of the imminent challenges in the field.
3. To acquaint students with various approaches and perspectives for comprehensive understanding of maritime security concerns.

Module I: Introduction

(15 Hours)

- a) Politics of Maritime Security: Meaning and importance
- b) Key Concepts: Blue economy, Maritime governance
- c) Geopolitical Perspectives

Module II: Key Concerns

(15 Hours)

- a) Safety and Security of the Sea Lanes of Communication (SLOCs)
- b) Piracy, Illegal trafficking, Terrorism
- c) Freedom of Navigation

Module III: Maritime Policies and Politics of Major Powers

(15 Hours)

- a) United States of America
- b) China
- c) India

Module IV: Approaches to Deal with Maritime Security

(15 Hours)

- a) Multilateral Initiatives
- b) Regional Initiatives
- c) Legal mechanism: UNCLOS

Course Outcomes:

After successful completion of this course, students:

1. will get a good grasp of the maritime politics as well as the prevailing maritime concerns.
2. will be able to critically analyse contemporary maritime politics scenario and provide pertinent inputs regarding the same for policy making.

3. will be in position to identify the appropriate approaches to deal with maritime security challenges.

Reading List:

1. Bo, H. (2019). *Chinese Maritime Power in the 21st Century: Strategic Planning, Policy and Predictions*. United Kingdom: Taylor & Francis.
2. Bose, S. (2009). *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. United States: Harvard University Press.
3. Gupta, A., Hensel, H. M. (2017). *Maritime Security in the Indian Ocean and Western Pacific: Heritage and Contemporary Challenges*. United Kingdom: Taylor & Francis.
4. Hong, N. (2012). *UNCLOS and Ocean Dispute Settlement: Law and Politics in the South China Sea*. United Kingdom: Routledge.
5. Malik, A.K., Patel, B. N., Nunes, W. (2016). *Indian Ocean and Maritime Security: Competition, Cooperation and Threat*. United Kingdom: Taylor & Francis.
6. McNicholas, M. (2016). *Maritime Security: An Introduction*. United Kingdom: Elsevier Science.
7. Otto, L. (2020). *Global Challenges in Maritime Security: An Introduction*. Germany: Springer International Publishing.
8. Rao, P. (2022). *India's Naval Diplomacy: Contours and Constraints*. India: Taylor & Francis.
9. Roe, M. (2013). *Maritime Governance and Policy-Making*. United Kingdom: Springer London.
10. Schöttli, J. (Edt.) (2016). *Power, Politics and Maritime Governance in the Indian Ocean*, United Kingdom: Taylor & Francis.

Subject Code: C52521
Borders in International Relations
(4 Credits, 60 Hours)

Course Objectives:

1. To introduce the border studies to the students of international relations.
2. To provide conceptual as well as theoretical understanding of borders.
3. To help the Students acquire a range of perspectives on border studies going beyond security and realpolitik considerations.

Module I: Introduction

15 Hours

- a) Understanding Geography, Space & Spatiality
- b) Borders, Territory & Territoriality
- c) Maps through Cartography

Module II: Border Discourse

15 Hours

- a) Theory of the Border
- b) Borders and Order
- c) Identity and Border

Module III: Key themes

15 Hours

- a) Borders, sovereignty and security
- b) Borders in globalised world
- c) Borders and regional integration

Module IV: Case Studies

15 Hours

- a) Africa
- b) Europe
- c) South Asia

Course Outcomes:

After successful completion of this course, student will:

1. gain insights of diverse perspectives of borders from multiple vantage points.
2. be able to analyse and give valuable inputs to policy makers for dealing with complex border issues.
3. analyse and apply various theoretical frameworks to unfold the complexities of international relations with respect to borders.

Reading List:

1. Acharya, A. (Ed.). (2023). *Boundaries and Borderlands: A Century after the 1914 Simla Convention*. Oxon: Routledge.
2. Albert, M., Jacobson, D., & Lapid, Y. (Eds.). (2001). *Identities, Borders, Orders: Rethinking International Relations Theory*. Minneapolis: University of Minnesota Press.
3. Brambilla, C., Laine, J., Scott, J. W., & Bocchi, G. (Eds.). (2016). *Borderscaping: Imaginations and Practices of Border Making*. New York: Routledge.
4. Brunet-Jailly, E. (Ed.). (2007). *Borderlands: Comparing Border Security in North America and Europe*. Ottawa: University of Ottawa Press.
5. Michaelsen, S., & Johnson, D. E. (Eds.). (1997). *Border Theory: The Limits of Cultural Politics*. Minneapolis: University of Minnesota Press.
6. Nail, T. (2016). *Theory of the Border*. Oxford : Oxford University Press.
7. Pickles, J. (2004). *A History of Spaces: Cartographic reason, mapping and the geo-coded world*. London: Routledge.
8. Tripathi, D. (Ed.). (2021). *Re-imaging Border Studies in South Asia*. New York: Routledge.
9. Vaughan-Williams, N. (2009). *Border Politics: The Limits of Sovereign Power*. Edinburgh: Edinburgh University Press.
10. Welchman, J. C. (Ed.). (1996). *Rethinking Borders*. London: Macmillan Press Ltd.

Subject Code: C52522
Foreign Policy of China
(4 Credits, 60 Hours)

Course Objectives:

1. Analyze the role of Chinese leadership and other actors in making Chinese foreign policy.
2. Examine its relations with major powers.
3. Examine the importance of BRICS and China's role in it.

Module I: Historical Perspective

(15 Hours)

- a) Philosophical and Ideological influence on Chinese Society
- b) National interests and Emergence of Nationalism in China
- c) Emergence of Peoples Republic of China and Development of Foreign Policy

Module II: Making of Foreign Policy of China

(15 Hours)

- a) Role of Personalities
- b) Party System
- c) PLA and PLAN

Module III: China and Bilateral Relations

(15 Hours)

- a) Russia
- b) US and India
- c) Asian Countries

Module IV: China and World

(15 Hours)

- a) Central Asia
- b) South Asia
- c) BRICS Organization

Course Outcomes:

1. Students will come to know about the different leaders, party system and their role in making Chinese foreign policy.
2. Students will develop critical thinking about China. This will help them to develop critical academic and policy oriented writing about China.
3. It will help to expand the knowledge of students about the different regions vis-à-vis China.

Reading List:

1. Alden, Christopher, *China Returns to Africa: A Superpower and a Continent Embrace*, 2008
2. Cossa Ralph, *The PRC'S National Security Objectives in the Post-Cold War Era and Role of PLA, Issues and Studies*, Vol.30, Sept.1996.
3. David Shambaugh, *China Goes Global*, Oxford, 2013
4. Denny Ray, *China's Foreign Relations*, Macmillan Press, 1998
5. Henry Kissinger, *On China*, Penguin, 2012

6. J.A.G.Roberts, *A History of China*, Palgrave, 2011
7. Lowell Dittmer and George T.Yu. *China: The Developing World and the New Global Dynamic*, Lynne Rinner, 2010
8. Marc Lanteigne, *Chinese Foreign Policy: An Introduction*, Rutledge, 2013
9. William J. Joseph, *Politics in China*, Oxford, 2014
10. Yufan, C.X. George et.al, *Challenges to the China's Foreign Policy*, KW Publisher, 2013

Sem. - IV

**Syllabus
M.A. (Political Science)
(Sem.- IV)**

M.A. (Political Science)- Semester IV (Programme Code: 3233764)
Mandatory Papers

Subject Code: C53111
Foreign Policy of India
(4 Credits, 60 hours)

Course Objectives:

1. To understand the evolutions and dimensions India's Foreign Policy
2. To highlight challenges to Indian foreign policy.
3. To develop critical thinking, analysis of foreign policy and its implementations.

Module I: Evolution of Indian foreign policy (15 Hours)

- a) The Liberal Era – Nehru and non-alignment
- b) The Realist Era – Post-Nehruvian Period
- c) The Post Liberalization phase – impact of the end of the Cold War and globalization

Module II: Formulation of foreign policy (15 Hours)

- a) Role of the Executive – Political and Bureaucratic
- b) Role of the Legislature
- c) Role of Political Parties, Pressure Groups and Media

Module III: India and Major Powers (15 Hours)

- a) India-US.
- b) India-Russia
- c) India- EU

Module IV: Challenges to India's Foreign Policy (15 Hours)

- a) Terrorism, Energy, Trade
- b) National Security; Nuclear Threat, Border conflicts
- c) UNSC Membership

Course Outcomes:

1. After learning this course, student will be able to critically evaluate India's foreign policy.
2. Student will be able to comprehend the process of formulation of India's foreign policy.
3. Students will get critically knowledge about India's foreign relations with major powers.

Reading List:

1. Basrur, Rajesh, *Minimum Deterrence and India's Nuclear Security*, (2005: Palo Alto, CA, Stanford University Press)
2. Cohen, Stephen, *India Emerging Power*, (2002: New Delhi, Oxford University Press)
3. Dash, P.L. And Andrei Nazarkin, eds., *India and Russia: Strategic Synergy Emerging*, (2007: New Delhi, Authors Press)
4. Devare, Sudhir, *India and Southeast Asia*; (2006: Singapore & New Delhi; ISEAS & Capital Publishing Co.)
5. Dixit, J.N., *External Affairs: Cross-Border Relations*, (2003: New Delhi, Lotus Collections)

- [illegible]

1. IUP Journal of International Relations
2. India Quarterly
3. International Studies (JNU)
4. World Focus
5. World Affairs

1. IUP Journal of International Relations
2. India Quarterly
3. International Studies (JNU)
4. World Focus
5. World Affairs

Subject Code: C53211
Political Sociology
(4 Credits, 60 hours)

Course Objectives:		
1.	To introduce students to the inter-relationship between the political science and sociology.	
2.	To acquaint students to significant themes affecting the socio-political space.	
3.	To enable students to understand fundamental concepts within political sociology.	
Module 1: Introduction		15 Hours
a)	Meaning, and nature of Political Sociology	
b)	Development of Political Sociology	
c)	Significance, Scope and Limitations	
Module II: Political System		15 Hours
a)	Political and Non Political System	
b)	Power and Authority	
c)	Legitimacy and Political Elites	
Module III: Fundamental Concepts – I		15 Hours
a)	Political Participation	
b)	Political Socialisation	
c)	Political Culture	
Module IV: Fundamental Concepts - II		15 Hours
a)	Political Communication and Voting Behaviour	
b)	Political Recruitment	
c)	Political Change	
Course Outcomes:		

1.	Students will be able to critically understand socio-political fabric of contemporary India.	
2.	It will be helpful for students to build a strong theoretical foundation for research in the discipline of political science as well as in sociology.	
3.	The course will enable students to critically evaluate contemporary socio-political concerns.	

Reading List:

1. Almond, Gabriel and Powell, Bingham G. Jr. 1966, *Comparative Politics: Developmental Approach*. Feffer and Simons, New York.
2. Asraf, Ali and Sharma, L.N., 1983, (2007 reprint), *Political Sociology: A New Grammar of Politics*. Universities Press, Hyderabad.
3. Avineri, S., 1972, *The Social and Political Thought of Karl Marx*. Cambridge University Press, Cambridge.
4. Bottommore, Tom, 1979, (1994 reprint), *Political Sociology*. B.I. Publications, Bombay.
5. Dowse, R. and Hughes, John A., 1972, *Political Sociology*, John Wiley and Sons, London.
6. Giddens, Anthony, 1971, (1992 Indian edn.), *Capitalism and modern social theory: an analysis of the writings of Marx, Durkheim and Max Weber*. Cambridge University Press, Foundation Books, New Delhi.
7. Gupta, Dipankar (ed), *Social Stratification*, Oxford University Press, New Delhi.
8. Joseph, Sarah, 1988, (2004 reprint), *Political Theory and Power*, Foundation Books, Delhi.
9. Lipset, S. M. (ed.) 1961, *Culture and Social Character*, Free Press, New York.
10. Mukhopadhyaya, A.K., 1977, (1997 Reprint), *Political Sociology: An Introductory Analysis*. K.P. Bagchi, Calcutta.
11. Sen, Sukomal, 1977, *Working Class of India : History of Emergence and Movement 1930-1970*. Columbia, MI. : South Asia Books.
12. Shah, Ghanshyam (Ed.) 2004, *Caste and Democratic Politics in India*. Permanent 94 Black, New Delhi.
13. Sharma, K.L., 1994, (2002 reprint), *Social Stratification and Mobility*. Rawat Publication, Mumbai.
14. Varma, S.P., 1976, *Modern Political theory*. Vikas, New Delhi.
15. Wilkinson, Steven I., (ed.), 2005, *Religious Politics and Communal Violence*. Oxford University Press, New Delhi.

Subject Code: C53311
Rural Governance in India
(4 Credits and 60 Hours)

Course Objectives:

1. To study the evolution of the Panchayat Raj Institutions in India
2. To understand the role of PRI in rural development
3. To understand the challenges before the rural governance in India

Module I	Introduction	(15 Hours)
	a) Evolution of Panchayati Raj Institutions in India	
	b) Constitutional framework: 73 rd Constitutional Amendment Act	
	c) Comparative study of Maharashtra, Rajasthan, West Bengal & Kerala	
Module II	Role of Panchayati Raj Institutions	(15 Hours)
	a) Government initiative to empower local: Reservation & social audit	
	b) Fiscal Decentralization	
	c) Decentralized Planning	
Module III	Rural Development through PRI	(15 Hours)
	a) Rural Employment	
	b) Rural Healthcare and Education	
	c) Rural Housing	
Module IV	Contemporary Issues	(15 Hours)
	a) Capacity Building	
	b) People's participation through NGOs, SHGs, User Associations, Para statals	
	c) Localization, Globalization, Rurbanization	

Course Outcomes:

After studying this paper, students will be able to:

1. Describe the genesis and evolution of the Panchayat Raj Institutions in India
2. Understand the role of Panchayat Raj Institutions in the rural development of India
3. Explain the challenges before the rural governance in India

Reading List:

1. Das, S.K., Nanda, B.K., Rath, J. (Eds.), *Micro Finance and Rural Development in India*, New Century, New Delhi, 2008.
2. Devi, Shakuntala, *Planning and Rural Development: Indian Perspective*, Sarup and Sons, New Delhi, 2006.

3. Government of India, Second Administrative Reforms Commission, *Unlocking Human Capital Entitlements and Governance- A Case Study*, 2006, <http://arc.gov.in/2ndrep.pdf>.
4. Hooja, Rakesh, and Hooja, Meenakshi, *Democratic Decentralization and Planning : Essays on Panchayati Raj, District Planning and Development Administration*, Rawat, Jaipur, 2007.
5. Hooja, Rakesh, and Parnami, K.K., *Development Administration and Rural Development*, Aalekh, Jaipur, 2007.
6. Jain, L.C. (Ed.), *Decentralisation and Local Governance*, Orient Longman, New Delhi, 2005.
7. Jayal, NirajaGopal, Prakash, Amit, and Sharma, Pradeep K., *Local Governance in India Decentralization and Beyond*, Oxford University Press, New Delhi, 2007.
8. Prasad, B.K., *Rural Development: Concept, Approach and Strategy*, Sarup and Sons, New Delhi, 2003.
9. Prasad, R.R., and Rajanikanth, G. (Eds.), *Rural Development and Social Change*, Discovery, New Delhi, 2006.
10. Singh, S. and Sharma, P. (eds.) (2007) 'Introduction', in *Decentralization: Institution and Politics in Rural India*. New Delhi: Oxford University Press, pp 1- 36.

Elective Papers
Subject Code: C53411
Theories of State
(4 Credits, 60 Hours)

Course Objectives:

1. To learn the classical approaches and theories of state.
2. To get acquainted with the alternative approaches and theories of state.
3. To study approaches and theories that challenge the conventional understanding of the nation-state.

Module I: The Liberal Theory **(15 Hours)**

- a) Classical Liberal Theory
- b) Neo-Liberal Perspective
- c) Libertarian Approach

Module II: The Marxist Theory **(15 Hours)**

- a) Orthodox Marxist Theory
- b) Neo-Marxism
- c) Democratic Socialism

Module III: The Alternative Perspectives **(15 Hours)**

- a) Pluralist and Elite Theories
- b) Feminist Approach
- c) Decoloniality

Module IV: Beyond the State **(15 Hours)**

- a) Anarchists
- b) Critical Theory
- c) Postcoloniality

Course Outcomes:

1. Students will learn how the nation-state is seen from traditional lenses.
2. Students will know how the nation-state is seen from non-traditional lenses.
3. Students will have the theoretical background that helps them appreciate, scrutinize and critically examine the relevance of the nation-state.

Reading List:

1. Barrow, C. W. (1993). *Critical Theories of the State: Marxist, Neomarxist, Postmarxist*. United States: University of Wisconsin Press.
2. Bhattacharya, S. (2016). *The Colonial State: Theory and Practice*. India: Primus Books.
3. Bluntschli, J. C., Ritchie, D. G., Matheson, P. E. (2019). *The Theory of State*. Germany: Hansebooks GmbH.
4. Carnoy, M. (2014). *The State and Political Theory*. United States: Princeton University Press.
5. Cudworth, E., Hall, T., McGovern, J. (2007). *The Modern State: Theories and Ideologies*. United Kingdom: Edinburgh University Press.
6. Dryzek, J., Dunleavy, P. (2009). *Theories of the Democratic State*. United Kingdom: Palgrave Macmillan.
7. Dunleavy, P., O'Leary, B. (1987). *Theories of the state: the politics of liberal democracy*. United Kingdom: Meredith Press.
8. Held, D. (1989). *Political Theory and the Modern State: Essays on State, Power, and Democracy*. United States: Stanford University Press.
9. Lister, M., Marsh, D. (2022). *The State: Theories and Issues*. United Kingdom: Bloomsbury Publishing.
10. Vincent, A. (1987). *Theories of the State*. United Kingdom: Wiley.

Subject code: C53412
Subject: Political Economy of India
(4 Credits, 60 Hours)

Course Objectives:

1. To appreciate the evolution of the role of the Indian state in economic matters.
2. To understand the differences between a planned and a neoliberal economy.
3. To discuss the contemporary issues in political economy of agriculture, industry and services.

Module I: Political Economy of Colonial India

15 Hours

- a) Meaning and Approaches to Political Economy
- b) Early Indian Contemplation on the Drain of Wealth
- c) From Tariff Barriers to Planning

Module II: Socialist Planning in India

15 Hours

- a) Land Reforms
- b) Nationalisation of Industries
- c) The Regulatory Framework prior to Reforms

Module III: Economic Reforms Era

15 Hours

- a) The context of Reforms
- b) Case studies: Delicensing, Disinvestment and Globalisation
- c) Reforms and the emergence of Middle Class

Module IV: Political Economy in the Era of LPG

15 Hours

- a) Agriculture: LARR Act 2013, Agriculture and Market (Farm Bills, 2020)
- b) Manufacturing sector: Shifts in industrial policies, informalisation of labour
- c) Service sector: Employment patterns, and socio-economic impacts of the service-led economy

Course Outcomes:

1. Students will be able to understand how the Indian state's role in economic matters has evolved.
2. Students will be able to differentiate between a planned and a neoliberal economy.
3. Students will be able to appreciate nuances of contemporary issues in the political economy of agriculture, industry and services.

Reading List:

1. Ahluwalia, M. S. (2020). *Backstage: The Story Behind India's High Growth Years*. Rupa Publications India Pvt. Limited.

2. Frankel, F. R. (2005). India's political economy, 1947-2004: The Gradual Revolution. Oxford University Press.
3. Hatekar, N. (2003, February 1-7). *Empire and the Economist: Analysis of 19th Century Economic Writings in Maharashtra*. Economic and Political Weekly, 38(5), 469-479.
4. Mehrotra, S., & Guichard, S. (Eds.). (2020). Planning in the 20th Century and Beyond India's Planning Commission and the NITI Aayog. Cambridge University Press.
5. Mody, Z. (2013). 10 Judgements that Changed India. Shobhaa Dé Books.
6. Mukherji, R. (2014). Political Economy of Reforms in India. Oxford University Press.
7. Mukherji, R. (Ed.). (2010). India's Economic Transition: The Politics of Reforms. Oxford University Press.
8. Rajagopalan, S. (2015). Incompatible Institutions: Socialism versus Constitutionalism in India. New York: Constitutional Political Economy, 26(3), 328-355. <https://doi.org/10.1007/s10602-015-9188-0>
9. Rajagopalan, S. (2021, December 16). The 1991 Reforms and the Quest for Economic Freedom in India. SSRN Papers. Retrieved January 7, 2024, from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3985599
10. जोशी श. अ . (२००८). खुल्या व्यवस्थेकडे खुल्या मनाने (दुसरी आवृत्ती). जनशक्ती वाचक चळवळ.

Subject Code: C53413
Social Movements in India
(4 Credits, 60 Hours)

Course Objectives:

1. To acknowledge the wide scope of social movements in India
2. To comprehend the working of ideologies pertaining to social space.
3. To analyse the emerging trends of modern social movements.

Module I: Conceptual Framework

(15 Hours)

- a) Traditional Movements
- b) New Social Movements
- c) Social Movements and politics of change

Module II: Social Movements

(15 Hours)

- a) Nationalist Movement
- b) Dalit Movement
- c) Adivasi Movement

Module III: Contemporary Social Movements

(15 Hours)

- a) Farmers movements and agricultural distress
- b) Identity, Ethnicity and Citizenship
- c) Development, Urbanization and Environmental Movements

Module IV: Emerging trends

(15 Hours)

- a) Movements against social and cultural structures: gender, sexuality and patriarchy
- b) Human Rights Movement
- c) Reimagining public space: social media and digital space

Course Outcomes:

1. The student would be able to comprehend diverse strands of thoughts in political and social life
2. The student would be able to examine the diverse demands of a changing political society.
3. The student can better appreciate the true workings of democracy at the grassroots level.

Reading List:

1. Brass, Paul R. and Franda, Marcus F., *The Communist Movement in India*, MIT Press, Cambridge, 1973.
2. Desai, A.R., *Peasant Struggles in India*, Oxford University Press, New Delhi, 1982.
3. Dhanagare, D.N., *Peasant Movements in India: 1920-1950*, Oxford University Press, New Delhi, 1983.
4. Dietrich, Gabriel, *Reflections on the Women's Movement in India: Religion, Ecology, Development*, Horizon India Books, New Delhi, 1992.
5. Lee, Su H., *Debating New Social Movements: Culture, Identity, and Social Fragmentation*, Rawat, Jaipur, 2010.
6. Nadkarni, M.V., *Farmers' Movement in India*, Allied, New Delhi, 1992.
7. Omvedt, Gail, *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*, M.E. Sharpe, New York, 1993.
8. Oommen, T.K., *Protest and Change: Studies in Social Movements*, Sage, New Delhi, 1990.
9. Rao, M.S.A. (Ed.), *Social Movements in India: Studies in Peasants, Backward Classes, Sectarian, Tribal and Women's Movements*, Manohar, New Delhi, 2004.
10. Arora, V. (2001). Politics of Class (ness) in the Farmers' Movement in India: Validity of the New Social. *Sociological Bulletin*, 84-121.
11. Jaffrelot, C. (1996). *The Hindu Nationalist Movement in India*. New York: Columbia University Press.
12. Mallick, K. (2021). *Environmental Movements of India: Chipko, Narmada Bachao Andolan, Navdanya*. Amsterdam: Amsterdam University Press.
13. Baruah, A. (2002). *Student Power in North-east India: Understanding Student Movements*. Michigan: Regency Publications.
14. 'संस्कृत' संस्कृत , 'संस्कृत' संस्कृत 'संस्कृत' संस्कृत ,संस्कृत' 2023 .

Subject Code: C53414
Ancient Indian Political Thought
(4 Credits, 60 Hours)

Course Objectives:

1. To introduce students to the idea of 'political' in Ancient India
2. To acquaint students to indigenous ideas about polity, government, administration and international relations in ancient India
3. To introduce students to some significant ancient Indian texts dealing with political thought

Module I: Introduction

(15 Hours)

- a) Textual sources of political thought in ancient India
- b) Idea of Social and Political
- c) Origin of the State

Module II: Kautilya's Arthashastra

(15 Hours)

- a) The State: Saptang Theory
- b) External Relations: Madala Theory
- c) The King /Ruler as a Vijigishu & Rajarshi

Module III: Shantiparva

(15 Hours)

- a) Origin of the state
- b) Rajdharma
- c) Dandaniti

Module IV: Buddhist View of the State

(15 Hours)

- a) The social contract: Jataka Stories
- b) Origin of the State: Dighanikaya
- c) Duties of the Ruler: Anguttaranikaya

Course Outcomes:

1. The students will be able to understand ancient Indian Political thought and its contribution to the making of the political
2. It will enable students to build a strong theoretical foundation for research in the discipline of political science
3. The course will enable students to read critically some significant texts on political thought in ancient India

Reading List:

1. Altekar A.S. (2016), *State and Government in Ancient India*, Motilal Banarasidas Publishers (7th Edition)
2. Fitzgerald, J. L. (2004). *The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London:University of Chicago Press.
3. Kosambi, D.D., *Culture and Civilization in ancient India*, Delhi: Vikas, 1990.
4. Kangle R. P. (2014), *Arthashastra*, Motilal Banarasidas Publishers (8th Edition)
5. Majumdar R. C. (2016), *Ancient India*, Motilal Banarasidas Publishers (9th Edition)
6. Jayaswal, K. P. (1924). *Hindu polity: A constitutional history of India in Hindu times* (Vol. 1). Butterworth & Company (India).
7. V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.
8. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464
9. Spellman, J. W. (1964). *Political Theory of Ancient India: A Study of Kingship from the Earliest Times to ca. AD 300*. Clarendon Press.
10. Shruti Kapila& Faisal Devaji (2013), *Political Thought in Action: The Bhagvad Gita & Modern India*, Cambridge Univeristy Press
11. Chattopadhyaya, D. (1959). *Lokayata a study in ancient Indian materialism*.
12. Balagangadhara, B. (2012). *Reconceptualizing India Studies*. Oxford University Press
13. Chusalkar, A. S. (2018). *Revisiting the Political Thought of Ancient India: Pre-Kautilian Arthashastra Tradition*. Sage Publications Pvt. Limited.
14. Gray, S. (2014). "Reexamining Kautilya and Machiavelli: Flexibility and the problem of legitimacy in Brahmanical and secular realism". *Political Theory*, 42(6), 635-657.
15. Gray, S. (2017). *A Defense of Rule: Origins of Political Thought in Greece and India*. Oxford University Press.
16. Rangarajan, L. N. (Ed.). (1992). *The arthashastra*. Penguin Books India.
17. Vajpeyi, A. (2012). *Righteous republic: The political foundations of modern India*. Harvard University Press.
18. *Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp.208-213.
19. Holdrege, B. A. (2004). *Dharma*. In *The Hindu World* (pp. 225-260). Routledge
20. Bisht, M. (2019). *Kautilya's Arthashastra: Philosophy of Strategy*. Taylor & Francis.
21. McClish, M. R., & Olivelle, P. (2012). Introduction to The Arthasastra: Selections from the Classic Indian Work on Statecraft. In *The Arthasāstra: Selections from the Classic Indian Work on Statecraft* (pp. IX-LXXII). Hackett Publishing.
22. Mitra, S. K., & Liebig, M. (2016). *Kautilya's Arthashastra: An Intellectual Portrait*. Nomos VerlagsgesellschaftmbH & Co. KG.

Subject Code: C53415
Political Thoughts of Dr. B.R. Ambedkar
(4 Credits, 60 Hours)

Course Objectives:

1. To discuss the origins of the caste system from the point of view of Dr. Ambedkar.
2. To understand the contributions of Dr. Ambedkar in the making of the Constitution.
3. To explore the political thoughts of Dr. B.R. Ambedkar.

Module I: The Question Of Caste (15 Hours)

- a) Genesis and origin of caste
- b) Annihilation of castes and Ambedkar's perspectives on Social system
- c) Social justice and Affirmative action

Module II: Economic Thought (15 Hours)

- a) Economic Pragmatism
- b) Monetary Economics and development of Public finance.
- c) Economic Reforms of Dr. Ambedkar.

Module III: Constitution, Social Democracy And State Socialism (15 Hours)

- a) Manifestation of Social democracy- liberty, equality and Fraternity
- b) Construction of the Nation, Linguistic States and Federalism
- c) Women and Minorities

Module IV: From Social To Political (15 Hours)

- a) Independent Labour Party, Depressed Classes Mission, Scheduled Castes Federation , Republican Party of India
- b) School For Political Training of Leaders
- c) Building Political Consciousness – (Newspapers, Janata Patrika, etc)

Course Outcomes:

1. The student is expected to appreciate the modern political ideas of Dr. Ambedkar
2. The student will appreciate the ideas of liberty, equality and fraternity in the Indian Constitution.
3. The student will gain new perspective on the Ambedkarite organisations.

Reading List:

1. Ambedkar, D. (2019). *Castes in India : Their Mechanism, Genesis and Development*. Notion Press.
2. Ambedkar, D. B. (2021). *Who were the Shudras*. Delhi: Delhi Open Books.
3. B.R.Ambedkar, D. (2022). *Pakistan Or Partition Of India*. Prabhat Prakashan.
4. Dr.B.R.Ambedkar. (2015). *The Annihilation of Caste : The Annotated Critical Edition*. Navayana Publications.
5. Dr.B.R.Ambedkar. (2017). *Pakistan or the Partition of India*. Kalpaz Publications.
6. Dr.B.R.Ambedkar. (2018). *Buddha or Karl Marx*. New Delhi: Samyak Prakashan.
7. Dr.B.R.Ambedkar. (2018). *Federation versus Freedom*. New Delhi: Samyak Prakashan.
8. Dr.B.R.Ambedkar. (2020). *A Stake in the Nation: Selected Speeches*. Noida: Navayana Publications.
9. Dr.B.R.Ambedkar. (2022). *The Constitution of India*. New Delhi : Samyak Prakashan.
10. Omvedt, G. (2009). *Seeking Begumpura : The Social Vision of Anticaste Intellectuals*. Noida: Navayana Publications.
11. Rege, S. (2013). *Against the Madness of Manu : B.R Ambedkar's Writings on Brahmanical Patriarchy*. Noida: Navayana.
12. 'डॉ. बाबासाहेब आंबेडकर संख्येच्या वारसाचे' ,२००१-१९२० ते १९३६, बाबासाहेबांच्या लेखनांचे प,२००००० ,१५ ऑक्टोबर २००२,
13. डॉ.' बाबासाहेब आंबेडकर संख्येच्या वारसाचे' ,२००६-२,१९३७ ते १९४५ बाबासाहेबांच्या लेखनांचे प,२०००००, १५ ऑक्टोबर १९०२ .
14. डॉ. 'बाबासाहेब आंबेडकर संख्येच्या वारसाचे' २०००-३ १९४६ ते १९५६, खंड १८, बाबासाहेबांच्या लेखनांचे प,२०००००.
15. डॉ. डॉ. आ. आंबेडकर ,संस्कृतितो २००० बाबासाहेबांच्या लेखनांचे '२०००' प,२०००००, ऑक्टोबर, २००४ .
16. डॉ.न. य. डॉ. बाबासाहेब आंबेडकर का.२००० स.२०००, खंड १,२००००० २००० ६ ऑक्टोबर २०००
17. डॉ. डॉ. (२०००) 'खंड १, २००००० प,२०००००, खंड १,२००००० २०१२ .
18. डॉ. (२०००) 'डॉ. बाबासाहेबांच्या' खंड २, २००००० प,२०००००, ऑक्टोबर .१
19. डॉ. डॉ. (२०००) 'डॉ. बाबासाहेबांच्या' खंड ३,२००००० प,२०००००, ऑक्टोबर .१
20. डॉ. डॉ. डॉ. डॉ. , 'डॉ. बाबासाहेब आंबेडकर' खंड १,२००००० प,२०००००, ऑक्टोबर, ऑक्टोबर २०१३ .
21. डॉ. डॉ. डॉ. डॉ. , 'डॉ. बाबासाहेब आंबेडकर' ,खंड ४ ,२००००० प,२०००००, ऑक्टोबर, ऑक्टोबर २०१३ .
22. डॉ. डॉ. डॉ. डॉ. आंबेडकर का.२००० खंड ५ , २००००० प,२०००००, ऑक्टोबर, ऑक्टोबर २६ ऑक्टोबर २००७ .
23. डॉ. डॉ. डॉ. (२०००) 'डॉ. बाबासाहेब आंबेडकरांच्या लेखनांचे' खंड १०, २००००० प,२०००००, ऑक्टोबर २००९ .
24. डॉ. डॉ. डॉ. डॉ. ' डॉ. बाबासाहेबांच्या आ. डॉ. बाबासाहेबांच्या आंबेडकर' ,२००० ते प,२०००००, ऑक्टोबर.
25. डॉ. डॉ. डॉ. डॉ. ' डॉ. बाबासाहेबांच्या आंबेडकर' ,२००० ते प,२०००००, ऑक्टोबर २०१६ .

26. ગાંધી ક સ્મૃતિ પુરસ્કારને માટે નામનાર પુરસ્કારીતરફથી આવેલ ક, રૂ. ૧૦,૦૦૦૦૦૦ આવેલ ક ના બેંક વાસ થી ન
2016 .

27. ગાંધી ક સ્મૃતિ પુરસ્કારને માટે નામનાર પુરસ્કારીતરફથી આવેલ ક ના બેંક વાસ થી ન આવેલ ક ના બેંક વાસ થી ન
કરતાં ગાંધી ક સ્મૃતિ પુરસ્કાર નામનાર પુરસ્કારીતરફથી આવેલ ક ના બેંક વાસ થી ન

28. ગાંધી ક સ્મૃતિ પુરસ્કાર નામનાર પુરસ્કારીતરફથી આવેલ ક ના બેંક વાસ થી ન આવેલ ક ના બેંક વાસ થી ન
નામનાર પુરસ્કાર નામનાર પુરસ્કારીતરફથી આવેલ ક ના બેંક વાસ થી ન

29. ગાંધી ક સ્મૃતિ પુરસ્કાર નામનાર પુરસ્કારીતરફથી આવેલ ક ના બેંક વાસ થી ન આવેલ ક ના બેંક વાસ થી ન
નામનાર પુરસ્કાર નામનાર પુરસ્કારીતરફથી આવેલ ક ના બેંક વાસ થી ન

Subject Code: C53416
Public Policy
(4 Credits, 60 hours)

Course Objectives:

1. To appreciate the nuances of the making of public policy.
2. To develop critical thinking in understanding the problems of policy making.
3. To analyze the role of different stakeholders of policy formulation.

Module I: Approaches

(15 Hours)

- a) Institutional, Systems, Decision Making
- b) Elitist, Pluralist, Rational Choice
- c) Marxist, Critical

Module II: Processes

(15 Hours)

- a) Identifying problems, agenda setting, formulation, decision making
- b) Models of Policy Making and its Implementation
- c) Feedback and Evaluation

Module III: Context of Policy Formulation

(15 Hours)

- a) Executive and Judiciary
- b) Legislature
- c) Corporate interventions and Market forces

Module IV: The Role and Influence of Non-State Actors

(15 Hours)

- a) Non-Governmental Organisations
- b) Pressure Groups, Interest Groups
- c) Media and Public Opinion

Course Outcomes:

1. Developing an interest in the practical working of public policies.
2. Developing an interest for further research.
3. Utilising the gained knowledge at the grassroots levels of governance.

Reading List:

1. Anderson, J.E., *Public Policy-Making*, Sixth Edition, Houghton Mifflin, Boston, 2006.
2. Considine, Mark, *Making Public Policy Authority, Organization and Values*, Polity Press, Cambridge, 2005.
3. Dunn, William N., *Public Policy Analysis An Introduction*, Second Edition, Prentice Hall, Englewood Cliffs, 1994.
4. Dye, Thomas R., *Understanding Public Policy*, Tenth Edition, Pearson, Delhi, 2004.
5. Fischer, Frank, Miller, Gerald, and Sidney, Mara S. (Eds.), *Handbook of Public Policy Analysis: Theory, Politics, and Methods*, CRC Press, Boca Raton, 2007
6. Gerston, Larry N., *Public Policymaking in a Democratic Society*, PHI, New Delhi, 2009.
7. Guy, Peters B., and Pierre, Jon (Eds.), *Handbook of Public Policy*, Sage, London, 2006.
8. Hill, Michael, and Hope, Peter, *Implementing Public Policy*, Sage, London, 2002.
9. Hogwood, B.W., and Gunn, L., *Policy Analysis for the Real World*, Oxford University Press, Oxford, 1984
10. Howlett, Michael, and Ramesh, M., *Studying Public Policy, Policy Cycles and Policy Subsystems*, Oxford University Press, Ontario, 1995.
11. John, Peter, *Analysing Public Policy*, Pinter Press, London, 1998.
12. Michael, Moran, Rein, Martin, and Goodin, Robert E. (Eds.), *The Oxford Handbook of Public Policy*, Oxford University Press, Oxford, 2008.
13. Sabatier, Paul A. (Ed.), *Theories of the Policy Process*, Second Edition, Westview Press, Oxford, 2007.
14. Smith, Kevin B., and Larimer, Christopher, *Public Policy Theory Primer*, Westview Press, Philadelphia, 2009.
15. Theodoulou, Stella Z., and Cahn, Matthew A. (Eds.), *Public Policy: The Essential Readings*, Prentice Hall, New York, 1995.

Subject Code: C53417
Conflict and Peace Studies
(4 Credits, 60 Hours)

Course Objectives:

1. To provide conceptual as well as theoretical foundations of the ideas of peace and conflict.
2. To make students aware of the multidimensional causes and consequences of conflict and violence.
3. To familiarise students with the idea of conflict management and various means and measure to achieve peace.

Module I: Introduction to Conflict and Peace Studies (15 Hours)

- a) Nature and Scope
- b) Evolution
- c) Key concepts: Conflict, violence, peace & pacifism

Module II: Theoretical Premise (15 Hours)

- a) Philosophical foundations
- b) Theories of conflict
- c) Theories of peace

Module III: Major Concerns and Challenges (15 Hours)

- a) War and inter-state conflicts
- b) Civil wars and intra-state conflicts
- c) Issues of global concern: Terrorism, Climate Change induced conflicts

Module IV: Conflict Management Measures (15 Hours)

- a) State response
- b) Regional mechanisms
- c) Global initiatives

Course Outcomes:

After successful completion of this course, student will be able to:

1. identify and determine critical concerns in the conflict and peace discourse.

2. reflect upon the contemporary issues with regards to conflict and cooperation.
3. persuasively argue for the need of peace in the modern era.

Reading List:

1. Barash, D. P., Webel, C. P. (2008). *Peace and Conflict Studies*. India: SAGE Publications.
2. Byrne, S., Matyók, T., Scott, I. M., Senehi, J. (Edt.) (2020). *Routledge Companion to Peace and Conflict Studies*. United Kingdom: Taylor & Francis.
3. Evangelista, M. (Edt.)(2005). *Peace Studies: Critical Concepts in Political Science*. United Kingdom: Routledge.
4. Jeong, H. (2000). *Peace and conflict studies: an introduction*. United Kingdom: Ashgate.
5. Majumdar, A. J., Chatterjee, S., (2020). *Peace and Conflict Studies: Perspectives from South Asia*. India: Taylor & Francis.
6. Samaddar, R. (Edt.) (2004). *Peace Studies: An Introduction to the Concept, Scope, and Themes*. India: SAGE Publications.
7. Senehi, J., Byrne, S., Matyók, T. (Edts.) (2011). *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy*. United States: Rowman & Littlefield Publishing Group, Incorporated.
8. Toros, H., Tellidis, I. (2015). *Researching Terrorism, Peace and Conflict Studies: Interaction, Synthesis and Opposition*. (2015). United Kingdom: Taylor & Francis.
9. Wallensteen, P. (2013). *Peace Research: Theory and Practice*. United Kingdom: Taylor & Francis.
10. Webel, C., Galtung, J. (Edts.) (2007). *Handbook of Peace and Conflict Studies*. United Kingdom: Taylor & Francis.

Subject Code: C53418
New Politics of Identity
(4 Credits, 60 Hours)

Course Objectives:

1. The student would be able to appreciate the diverse identities in society.
2. The student would be able to understand the conflicts arising out of identities.
3. The student would be able to appreciate the national and international responses to these concerns.

Module I: Concepts

(15 Hours)

- a) Meaning of Identity
- b) Dimensions of Identity
- c) Critique of Identity Politics

Module II: Conflicts and Concerns of Identity Politics

(15 Hours)

- a) Hegemony, Contestations
- b) Ethnic, National and Sub-national conflicts
- c) Institutional and political responses to conflicts

Module III: Crisis of Identities

(15 Hours)

- a) Minorities
- b) Refugees
- c) Stateless people

Module IV: Identity through the lens of multiculturalism

(15 Hours)

- a) Multiculturalism
- b) Impact of Mass media
- c) Globalization and Identity

Course Outcomes:

1. The student would be able to explore the alternatives to the crisis of identities.
2. The student may develop critical thinking for solving the issues of identity crisis.
3. The student may generate more interest in its further research and development.

Reading List:

1. Evelina Dagnino, Citizenship: a perverse confluence, *Development in Practice*, Volume 17, Numbers 4–5, August 549-556, 2007
2. Htun, Mala “The Political Representation of Identity Groups.” *Perspectives on Politics*, Volume 2, No. 3, September, 2004 439-458, Development Research Centre on Identity, Citizenship, Participation and Accountability, available at www.drc.citizenship-org
3. Imtiaz Ahmed, Partha Ghosh and Helmut Reifeld, *Pluralism and Equality: Values in Indian Society and Politics*, London, Sage, 2000.
4. Kabeer N. 2005, The search for 'inclusive' citizenship: meanings and expressions in an inter-connected world'in (Ed) N. Kabeer, *Inclusive Citizenship: Meanings and Expressions of Citizenship* London: Zed Books.
5. Kevin Olson, 'Constructing Citizens' *The Journal of Politics*, Vol. 70, No. 1, January 2008, Pp. 40–53
6. Miller, David, *Citizenship and National Identity*, UK, Polity Press, 2000.
7. Parekh Bhikhu, *A New Politics of Identity*, Palgrave, NY, 2008.
8. Parekh, Bhikhu, *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Macmillan, Houndmills/ London, 2000
9. Patel, Sujata 'Bombay and Mumbai: Identities, politics, and populism', in Sujata Patel and Kushal Deb (eds.), *Urban studies* (249-273). New Delhi: Oxford University Press, 2006.
10. Ray, B. N, *Citizenship in a Globalising World*, New Delhi, Kaveri Books, 2007.
11. Weinreich, P., & Saunderson, W. (Eds.), *Analyzing identity: Cross-cultural, societal and clinical contexts*. New York: Routledge, 2003
12. Will Kymlicka and Bashir Bashir (eds.) *The Politics of Reconciliation in Multicultural Societies* (Oxford University Press, 2008

Subject Code: C53419
Language Politics and Language Policy in India
(4 Credits, 60 Hours)

Course Objectives:

1. To introduce students to the ideas of language policy and language politics in the Indian context.
2. To understand the constitutional and post-independence narratives on language and identity.
3. To critically review the ongoing struggles about languages in contemporary India

Module I: Constitution and Language **(15 Hours)**

- a) Constituent Assembly debates
- b) Provisions about Official Language & Regional Languages
- c) Limitations/Gaps of the Constitutional Discourse on Language

Module II: Language Policy and Planning **(15 Hours)**

- a) Concept and Types
- b) Institutional Mechanism
- c) Limits of Language Planning

Module III: Nature of Language Politics in India **(15 Hours)**

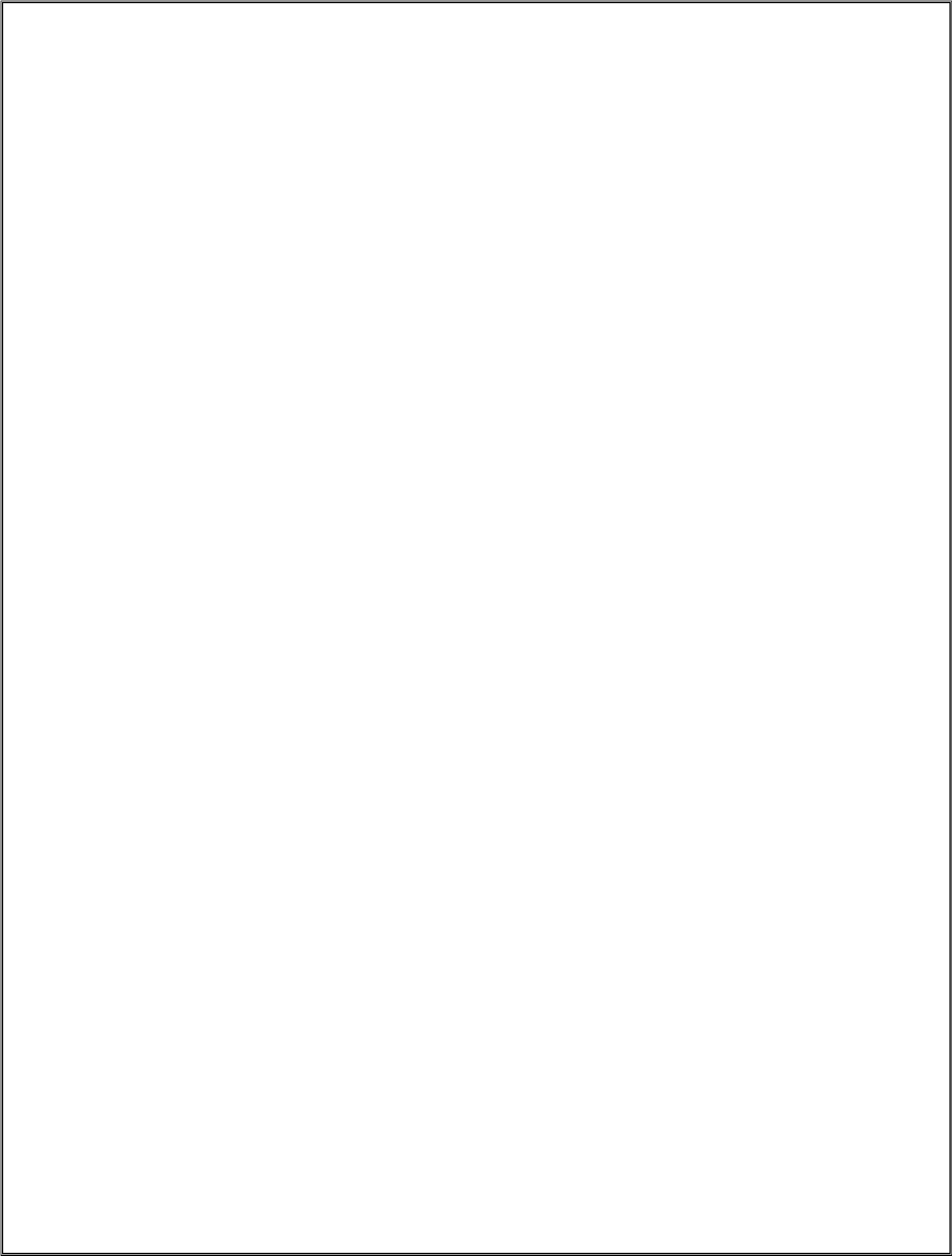
- a) Nativism
- b) Cultural Politics of Language
- c) Ethnic identity and language

Module IV: Contestations About: **(15 Hours)**

- a) National/ Official language
- b) Regional Languages
- c) Languages of State Minorities

Course Outcomes:

1. Students will learn the context of language policy and politics in the constituent assembly.
2. Students will be able to have a critical look at various narratives of language politics in contemporary India.
3. Students would be able to understand the interface between various types of language planning.



Reading List:

1. Akolkar Prakash- *Jai Maharashtra, Ha Shivsena Navacha Itihasahe* (Mumbai, Prabhat Prakashan, 1998)
2. Chandra, Bipin et. al. (ed.) *India after independence 1947-2000* (Penguin Books, 2000)
3. Gupta Jyotirindra Das - *Language Conflict and National Development: Group Politics and National Language Policy in India* (University of California Press, 1970)
4. Copland Ian, Rickard John (Ed) – *Federalism: Comparative Perspectives from India and Australia* (Monash University, National Centre for Australian Studies)
5. Hansen Thomas Blom – *Urban violence in India: Identity politics, Mumbai and the postcolonial city*, (Permanent black, 2001)
6. Harris Roxy, Rampton Ben (Ed) – *Language Ethnicity & Race Reader* (2003, Routledge London)
7. Joshi, Manohar -*Shivsena – Kaal, Aaj, Udaya - History of Shivsena from 1966*, (Mumbai, Prabodhan Prakashan 2008)
8. Nahir, Moshe – *Language Planning Goals: A classification* (First published in 1984)
Republished in Christina B. <https://eric.ed.gov/?id=EJ310199>
9. Naregal Veena – *Language Politics, Elites & Pub. Sphere* (2001, Permanent Black, New Delhi)
10. Phadke, Y.D: *Politics and language*: (Himalaya Publishing House, Mumbai, 1979)

Subject Code: C53420
Introduction to Psephology and Election Studies
(4 Credits, 60 Hours)

Course Objectives:

1. The student would be trained for a specialized field of political communication
2. The course emphasizes on dissemination of information and public engagement.
3. It makes student aware of socio-cultural aspects of the society and how the (political) communication can be arranged/manipulated.

Module I: Politics and Communication (15 Hours)

- a) Introduction to political communication
- b) Political Language-Strategic Use, Rhetoric of Civility
- c) Communication, Society and Social Order

Module II: Political Communication and Mass Media (15 Hours)

- a) Character and role of mass media in contemporary times
- b) Agenda Setting, Interest articulation and Interest aggregation
- c) Fake news and political propaganda

Module III: Political Campaign and Communication (15 Hours)

- a) Campaign planning, management and strategizing campaigns
- b) Political ideology and identity formation
- c) Political Campaign advertisement

Module IV: Women and the Vulnerable (15 Hours)

- a) Candidature, image and branding
- b) Rhetoric, religion and caste in contemporary politics
- c) Social movements- Dalit lives matter, Black lives matter and Adivasi movements

Course Outcomes:

1. This course could give self-employment to the students.
2. The course has the potential for a startup organization.

3. The students would be enabled to take up private assignments of political consultancy individually or as a group.

Reading List:

1. Antunes, R. (2008, October). *Theoretical models of voting behaviour*. https://www.researchgate.net/publication/242653736_Theoretical_models_of_voting_behaviour
2. Bartels, L. M. (2008). *The Study of Electoral Behavior* (Vol. The Oxford Handbook of American Elections and Political Behavior). (J. E. Leighley, Ed.) USA: Oxford University Press.
3. Bhosale, H. (2004). *Mumbai Mahanagarपालिका निवडणुका (Vol. Maharashtra राजकारण (S. Palshikar, & Birmal Eds.)* Pune: Pratima
4. Butler, D., Lahiri, A., & Roy, P. (1984). *A Compendium Indian Elections* (First ed.). New Delhi: Arnold-Heinemann Publishers (India) Pvt.
5. Butler, D., Lahiri, A., & Roy, P. (1997). *India Decades: Elections 1952-1995* (Vol. State and Politics in India). (P. Chatterjee, Ed.) New Delhi: Oxford University Press.
6. Dalton, R. J. (2000, August-September). Citizens Attitudes and Political Behaviour. *Comparative Political Studies*, 33(6/7), 912-940.
7. Damore, D. F., Watters, M., & Bowler, S. (2012, December). Unhappy, Uninformed, or Uninterested? Understanding "None of the Above" Voting. *Political Research Quarterly*, 65(4), 895-907.
8. Deshpande, R. (2004). How Gendered Was Women's Participation in Election 2004? *Economic & Political Weekly*, 39(51), 5431-5436.
9. Franklin, M. N. (2004). *Voter Turnout and the Dynamics of Electoral Competition in Established Democracies since 1945*. Cambridge, UK: Press Syndicate of the University of Cambridge .
10. Grumm, J. G. (1958, November). Theories of Electoral Systems. *Midwest Journal of Political Science*, 2(4), 357-376.
11. Hotelling, H. (1929). Stability in Competition. *The Economic Journal*, 39 (153), 41-57
12. India, L. C. (2015). *Electoral Reforms: Report No. 255*. Government of India, Ministry of Law & Justice. New Delhi: Law Commission of India.
13. Kothari, R. (2007). *Issues before Indian Democracy: An Overview* (Fourth Printing ed., Vol. Indian Democracy: Meanings and Practices). (R. Vora , & S. Palshikar, Eds.) New Delhi: Sage Publications India Pvt. Ltd.
14. Kothari, R. (2012). *The Congress 'System' in India* (Third Printing ed., Vol. India's Political Parties). (E. Sridharan, & P. R. deSouza , Eds.) New Delhi: Sage Publications India Pvt Ltd.
15. Kumar, S., & Rai, P. (2013). *Measuring Voting Behaviour In India*. New Delhi: Sage Publications India Pvt Ltd.

Subject code: C53421
Visualization of Political and Social Data
(4 Credits, 60 Hours)

Course Objectives:

1. To provide an efficient graphical display for summarizing and reasoning about quantitative information.
2. To acquaint students with the basics of cleaning, analyzing and interpreting information in tabular form – rows and columns.
3. To improve their understanding of numbers and quantification, as well as offer tools and frameworks for presenting data.

Module I Introduction to Visualization of Political and Social Data (15 Hours)

- a) History of Data Visualization, Data Visualization theory (Tuft), Data visualization and big data
- b) Knowing your data, Different types of data, Data pre-processing, Storytelling with data, infographics, making dashboards
- c) Understanding the concepts of dynamic/interactive data visualization and report generation

Module II Understanding Large Scale Surveys and Big Data (15 Hours)

- a) Concept of big data, the need of big data for planning and monitoring of public programmes
- b) Introduction to large-scale demographic and health surveys (DHS): NFHS, DLHS (District Level Household & Facility Survey) and Longitudinal Ageing Study in India (LASI)
- c) Introduction to large-scale surveys such as NSSO and Periodic Labour Force Survey (PLFS)

Module III Types of Political Data Visualisation (15 Hours)

- a) Histogram, Timelines and Timeseries charts, Flowcharts, Maps, Line Graphs, Bar Charts, Pie Charts, Scatterplots, and Population Pyramids.
- b) Map Visualizations for Political Data Visualization: Choropleth Maps, Heat Maps
- c) Tree Diagrams, Network Diagrams, Word Clouds, Infographics, Iconography

Module IV**Data Visualization With R****(15 Hours)**

- a) Introduction to R programming, R studio projects, Visualization using R, Transformation using R
- b) Exploratory data analysis, Data manipulation with dplyr (introduction to dplyr package), Data visualization with plot, ggplot2
- c) Data presentation with R Markdown

Course Outcomes:

Students should be able to:

1. Students will be able to assess how institutions may be collecting and using data and the implications of these processes for the public.
2. Students will be able to use and manipulate datasets with ease and comfort, being able to ask interesting questions and explore various angles.
3. Students will be able to deploy basic software and applications of various kinds to analyze and visualize data in creative ways.

Reading List:

1. Chambers, J. M. (2008). Software for Data Analysis: Programming with R. New York: Springer.
2. Chen, M., Hauser, H., Rheingans, P., & Scheuermann, G. (2020). Foundations of Data Visualization. Cham: Springer .
3. Engebretsen, M., & Kennedy, H. (2020). Data Visualization in Society. Amsterdam: Amsterdam University Press.
4. Healy, K. (2019). Data Visualization: A Practical Introduction. Princeton: Princeton University Press .
5. Holbrook, T. M. (2022). An Introduction to Political and Social Data Analysis Using R. New York.
6. Maindonald, J. H. (2004). Using R for Data Analysis and Graphics: Introduction, Code and Commentary. Sydney: Australian National University.
7. Quan, L. (2018). Using R for Data Analysis in Social Sciences: A Research Project-Oriented Approach. New York: Oxford University Press.
8. REYES, J. M. (2022). Data Visualization for Social and Policy Research: A Step-by-Step Approach Using R and Python. Cambridge: Cambridge University Press .
9. Sosulski, K. (2019). Data Visualization Made Simple: Insights into Becoming Visual. London: Routledge.
10. Tufte, E. R. (1974). Data Analysis for Politics and Policy. London: Prentice-Hall Inc.
11. Tufte, E. R. (2001). The Visual Display of Quantitative Information . Connecticut: Graphics Press LLC.
12. Urdinez, F., & Cruz, A. (2021). R for Political Data Science - A Practical Guide. London: CRC Press.
13. Urdinez, F., & Cruz, A. (2021). R for Political Data Science: A Practical Guide. New York: CRC Press.
14. Wickham, H. (2009). ggplot2: Elegant Graphics for Data Analysis. New York: Springer.
15. Winner, L. (2009). Applied Statistical Methods. New York.

Subject Code: C53422
Nuclear Security and Nuclear Order
(4 Credits, 60 Hours)

Course Objectives:

1. Develop an interesting and important curiosity in the paper
2. Examine the contours of Nuclear politics and terminology introduced in the course
3. The students will be assessing new debates on Nuclear subject

Module I: Introduction

(15 Hours)

- a) Traditional/Conventional
- b) Non-Traditional security
- c) Nuclear Science

Module II: Discourses on Nuclear Security

(15 Hours)

- a) Nuclear Deterrence
- b) Nuclear Weapons
- c) Debates on No First Use

Module III: Nuclear Safeguards

(15 Hours)

- a) Non-Proliferation Treaty
- b) Nuclear Supplier Groups
- c) Comprehensive Test Ban Treaty

Module IV: Nuclear Culture

(15 Hours)

- a) Nuclear Energy
- b) Nuclear Technology
- c) Nuclear Future

Course Outcomes:

1. The students will be able to analyse the mapping of Nuclear security
2. Students will be able to identify how changes in Nuclear security during the 20th and 21st Century impacted relations with world affairs.
3. Students will be able to analyze how National security relates to current trends in World affairs

Reading List:

1. Alva Myrdal, *The Game of Disarmament* (New York: Pantheon Books, 1982).
2. Ashok Kapur, & quot; Indian Strategy: The Dilemmas about Enmities, the Nature of Power and the Pattern of Relations, & quot; in Yogendra K. Malik and Ashok Kapur, eds., *India: Fifty Years of Democracy and Development* (New Delhi: APH Publishing, 1998), pp. 341-71.
3. David Lake, & quot; Regional Security Complexes: A System Approach, & quot; in David Lake and Patrick M. Morgan, eds., *Regional Orders* (University Park, PA: The Pennsylvania State University Press, 1997), pp. 45-67.

4. Devin T. Hagerty, " Nuclear Deterrence in South Asia: The 1990 Indo-Pakistani Crisis, " In- The Non-proliferation Review/Fall 1998 T.V. Paul international Security 20 (Winter1995/96), pp. 79- 114.
5. Etel Solingen, " The Political Economy of Nuclear Restraint, " *International Security* 19 (Fall 1994), pp. 126-69.
6. J. P. Jain, India and Disarmament: Nehru Era, Vol. I (New Delhi: Radiant Publishers, 1974
7. Kenneth Waltz, *Theory of International Politics* (Reading, MA: Addison-Wesley, 1979),
8. Komissarov, Serhiy, and Dmytro Parkhomenko. "«National security», «system of national security», «types of national security», «forms of national security»: definitions." *Naukovyy Visnyk Dnipropetrovs'kogo Derzhavnogo Universytetu Vnutrishnikh Sprav* 3, no. 3 (September 30, 2021): 166–73. <http://dx.doi.org/10.31733/2078-3566-2021-3-166-173> p. 64.
9. Peter Lavoy, " Nuclear Myths and the Causes of Nuclear Proliferation," *Security Studies* 2 (Spring/Summer 1993), pp. 192-212.
Princeton University Press, 1997).
10. Robert Jervis, " Systems Theories and Diplomatic History," in Paul Gordon Lauren, ed, *Diplomacy* (New York: Free Press, 1979), pp. 212-44.
11. Robert Jervis, *System Effects: Complexity in Political and Social Life* (Princeton, NJ:
12. Roussel, Stéphane, and Samir Battiss. "National security." *Canadian Foreign Policy Journal* 16, no. 2 (July 2010): 27–43. <http://dx.doi.org/10.1080/11926422.2010.9687306>
13. Scott D. Sagan, " Why Do States Build nuclear weapons? Three Models in Search of a Bomb, " *International Security* 21(Winter 1996/97), pp. 54-86.
14. T.V. Paul, "Power, Influence and Nuclear Weapons: A Reassessment," in T.V. Paul, Richard J. Harknett, and James J. Wirtz, eds., *The Absolute Weapon Revisited: Nuclear Arms and the Emerging International Order* (Ann Arbor: The University of Michigan Press, 1988), pp. 19-6.
15. T.V. Paul, " The NPT and Power Transitions in the International System," in Raju G.C. Thomas, ed., *The Nuclear Non-proliferation Regime: Prospects for the 21st Century* (Houndmills, UK: Macmillan, 1998), pp. 56-74.
1974).
16. William R. Thompson, " The Regional Sub-System: A Conceptual Explication and a Propositional Inventory, " *International Studies Quarterly* 17 [March 1973], pp. 89-117.

Subject Code: C53423
Regionalism in International Relations
(4 Credits, 60 Hours)

Course Objectives:

1. To introduce the regionalism studies to the students of international relations.
2. To make students understand the significance of regionalism in international relations.
3. To make students familiarise with various processes related to the development of regionalism in international relations.

Module I: Introduction

(15 Hours)

- a) Meaning of regionalism, basic concepts
- b) Evolution of regionalism
- c) Regionalism and multilateralism, regionalism and globalisation

Module II: Theories of Regionalism

(15 Hours)

- a) Liberalism and Realism
- b) Functionalism and Neofunctionalism
- c) New Regionalism Theories

Module III: Regional Experiences

(15 Hours)

- a) Europe
- b) Southeast Asia
- c) South Asia

Module IV: Major Regional Organisations

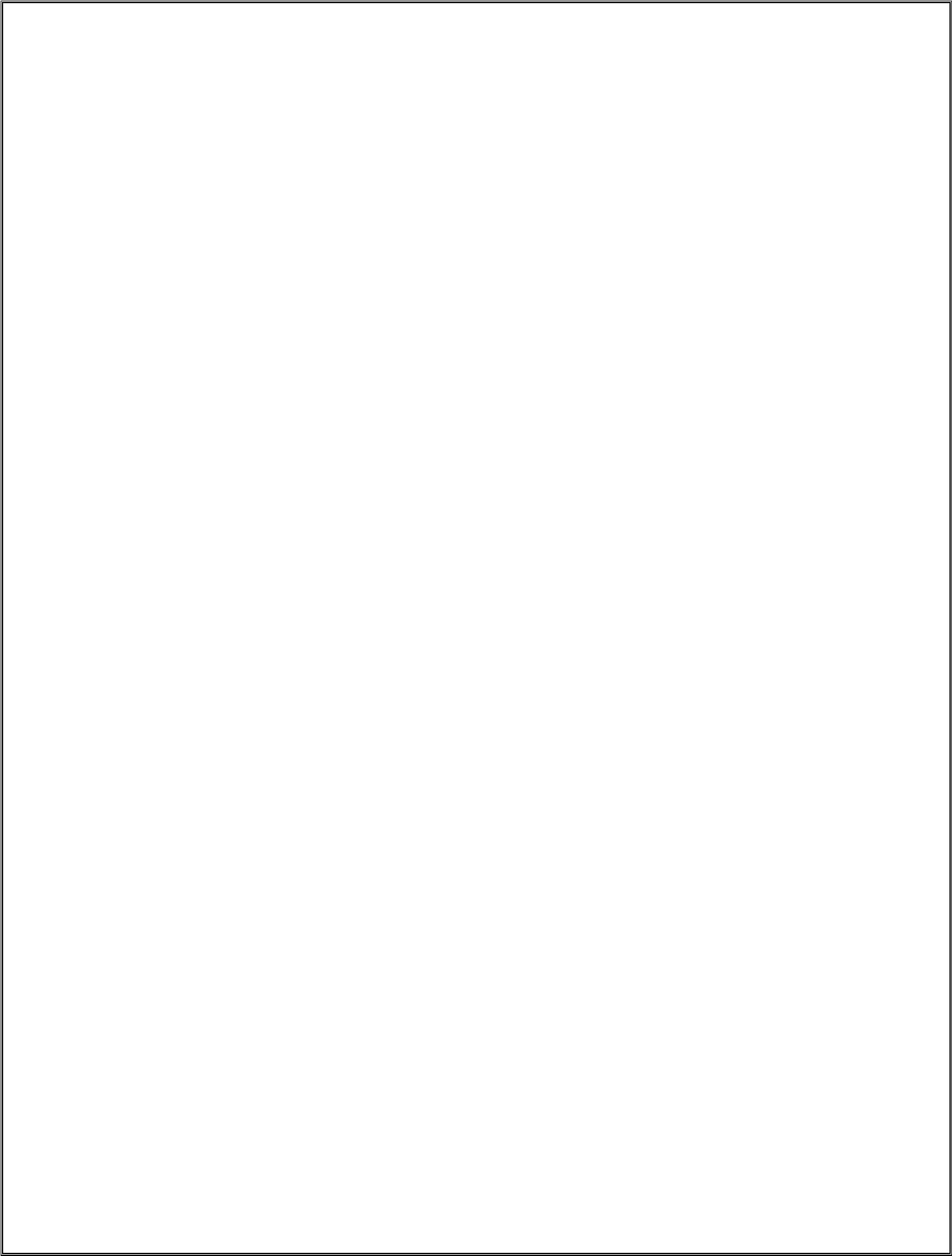
(15 Hours)

- a) QUAD/SCO
- b) G-7, G-20
- c) BRICS

Course Outcomes:

After successful completion of this course, student will be able to:

1. apply key theories to explain the process of regional integration in the context of various regions in the world.
2. analyse the complexities of conflict cooperation dynamics with respect to regional integration.
3. reflect upon various debates concerning regionalism and regional integration.



Reading List:

1. Acharya, A. (2003). *Regionalism and Multilateralism: Essays on Cooperative Security in the Asia-Pacific*. Singapore: Eastern Universities Press.
2. Bjorn, H., Soderbaum, F. (Eds.) (2002). *New Regionalisms in the Global Political Economy*. London: Routledge
3. Buzan, B., Wæver, O. (2003). *Regions and Powers: The Structure of International Security*. United Kingdom: Cambridge University Press.
4. Campbell, B. F. (Ed.) (2021). *Globalizing Regionalism and International Relations*. United Kingdom: Bristol University Press.
5. Dash, K. C. (2008). *Regionalism in South Asia: Negotiating Cooperation, Institutional Structures*. United Kingdom: Taylor & Francis.
6. Hurrell, A., Fawcett, L. (Eds.) (1995). *Regionalism in world politics: regional organization and international order*. Italy: Oxford University Press.
7. Nathan, K.S. (Ed.) (2002). *The European Union, United States and ASEAN: Challenges and Prospects for Co-operative Engagement in the 21st Century*. London; ASEAN Academic Press
8. Rosamond, B., Hughes, C.W., Phillips, N., Breslin, S. (Eds.) (2002). *New Regionalism in the Global Political Economy: Theories and Cases*. United Kingdom: Taylor & Francis.
9. Tow, William, et. al. (Eds.) (2000). *Asia's Emerging Regional Order: Reconciling Traditional and Human Security*. Tokyo; UN University
10. Underhill, G. D., Coleman, W. D.(Eds.) (2012). *Regionalism and Global Economic Integration: Europe, Asia and the Americas*. United Kingdom: Taylor & Francis.

Subject Code: C53424
Foreign Policy of Russia
(4 Credits, 60 Hours)

Course Objectives:

1. Understand the foreign policy of Russia.
2. Examine Russia's relations with major powers.
3. Examine the interests of Russia in Europe, Asia and Africa.

Module I: Framework of Russian Foreign Policy (15 Hours)

- a) “Atlanticism” – Post-Soviet tilt towards the West
- b) “Eurasianism” – Re-orientation towards “Near Abroad” and Asia
- c) Instruments of Russian power – military, nuclear weapons and technology

Module II: Determinants of Foreign Policy (15 Hours)

- a) Institutional Actors – President, Prime Minister, Duma
- b) Geo-economics of energy security
- c) Geopolitics of NATO expansion

Module III: Russia and Major Powers (15 Hours)

- a) US
- b) China
- c) India

Module IV: Russia and the World (15 Hours)

- a) CIS and Europe
- b) Asia
- c) Africa

Course Outcomes:

1. After studying this course, student will be able to understand Russia’s foreign policy and its relations with major powers.
2. Students will understand the Russia’s relations with major powers.
3. This course will help to develop critical thinking among the students about foreign policy issues.

Reading List:

1. Donaldson, Roberts & Joseph Noguee Foreign Policy of Russia: Changing Systems, Enduring Interests, (2009: New York, M.E. Sharpe)
2. Gorodetsky, Gabriel ed. Russia between the East and the West: Russian Foreign Policy on the Threshold of the Twenty-First Century, (2003: Oxon & New York, Frank Cass Publishers)
3. Kanet, Roger Russian Foreign Policy in the 21 st Century, (2010, Palgrave Macmillan)
4. Mankoff, Jeffrey Russian Foreign Policy: The Return of Great Power Politics, (2012: Lanham, Rowman & Littlefield Publishers Inc.)
5. Rowe, Elana Wilson and Stina Torjesen eds. The Multilateral Dimension in Russian Foreign Policy, (2009, Routledge)

6. Thorun, Christian Explaining Change in Russian Foreign Policy: The Role of Ideas in Post-Soviet Russia's Conduct towards the West, (2009: Palgrave Macmillan)
7. Tsygankov, Andrei Russia's Foreign Policy: Change and Continuity in National Identity (2013: Lanham and Plymouth, Rowman & Littlefield Publishers Inc.)
8. Edt by Dr. Deshpande Sanjay and Pol Tanaji, (2017). Indo-Russian Diplomatic Relation: 70 Years of Unfailing Friendship, Published by Centre for Central Eurasian Studies, University of Mumbai.

Subject Code: C53425
Subject: State and Regional Security in Central Asia
(4 Credits, 60 Hours)

Course Objectives:

1. To introduce students to the political thought of significant Central Asia region and encourage them to read the new countries.
2. To acquaint students to the political process in Central Asian countries.
3. To understand the making of the 'Central Asian countries in world affairs.

Module I: Central Asia in Historical perspective (15 Hours)

- a) Soviet disintegration, its impact
- b) Central Asian Republics Sovereignty
- c) Emergence of Commonwealth of Independent States

Module II: Political Process in Central Asia (15 Hours)

- a) Nation building, Impact of Religion
- b) Institutional aspect of Central Asian Democratisation
- c) Transition towards a new Political and economic system

Module III: Role of External Powers (15 Hours)

- a) Russia
- b) US and Europe
- c) India and China

Module IV: Geopolitics and Security Issues (15 Hours)

- a) Changing geopolitics of Central Asia
- b) New Great Game
- c) Energy, Security and Stability

Course Outcomes:

1. The students will be able to analyse the mapping of Central Asia.
2. Students will be able to identify how changes in Central Asian region during the 21st centuries impacted relations with world affairs.
3. Students will be able to analyze how Central Asia relates to current trends in World affairs.

Reading List

1. Allworth, Edward, ed. Central Asia: 130 years of Russian dominance. Durham: Duke University Press, 1994.
2. Allworth, Edward. The Modern Uzbeks: From the 14th Century to the Present: A Cultural History: Hoover Institution Press, 1990.
3. Dudoignon, Stephane, and Komatsu Hisao, eds. Islam in Politics in Russia and Central Asia (Early Eighteenth to Late Twentieth Centuries). London and New York: Kegan Paul. 2001.

4. Grousset, Rene. *The Empire of the Steppes: A History of Central Asia*. Translated by Naomi Walford. New Brunswick, NJ: Rutgers University Press, 1970.
5. Hopkirk, Peter. *Foreign Devils on the Silk Road*. Oxford: Oxford University Press, 1980.
6. Hopkirk, Peter. *Trespassers on the Roof of the World*. Oxford: Oxford University Press, 1982.
7. Khazanov, Anatoly. *Nomads and the Outside World*. Madison: University of Wisconsin Press, 1994.
8. Lazzarini, Edward J. "Volga Tatars in Central Asia, 18th-20th Centuries: From Diaspora to Hegemony." In *Central Asia in Historical Perspective*, edited by Beatrice Manz, 82-102. Boulder, CO: Westview Press, 1994.
9. Manz, Beatrice, ed. *Central Asia in Historical Perspective*. Boulder, CO: Westview, 1994.
10. Manz, Beatrice. "Historical Background." In *Central Asia in Historical Perspective*, edited by Beatrice Manz, 4-26: Westview, 1994.
11. Olcott, Martha Brill. *The Kazakhs*: Hoover Institution Press, 1995.
12. Rudelson, Justin. *Oasis Identities*. New York: Columbia University Press, 1998.
13. Shukurov, Sharif, and Rustam Shukurov. *Tsentr'al'naia Aziia: Opyt istorii dukha*. Moskva: Tsentr strategicheskogo planirovaniia Orenburgskoi oblasti, 2001.
14. Voll, John O. "Central Asia as Part of the Modern Islamic World." In *Central Asia in Historical Perspective*, edited by Beatrice Manz, 62-81. Boulder, CO: Westview Press, 1994.
15. Wood, Frances. *The Silk Road: Two Thousand Years in the Heart of Asia*. Berkeley: University of California Press, 2003.

Journals and Magazines

1. *Current History*, University of California Press 1111 Franklin St. Oakland, CA 94607
2. *Central Asia survey* Global South Ltd and our publisher Taylor & Francis
<http://www.tandfonline.com/page/terms-and-conditions>
3. *Central Asia and Caucasus*
4. *Asian Survey*

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result
9.00 - 10.00	90.0 - 100	O (Outstanding)
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)
5.00 - < 5.50	50.0 - < 55.0	C (Average)
4.00 - < 5.00	40.0 - < 50.0	P (Pass)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

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