# As Per NEP 2020

# University of Mumbai



## Title of the program

A- **P.G. Diploma in Politics**
B- **M.A. (Politics) (Two Year)**    **2023-24**
C- **M.A. (Politics) (One Year)**    **2027-28**

## Syllabus for
## Semester – III and IV

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

# University of Mumbai

**(As per NEP 2020)**

| Sr. No. | Heading | | | Particulars |
|---|---|---|---|---|
| 1 | **Title of program** <br> **O: _____A** | | A | **P.G. Diploma in Politics** |
| | **O: _____B** | | B | **M.A. (Politics) (Two Year)** |
| | **O: _____ C** | | C | **M.A. (Politics) (One Year)** |
| 2 | **O: _____A Eligibility** | | A | **1) B.A. with minimum 3 papers in Political Science** <br><br> **2) Graduation in any other subjects are admitted after clearing the 'Change of Faculty Exam'** |
| | **O: _____B   Eligibility** | | B | **1) B.A. with minimum 3 papers in Political Science** <br><br> **2) Graduation in any other subjects are admitted after clearing the 'Change of Faculty Exam'** |
| | **O: _____ C  Eligibility** | | C | **Graduate with 4 year U.G. Degree (Honours / Honours with Research) with Specialization in concerned subject or equivalent academic level 6.00** <br> **OR** <br> **Graduate with four years UG Degree program with maximum credits required for award of Minor degree is allowed to take up the Post graduate program in Minor subject provided the student has acquired the required number of credits as prescribed by the concerned Board of Studies.** |
| 3 | **Duration of program** <br> **R: _____** | | A | **1 Year** |
| | | | B | **2 Year** |
| | | | C | **1 Year** |

| 4 | R: _____ Intake Capacity | 150 | |
|---|---|---|---|
| 5 | R: _____Scheme of Examination | **NEP**<br>**50% Internal**<br>**50% External, Semester End Examination**<br>**Individual Passing in Internal and External Examination** | |
| 6 | **Standards of Passing**<br>**R: _____** | **40%** | |
| 7. | **Credit Structure**<br>**R: _____** | **Attached herewith** | |
| 8. | **Semesters** | **A** | **Sem. I & II** |
| | | **B** | **Sem. I, II, III& IV** |
| | | **C** | **Sem. I & II** |
| 9 | **Program Academic Level** | **A** | **6.0** |
| | | **B** | **6.5** |
| | | **C** | **6.5** |
| 10 | **Pattern** | **Semester** | |
| 11 | **Status** | **New** | |
| 12 | **To be implemented from Academic Year Progressively** | **A** | **2023-24** |
| | | **B** | |
| | | **C** | **2027-28** |

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**Sign of Head**

**Name of the Head: Dr. Deepak Pawar**

**Department of Civics and Politics**

**Sign of Dean:**

**Name of the Dean:**

**Name of the Faculty: Humanities**

## Preamble

**Introduction:**

Department of Civics and Politics, University of Mumbai has been a prominent institution for providing best of the knowledge along with good infrastructure and library facilities for many decades. Our list of esteemed alumni proves that the department successfully prepares the students for their academic pursuits and goals in the future. In this process, the dynamic syllabi and plethora of innovative and relevant electives play a vital role. Under the New Education Policy, 2020, we are striving to widen the scope of the papers and electives offered in every semester.

In a highly interconnected and interdependent world, the importance of understanding politics in a multidisciplinary way can hardly be overstated. For this, we believe that the Department of Civics and Politics can contribute in a profound manner. Various core papers and electives in M.A. (Politics) 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 Indian Constitution, Political Theory, Comparative Politics, Public Administration, International Relations etc. We are also offering some of the interdisciplinary electives such as Media and Democracy, Films and Politics, Climate Change: Politics and Policy, Gender and Politics etc. Our course also consists of some of the papers dealing with area studies and international relations i.e. Southeast Asia, South Asia and West Asian studies. We also intend to give a solid foundation in local and national issues through papers like Dalit Movement in India, Urban Governance, Development of Public Policy and Meeting the Challenges of Megacities.

This course will help the students to understand the discipline of Political Science in a dynamic and multifaceted way. By the end of the course, they will be able to analyse 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 in different fields such as media, journalism, bureaucracy, consultancy, content development, etc. We, at the Department of Civics and Politics, 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.

**Aims and Objectives:**

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

1. To familiarise 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 analysing the contexts in which states, politics, institutions and international relations are shaped.
3. To provide a comprehensive understanding of the emerging issues and concerns in local and global politics.

**Learning Outcomes:**

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

1. Reflect upon the complex issues in politics with critical insights.
2. Deliberate on the key institutional and policy issues by analysing 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.

**Credit Structure of the Programme (Sem. I, II, III & IV) (Table as per Parishistha I with sign of HOD and Dean)**

R: _____

**Post Graduate Programs in University**                     **Parishishta - 1**

| Year (2 Year PG) | Level | Sem (2 Year) | Major | | RM | OJT / FP | RP | Cum. Cr. | Degree |
|---|---|---|---|---|---|---|---|---|---|
| | | | **Mandatory\*** | **Electives (Any one)** | | | | | |
| **I** | **6.0** | **Sem I**<br><br>**Programme Code (3230261)** | Political Theory I (4) (50311)<br>Indian Government and Politics (4) (50321)<br>International Relations (4) (50331)<br>Indian Constitution I (2) (50341) | **Electives (Any one)**<br>• Western Political Thought (4) (50351)<br>• Social and Political Thought in Maharashtra (4) (50352),<br>• State Politics in India (4) (50353)<br>• Dalit Movement in India (4) (50354)<br>• Urban Politics in the Age of Globalisation (4) (50355)<br>• Urban Governance (4) (50356)<br>• e-Governance and Empowerment (4) (50357)<br>• Democracy and Media (4) (50358)<br>• India's Neighborhood Policy (4) (50359)<br>• South East Asia (4) (50360)<br>• South Asia (4) (50361)<br>• Climate Change: Politics and Policy (4) (50362)<br>• Internal Security in India (4) (50363)<br>• The United Nations (4) (50364)<br>• Strategic Studies (4) (50365) | Introduction to Methods in Research (4) (50391) | | | 22 | |

| 6.0 | **Sem II**<br><br>**Programme Code (3230262)** | Political Theory II (4) (50312)<br>Public Administration (4) (50322)<br>Approaches and Emerging Issues in International Relations (4) (50332)<br>Indian Constitution II (2) (50342) | **Electives (Any one)**<br>• Gender and Politics (4) (50371)<br>• Social and Political Thought of Mahatma Gandhi (4) (50372)<br>• Meeting the Challenges of Mega Cities: Study of Mumbai (4) (50373)<br>• Development and Public Policy (With Special Reference to India) (4) (50374)<br>• Comparing Language Policy and Politics: India and Pakistan (4) (50375)<br>• Foreign Policy of the United States of America (4) (50376)<br>• West Asian Studies (4) (50377)<br>• International Refugee Law (4) (50378)<br>• Leadership Development (4) (50379)<br>• Application of Computer in Research in Social Sciences (4) (50380)<br>• Environment Conservation and Development in India (4) (50381)<br>• International Political Economy (4) (50382) | | OJT/ FP<br><br>4<br>(50392) | | 22 | |
| **Cum. Cr. For PG Diploma** | | **28** | **8** | **4** | **4** | **-** | **44** | |
| **Exit Option: PG Diploma in Politics (44 Credits)** | | | | | | | | |

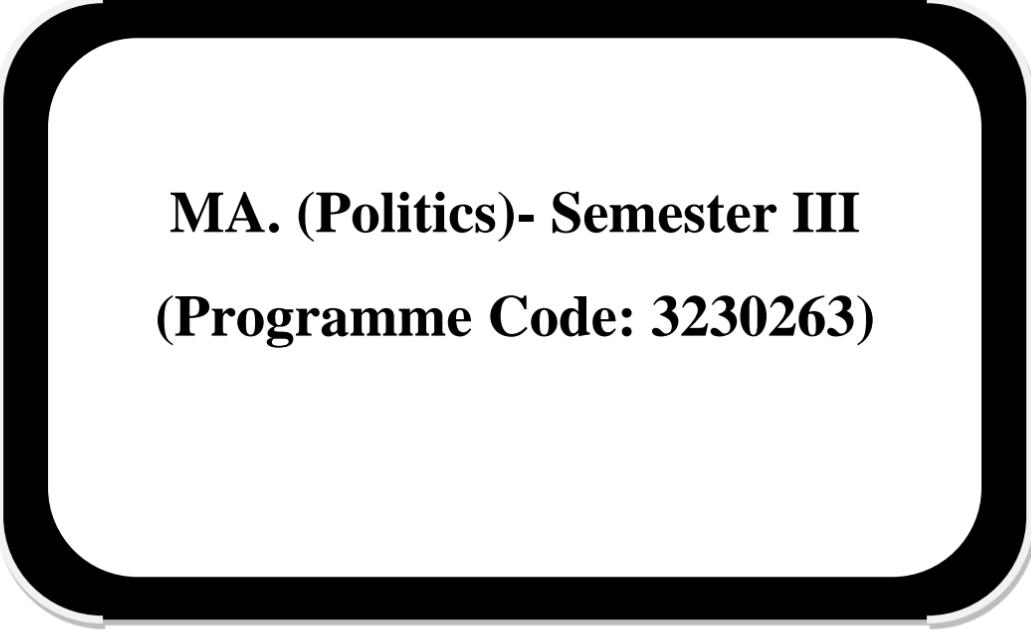| Year (2 Year PG) | Level | Sem (2 Year) | Major | | RM | OJT /FP | RP | Cum. Cr. | Degree |
|---|---|---|---|---|---|---|---|---|---|
| | | | Mandatory* | Electives (Any one) | | | | | |
| II | 6.5 | **Sem III**<br><br>**Programme Code (3230263)** | Comparative Politics (4) (50313)<br>Political Process in Maharashtra (4) (50323)<br>Modern Indian Political Thought (4) (50333)<br>Geopolitics in World Affairs (2) (50343) | **Electives (Any one)**<br>• Political Ideologies (4) (50345)<br>• Feminist Political Theories (4) (50346)<br>• Ideas of Maharashtra (4) (50347)<br>• Civil Society and Democracy (4) (50348)<br>• Political Communication (4) (50349)<br>• Films and Politics (4) (50350)<br>• City in the Global Perspective (4) (50366)<br>• Development Discourse (4) (50367)<br>• Ethics, Public Administration and Public Policy (4) (50368)<br>• Forced Migration Studies (4) (50369)<br>• Computer Aided Applied Statistics (4) (50370)<br>• Digital Governance and Social Exclusion (4) (50383)<br>• Maritime Politics (4) (50384)<br>• Security in International Relations (4) (50385)<br>• Borders in International Relations (4) (50386)<br>• Foreign Policy of China (4) (50387) | | | RP (4) (50393) | 22 | |

| 6.5 | Sem IV<br><br>**Programme Code (3230264)** | Foreign Policy of India (4) (50314)<br>Political Sociology in India (4) (50324)<br>Public Policy (4) (50334) | **Electives (Any one)**<br>• Theories of State (4) (50315)<br>• Political Economy of India (4) (50316)<br>• Social Movements in India (4) (50317)<br>• Ancient Indian Political Thought (4) (50318)<br>• Political Thoughts of Dr. B.R. Ambedkar (4) (50319)<br>• Rural Governance in India (4) (50320)<br>• Conflict and Peace Studies (4) (50325)<br>• New Politics of Identity (4) (50326)<br>• Language Politics and Language Policy in India (4) (50327)<br>• Administration of Common Property Resources (4) (50328)<br>• Introduction to Psephology and Election Studies (4) (50329)<br>• Visualisation of Political and Social Data (4) (50330)<br>• International Law (4) (50335)<br>• Nuclear Security and Nuclear Order (4) (50336)<br>• Regionalism in International Relations (4) (50337)<br>• Foreign Policy of Russia (4) (50338)<br>• State and Regional Security in Central Asia (4) (50339) | | | RP (6) (50394) | 22 | |
| | | **26** | **8** | **-** | **-** | **10** | **44** | |
| **Cum. Cr. For 2 Year PG Degree** | | **54** | **16** | **4** | **4** | **10** | **88** | |

**Sign of Head**
**Name of the Head: Dr. Deepak Pawar**
**Department of Civics and Politics**

**Sign of Dean:**
**Name of the Dean:**
**Name of the Faculty:**
**Humanities**

# MA. (Politics)- Semester III

# (Programme Code: 3230263)

**Core Paper**
**Subject code: 50313**
**Comparative Politics**
**(4 Credits, 60 hours)**

**Course objectives:**
1. This paper aims to furnish students with the tools necessary to study politics from a comparative perspective as well as it aims to familiarise students with basic concepts, methods, and scope of comparative politics, and different approaches in comparative politics.
2. The course will examine politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries
3. Understanding the historical context of the modern state, constitutional development, and their political economy could be understood with specific references; such as democratic, and non-democratic systems, and nature of polity.

| | | |
|---|---|---|
| **Module I** | **Understanding 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** | **The Polity** | **(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. This paper would enable students to understand the legacy of the discipline.
2. Studying different political systems from different continents across the world will introduce students to a range of political regimes, culture, and their political economy.
3. Students will develop reflective thinking and the ability to ask relevant questions pertinent to the discipline and will also develop an aptitude for research

**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, andStructure.* New York: Cabridge University Press, 2010.
7. Lim, T. C., *Doing Comparative Politics: An Introduction to Approaches and Issues.* NewDelhi: 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 inContext.* Washington DC: SAGE CQ Press, 2012.
10. Zagorski Paul W, *Comparative Politics: Continuity and Breakdown in ContemporaryWorld,* New York, Routledge, 2009.

**Subject code: 50323**
**Subject: Political Process in Maharashtra**
**(4 Credits, 60 Hours)**

**Course Objectives:**
1) To introduce students to the idea of Maharashtra
2) To understand the evolving dynamics of Maharashtra politics
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/Backwardness
b) Political Economy- Cooperatives, Agrarian Crisis, New Economy
c) Rural-Urban: Divide/Shift

**Module III: Changing Dynamics of Politics- II** (15 Hours)
a) Party System in Maharashtra
b) Political Leadership
c) Local Politics: Post 73$^{rd}$ and 74$^{th}$ Constitutional Amendment Acts

**Module IV: Identity and Politics** (15 Hours)
a) Politics of affirmative action and caste identity
b) Religion and Politics
c) Social Movements

**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. Comprehensive understanding about contemporary issues in Maharashtra politics would be developed

**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.

**Modern Indian Political Thought**
**(4 Credits, 60 Hours)**

**Course Objectives:**

1) To introduce students to the political thought of significant modern Indian thinkers and encourage them to read the original texts written by these thinkers
2) To acquaint students to contribution of these thinkers to themes such as modernity, social reforms and justice, and nationalism in Indian context
3) To understand the making of the 'political' in modern India

**Module I: On Reforming the Tradition/Revisiting Civilisation                15 Hours**

a) M G Ranade
b) B G Tilak
c) Swami Vivekanand/Aurbindo Ghosh

**Module II: On Appropriating Modernity                15 Hours**

a) Raja Ram Mohan Roy/ G. G. Agarkar
b) Mahatma Gandhi
c) Jawaharlal Nehru

**Module III: On Bringing Social Justice                15 Hours**

a) Mahatma Jotirao Phule
b) Babasaheb Ambedkar
c) Tarabai Shinde/Pandita Ramabai

**Module IV: On Building a Nation, Nationalism, Critique of 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 root s of Indian Nationalism*, Popular Prakashan, Bombay.
15. Verma, V. P. 2008, *Modern Indian Political Thought*, Laxmi Narain Agarwal Educational, Agra

**Subject Code: 50343**
**Geopolitics in World Affairs**
**(2 Credits, 30 Hours)**

**Course Objectives:**

1) To introduce students to the range of new concepts and understanding
2) To help students learn how to develop good enquiries and choose methods to geopolitics
3) To encourage the development of analytical skills in geopolitics

**Module I: Basic Issues and Concepts** (15 Hours)

a) Importance of geo-political factors physical, human, economic, political and environmental
b) Theories: Organic, Sea power and Rim land, Land Power, German Geopolitik, Critical
c) Geopolitics and foreign policy formulation: ecological, regionalist, internationalist globalist challenges

**Module II: Changing Nature of Geopolitics** (15 Hours)

a) Decline of classical geopolitics
b) Imperialism and geopolitics: Nazi Germany, Pax Americana
c) Emergence of new geopolitics in the post-cold war era

**Course outcomes:**
1) The students will be able to analyse the mapping of Geopolitics
2) Students will be able to identify how changes in geopolitics during the 18th and 19th centuries impacted relations with world affairs.
3) Students will be able to analyze how geopolitics relates to current trends in World affairs

**Reading List:**
1. Agrew, John, Geopolitics, Routledge, New York, 2003.
2. Ayres, Alyssa, and Mohan, C. Raja (Ed.), Power Realignments in Asia: China, India and the United States, Sage, New Delhi, 2009.
3. Cohen, Saul Bernard, Geopolitics: the Geography of International Relations,
4. Rowman &amp; Littlefield, Pentagon Press, New Delhi, 2010.
5. Dalby, Simon, Rethinking Geopolitics, Routledge, New York, 2007.
6. Falk, Richard A., Declining World Order: Americas Imperial Geopolitics, Routledge, New York, 2004.
7. Flint, Colin, Introduction to Geopolitics, Routledge, New York, 2006.

8. Freedman, Alan, and Kagarlitsky, Boris, The Politics of Empire, Pluto Press, London, 2004.
9. Gill, Stephen, Power and Resistance in the New World Order, Palgrave- Macmillan, New York, 2003.
10. Isakova, Irina, Russian Governance in the Twenty First Century: Geo Strategy, Geopolitics and Governance, Frank Cass, London, 2005.
11. Lordesmas, Anthony H., The Iraq war, Natraj, Dehradun, 2006.
12. Mojtahed-Zadeh, Pirouz, Small Players of the Great Game; Settlement of Iraq Eastern Borderland and Creation of Afghanistan, Routledge, London, 2004.
13. Overholt, William H., Asia, America and the Transformation of Geopolitics, Cambridge University Press, Cambridge, 2008.
14. Sriram, Chandra Lekha, Exploring Sub-regional Conflict, Viva Books, Mumbai, 2006.
15. Warwick, Armstrong, and Anderson, James, Geopolitics of European Union Enlargement the Fortress Empire, Routledge, London, 2007.
16. Fard, Rebin. "Towards a New Concept of Constructivist Geopolitics: Bridging Classical and Critical Geopolitics." Central European Journal of International and Security Studies 15, no. 1 (March 31, 2021): 26–57. http://dx.doi.org/10.51870/cejiss.a150102.
17. Paci, Deborah. "The Renaissance of Imperial Geopolitics." Cadernos do Tempo Presente 12, no. 01 (May 21, 2021): 03–12. http://dx.doi.org/10.33662/ctp.v12i01.15713.
18. Toal, Gerard. "Geopolitical discourses: A new geopolitics series." Geopolitics 5, no. 1 (June 2000): 125–28. http://dx.doi.org/10.1080/14650040008407670

# Elective Papers
**Subject Code: 50345**
**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) Classical Liberalism
c) Neo-liberalism and Libertarianism

**Module II: Marxism**            **(15 Hours)**
a) Marxism– meaning and historical context
b) Democratic Socialism
c) Cultural Marxism

**Module III: Conservatism**            **(15 Hours)**

a) Conservatism – meaning and historical context
b) Anglo-American Conservatism: British and American
c) Indian Conservatism

**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 positions.
3. Students will be able to understand how political parties and leaders interpret and shape political ideologies.

**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: 50346**
**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

**Subject Code: 50347**
**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/ S.M.Joshi
   c)  Swami Ramanand Teerth

**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.  पेंडसे. ला. (२०१०), महाराष्ट्राचे महामंथन, लोकवाङ्मयगृह प्रकाशन.
2.  बेडेकर. दि. के. (१९४५), संयुक्त महाराष्ट्र, चित्र शाळा प्रकाशन.

3. सहस्रबुद्धे. पु. ग. (२०११), महाराष्ट्र संस्कृती, कॉन्टिनेन्टल प्रकाशन.

4. जोग. वि. स. आणि इतर (२०००), गं. त्र्यं. माडखोलकर व्यक्तित्त्व आणि कर्तृत्त्व, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ.

5. अत्रे. प्र. के. (१९६३), कन्हेचेपाणी, परचुरे प्रकाशन, मुंबई.

6. कोलते. वि. भि. (१९८९), मराठीच्या अस्मितेचा शोध, श्री विद्याप्रकाशन, पुणे.

7. चव्हाण. य. (१९९२), सह्याद्री चे वारे: यशवंतराव चव्हाण यांची निवडक भाषणे, यशवंतराव चव्हाण प्रतिष्ठान, मुंबई.

8. कुरुंदकर. न. (१९८८), जागर, देशमुख आणि कंपनी, पुणे.

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: 50348**
**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 OrganizationsVol. 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, V*oluntas: 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, PS*Online* 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

**Subject Code: 50349**
**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., Verčič, 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: 50350
## 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: 50366**
**City in the Global Perspective**
**(4 Credits, 60 hours)**

**Course Objectives:**

1. To provide students with an understanding of the social, political, cultural, and economic forces that shape cities in the context of globalization.
2. To provide students with the analytical skills to understand the processes of globalization and how they influence and account for urban transformation and support better communication of students' ideas in urban studies and policy discussions.
3. Helping the students to analyze a contemporary global issue from a multidisciplinary perspective

**Module I**      **Emergence of Cities**                                    **(15 Hours)**
   a)   Understanding Urban Space: Meaning and Interpretation,
         Right to the City
   b)   Theories of City: Marxist, Pluralist, Human Ecological, Post-Modern
   c)   Interdisciplinary Perspectives on Cities

**Module II**     **Contemporary Globalization and City-Systems**     **(15 Hours)**
   a)   Global Transformation and the City
   b)   Demographic and Geo-Political Shifts, Migration and Gentrification
   c)   Process of Consumption, Investments, Cuisine and Culture

**Module III**    **Political Economy of Cities**                          **(15 Hours)**
   a)   Economic Restructuring and Competition, Informality of Labour
   b)   Changes in the Process of Production: Fordism to Post-Fordism
   c)   Changing Character of Labour Market, Digital Labour

**Module IV**     **Future of Cities: Challenges and Opportunities**   **(15 Hours)**
   a)   City and Security: Violence and Terrorism
   b)   Environmental Issues, Sustainable Cities
   c)   Livability of Cities: Indices of Cities, Just Cities

**Course Outcome:**

1.  Students will be able to have a better understanding of the social, political, cultural, and economic forces that shape cities in the context of globalization.
2. Students will be able to analyze the impact of the processes of globalization on urban transformation and able to contribute successfully to the urban policy-making process.
3. Students will also be able to analyze a contemporary global issue from a multidisciplinary perspective

**Reading List**

1. Setha Low, *Theorising the City*, Rutgers University Press, 2000
2. Le Gates, Richard T. and Frederic Stout, *The City Reader*, 3rd edition, London and New York: Routledge, 2003
3. Short J.R., *The Urban Order: An Introduction to Cities, Culture and Power*, Cornwall, T.J. Press, 1996.
4. Mark Purcell Excavating Lefebvre: The right to the city and its urban politics of the inhabitant, *GeoJournal* 58: 99–108, 2002.
5. Asef Bayat and Kees Biekart,. Cities of Extremes, *Development and Change* 40(5) 2009, 815–825.
6. Davis, Diane E. "Cities in Global Context: A Brief Intellectual History." *International Journal of Urban and Regional Research* 29(1), 2005.92-109.
7. Gugler, J. World cities in poor countries, *International Journal of Urban and Regional Research*, 27(3), 2003. pp. 707–713.
8. Pratt, Andy. "Review Essay: Understanding Cities." *International Journal of Urban and Regional Research* 24(4), 2001,929-931.
9. Savitch, Hank V. "What is New about Globalisation and What Does it Portend for Cities?"*International Social Science Journal* 54(172) 2002,179-189.
10. Walter Nicholls, The Urban Question Revisited: The Importance of Cities for Social Movements, *International Journal of Urban and Regional Research* Volume 32 Issue 4 , 2008, 842-857

**Subject code: 50367**
**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)** |
| 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)** |
| 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)** |
| a) | Women and development | |
| b) | Indigenous People and Development | |
| c) | Minorities and Development | |

| | | |
|---|---|---|
| **Module IV** | **Shaping Development** | **(15 Hours)** |
| 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 Dabate, 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: 50368**
**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.

**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 Inititative*, 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: 50370**
**Computer-Aided Applied Statistics**
**(4 Credits, 60 Hours)**

**Course Objectives:**
1. To introduce students to the principles of applied statistics and their implementation using the R programming language.
2. To give students a comprehensive understanding of fundamental statistical concepts such as probability, descriptive statistics, inferential statistics, hypothesis testing, and regression analysis
3. To enable students to conduct statistical modeling, data visualization, and Interpret Results using R, with a focus on practical applications in the field of political and social sciences.

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| **Module I** | **Introduction** | **(15 Hours)** |
| | a) Statistics and the Research Process, Political and Social Data Analysis | |
| | b) Using R to Do Data Analysis | |
| | c) Transforming Variables | |

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| **Module II** | **Descriptive Statistics** | **(15 Hours)** |
| | a) Frequencies and Bar Graphs | |
| | b) Measures of Central Tendency, Measures of Dispersion | |
| | c) Probability | |

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| **Module III** | **Different Aspects of Statistical Inference and Hypothesis Testing** | **(15 Hours)** |
| | a) Sampling and Inference | |
| | b) Hypothesis Testing with two Groups, Hypothesis Testing with Multiple Groups, Hypothesis Testing with Non-Numeric Variables | |
| | c) Measures of Association | |

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| **Module IV** | **Correlation and Regression** | **(15 Hours)** |
| | a) Correlation and Scatterplots | |
| | b) Simple Regression, Multiple Regression | |
| | c) Advanced Regression, Regression Assumptions | |

**Course Outcomes:**
1. Students will be able to apply the statistical methods for data analysis in the field of Political and Social Sciences.
2. Students will get practical experience applying statistical techniques learned in the course to analyze real-world datasets and solve problems in various domains, including business, healthcare, social sciences, and engineering.

3. Students will be able to develop critical thinking skills and problem-solving abilities by applying statistical methods and R programming techniques to address complex analytical challenges and make data-driven decisions.

**Reading List:**
1. Chambers, J. M. (2008). Software for Data Analysis: Programming with R. New York: Springer.
2. Holbrook, T. M. (2022). An Introduction to Political and Social Data Analysis Using R. New York.
3. Kennedy, R., & Waggoner, P. (2021). Introduction to R for Social Scientists: A Tidy Programming Approach. New York: CRC Press.
4. Maindonald, J. H. (2004). Using R for Data Analysis and Graphics: Introduction, Code and Commentary. Sydney: Australian National University.
5. Martin, T. (n.d.). The Undergraduate Guide to R: A beginner's introduction to the R programming language. California: Creative Commons .
6. Monogan III, J. E. (2015). Political Analysis Using R. London: Springer.
7. Quan, L. (2018). Using R for Data Analysis in Social Sciences: A Research Project-Oriented Approach. New York: Oxford University Press.
8. Tufte, E. R. (1974). Data Analysis for Politics and Policy. London: Prentice-Hall Inc.
9. Tufte, E. R. (2001). The Visual Display of Quantitative Information. Connecticut: Graphics Press LLC.
10. Urdinez, F., & Cruz, A. (2021). R for Political Data Science - A Practical Guide. London: CRC Press.
11. Wickham, H. (2009). ggplot2: Elegant Graphics for Data Analysis. New York: Springer.
12. Winner, L. (2009). Applied Statistical Methods. New York.

**Subject code: 50383**
**Digital Governance and Social Exclusion**
**(4 Credits, 60 Hours)**

**Course Objectives:**
1. To provide a comprehensive framework for researching and addressing the complex interplay between digital governance and social exclusion.
2. To explore how digital governance structures interact with and influence patterns of social exclusion, particularly among marginalized or vulnerable populations.
3. To enable students to investigate the barriers to digital inclusion faced by individuals or communities experiencing social exclusion, including lack of access to technology, digital skills, or supportive policies.

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| **Module I** | **Digital Governance** | **(15 Hours)** |
| | a) Digital Governance: Concepts and Evolution | |
| | b) Digital Infrastructure, Digital Policies and Plans | |
| | c) e-Governance Models | |
| **Module II** | **Understanding the Concept of Social Exclusion** | **(15 Hours)** |
| | a) Understanding social exclusion | |
| | b) Social Exclusion: Theoretical Perspectives | |
| | c) Issues of Inclusion | |

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| **Module III** | **Digital Governance and Service Delivery System** | **(15 Hours)** |
| | a) Digital Governance and Tribals | |
| | b) Digital Governance and marginalized communities, aged People, and social exclusion | |
| | c) Digital Governance and Women, cyber feminism, Data feminism | |

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| **Module IV** | **Issues of Capacity Building, Infrastructure, and Implementation of Policies of Digital Governance** | **(15 Hours)** |
| | a) Literacy, e-Literacy, e-Readiness | |
| | b) Structural Problems and Dissemination | |
| | c) Digital Divide, Digital Infrastructure | |

**Course Outcomes:**
1. Students will be able to propose evidence-based strategies and policy recommendations for enhancing digital inclusion and reducing social exclusion, informed by an understanding of governance frameworks and social dynamics.

2.  Students will be able to examine case studies or examples of successful digital governance interventions that have effectively addressed social exclusion, highlighting best practices and lessons learned.
3.  Students will be empowered to raise awareness about the importance of digital inclusion in governance agendas and advocate for policies and initiatives that promote equitable access to digital resources and opportunities for all members of society

**Reading list:**

1.  Bijker, W., & Law, J. (1992). *Shaping technology/building society: Studies in sociotechnical.* MIT press.
2.  Castells, M., & Elgar, E. (2004). *Informationalism, Networks and the Network Society: A theoretical blueprint In The Network Society: A cross-cultural perspective.* Cheltenham, UK.
3.  Chhotray, V., & Stoker, G. (2009). *Governance Theory and practice: A cross disciplianry Approach.* London: Palgrave Macmillan.
4.  De, R. (2009). Caste Structures and E-Governance in a Developing Country. *the 8th International Conference on Electronic Government, EGOV 2009* (pp. 40-53.). Heidelberg: SpringerVerlag:Heidelberg.
5.  Bhatnagar, S. (2004). *E-Government: From Vision to Implementation.* New Delhi : Sage Publications.
6.  Bijker, W., & Law, J. (1992). *Shaping technology/building society: Studies in sociotechnical.* MIT press.
7.  Dyson, L., Hendriks, M., & Grant, S. (2006). *Information Technology and Indigenous People.* Hershey, Newyork: Information Science Publishing.
8.  Estache, A. (1995). *Decentralizing Infrastructure: Advantages and Limitations, Antonio Estache, World Bank Discussion Paper No. 290, .* World Bank.
9.  Madon, S. (2009). *e-Governance for Development : A focus on Rural India.* Hampshire: Palgrave MacMillan.
10. Mahmud, A. S., Dwivedi, Y. K., Williams, M. D., & Singh, N. (2007). *Internet Economy: E-Commerce for Global Adoption, Resistance, and Cultural Evolution.* New York: Infromation Science reference .
11. Milakovich, M. (2012). *Digital Governance .* London: Routeledge.
12. Norris, P. (2001). *Digital divide.* Cambridge University Press.
13. Rashid, A. T. (2016). Digital Inclusion and Social Inequality: Gender Differences in ICT Access and Use in Five Developing Countries . *Gender, Technology and Development* , 306-332.
14. Sreekumar, T. T. (2007). Cyber kiosks and dilemmas of social inclusion in rural India. *Media, Culture & Society, SAGE Publications Singapore, Vol. 29(6)* , 869-889.
15. Wajcman, J. (1991). *Feminism Confronts Technology.* Cambridge: Polity Press.

**Subject Code: 50384**
**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.

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**Subject Code: 50385**
**Security in International Relations**
**(4 Credits, 60 Hours)**

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**Course Objectives:**
1. To introduce the security studies to the students of international relations.
2. To make students aware of the conceptual as well as theoretical foundations of the idea of security.
3. To provide insights for comprehensive understanding of security in international relations

**Module I: Introduction** (15 Hours)

a) Security: Traditional and Non-traditional
b) Common Security and Comprehensive Security
c) Key Concepts: Power, Balance of Power and Security Dilemma

**Module II: Theoretical Framework** (15 Hours)
a) Realism
b) Liberalism
c) Critical theory

**Module III: Key Concerns** (15 Hours)

a) Identity conflicts: Ethnic conflicts, Genocide
b) National Security concerns: Terrorism, territorial disputes
c) Global Challenges: Climate Change, Cyber security and Transnational Organised Crime

**Module IV: Approaches to Security** (15 Hours)

a) Collective Security
b) Debate on Responsibility to Protect (R2P)
c) Post-Conflict Reconstruction

**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. apply theoretical perspectives while analysing security challenges.
3. deliberate on the contemporary security issues and provide insightful inputs.

**Reading List:**

1. Burgess, J. P.(2010). *The Routledge Handbook of New Security Studies*. United Kingdom: Taylor & Francis.
2. Buzan, B., Hansen, L. (2009). *The Evolution of International Security Studies*. United Kingdom: Cambridge University Press.
3. Buzan, B., Wæver, O., Wilde, J. d. (1998). *Security: a new framework for analysis*. United Kingdom: Lynne Rienner Pub.
4. Collins, A. (2022).*Contemporary Security Studies*. United Kingdom: Oxford University Press.
5. Fierke, K. M. (2015). *Critical Approaches to International Security*. Germany: Polity Press.
6. Hough, P., Moran, A., Pilbeam, B., Stokes, W. (2015). *International Security Studies: Theory and Practice*. United Kingdom: Taylor & Francis.
7. Kolodziej, E. A. (2005). *Security and International Relations (Themes in International Relations)*. United Kingdom: Cambridge University Press.
8. Peoples, C., Vaughan-Williams, N. (2020). *Critical Security Studies: An Introduction*. United Kingdom: Taylor & Francis.
9. Sen, G. (2022). *Cyber Security & Cyberspace in International Relations: A Roadmap for India's Cyber Security Policy*. India: Vij Books India Pvt. Limited.
10. Williams, P. (2013). *Security Studies: An Introduction*. United Kingdom: Routledge.

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**Subject Code: 50386**
**Borders in International Relations**
**(4 Credits, 60 Hours)**

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**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: 50387**
**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. Henery 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
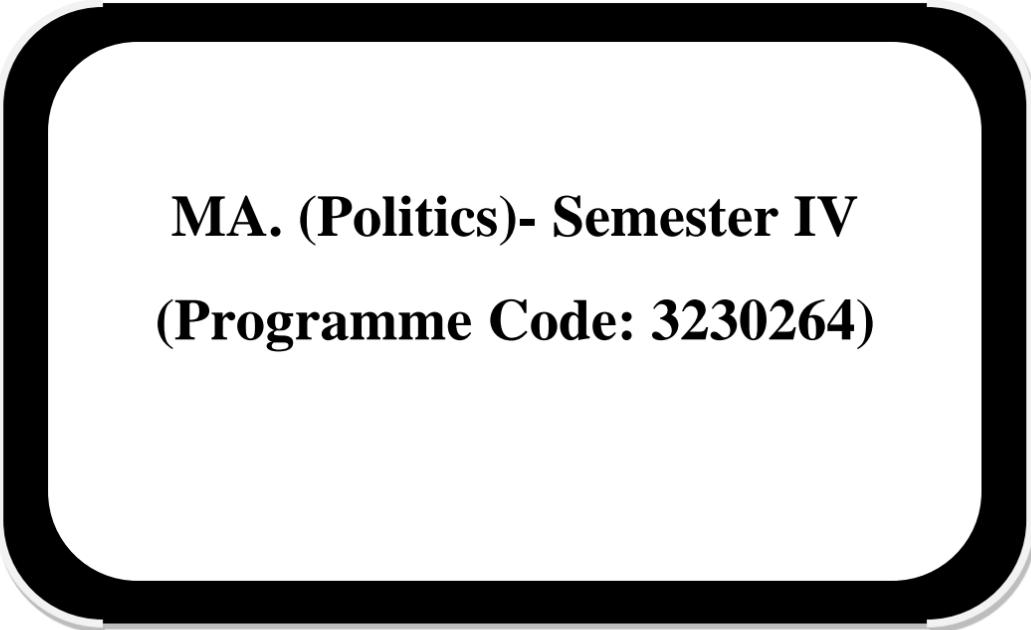
# MA. (Politics)- Semester IV

# (Programme Code: 3230264)

**M.A. (Politics)- Semester IV (Programme Code: 3230264)**
**Mandatory Papers**

**Subject Code: 50314**
**Foreign Policy of India**
**(4 Credits, 60 hours)**

**Course Objectives:**
1. To understand the fundamentals India' Foreign Policy
2. To acquaint students with foreign policy and India's relations with major powers
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-Nehru shift to Realpolitik
c) The Post Liberalization phase – impact of the end of the Cold War and globalization

**Module II: Process of making foreign policy** (15 Hours)

a) Role of the Executive – political and bureaucratic
b) Role of the Parliament
c) Role of political parties, pressure groups, media

**Module III: India and Major Powers** (15 Hours)

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

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

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

**Course Outcomes:**
1. After learning this course, student will be able to critically examine India's foreign policy.
2. Student will come to know the actors involved in the making 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)
6. Dutt, V.P. *India's Foreign Policy- Since Independence*. (2011: National Book Trust, New Delhi).
7. Frankel, Francine and Harry Harding, eds., *The India-China Relationship: Rivalry and Engagement*, (2004: New Delhi, Oxford University Press)
8. Harshe, Rajen and K.M. Seethi, eds., *Engaging with the World: Critical Reflections on India's Foreign Policy*, (2005: New Delhi, Orient Longman)
9. Mohan, C. Raja. *Crossing the Rubicon: The Shaping of India's New Foreign Policy*, (2005: New Delhi, Viking – Penguin Books)
10. Nayar Baldev Raj and T.V. Paul, India in the *World Order: Searching for Major-Power Status*, (2004: New Delhi, Foundation Books/Cambridge University Press)
11. Perkovich, *India's Nuclear Bomb*, (2002: Berkley, University of California Press)
12. S. Jaishankar, 2022, *The India Way: Strategies for an Uncertain World*
13. Thakkar, Usha and Mangesh Kulkarni, eds., *India in World Affairs: Towards the 21st Century*, (1999: Mumbai, Himalaya Publishing House)

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

**Political Sociology in India**
**(4 Credits, 60 hours)**

**Course Objectives:**

1.  To introduce students to the inter-relationship between the political and the social
2.  To acquaint students to significant themes affecting the socio-political space such as caste, class and gender
3.  To enable students to understand changing dynamics of contemporary social and political issues

**Module 1: Approaches**                                                    **15 Hours**

a)  Marxist and Neo-Marxist
b)  Elite and Pluralist
c)  Systems and Feminist

**Module II: Theoretical understanding of basic Concepts**                  **15 Hours**

a)  State and Civil Society
b)  Power and Hegemony
c)  Political Culture and Processes

**Module III: Social Asymmetries and Politics**                             **15 Hours**

a)  Caste and class
b)  Ethnicity
c)  Gender

**Module IV: Political Change**                                             **15 Hours**

a)  State and Political change
b)  Social Movements
c)  Revolutions; Politics of Violence

**Course Outcomes:**

1.  This interdisciplinary elective will enable students to critically understand

socio-political fabric of contemporary 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 contemporary socio-political issues

**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 Grammer 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: ananalysis of the writings of Marx, Durkheim and Max Weber*. Cambridge UniversityPress, 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 Movement1930-1970.* 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: 50334**
**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.

**Elective Papers**
**Subject Code: 50315**
**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: 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**.

**Social Movements in India**
**(4 Credits, 60 Hours)**

**Course Objectives:**
1.     To understand the diverse social movements in India
2.     To appreciate the working of ideologies and movements in the public space.
3.     To discuss the evolving trends of modern-day social movements.

**Module I: Conceptual Framework**                                          **(15 Hours)**
a)     Traditional movements
b)     New Social Movements
c)     Social movements and politics of change

**Module II: Movements and Ideologies**                                 **(15 Hours)**
a)     The Socialist Movements in India
b)     The Hindu Nationalist Movement
c)     The Dalit – Adivasi Struggle

**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, neoliberalism and affirmative action
c)     Reimagining public space: social media and digital space

**Course Outcomes:**
1.     The student would be able to understand diverse strands of thoughts in political and social life
2.     The student would be able to analyze 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.

**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 Mahabharta: 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 Arthaśāstra: 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.

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**Subject Code: 50319**
**Political Thoughts of Dr. B.R. Ambedkar**
**(4 Credits, 60 Hours)**

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**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.

**Subject Code: 50320**
**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

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|---|---|---|
| **Module I** | **Introduction** | **(15 Hours)** |

   a) Evolution of Panchayati Raj Institutions in India
   b) Constitutional framework: 73rd Constitutional Amendment Act
   c) Comparative study of Maharashtra, Kerala, West Bengal & Madhya Pradesh

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|---|---|---|
| **Module II** | **Role of Panchayati Raj Institutions** | **(15 Hours)** |

   a) Government initiative to empower local: Reservation & social audit
   b) Fiscal decentralization
   c) Decentralized planning

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|---|---|---|
| **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 at the grassroots
   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.

**Subject Code: 50325**
**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: 50326
## 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](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: 50327**
**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, Udya - 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)

**Administration of Common Property Resources**
**(4 Credits, 60 Hours)**

**Course Objectives:**
1. To understand the concept of property with its types.
2. To understand and appreciate the various facets of the debates around the administration or management of common property.
3. To learn about how conventional and non-conventional common property resources can be managed.

**Module I: The Tragedy of Commons and Property Rights**            **(15 Hours)**
a)   Tragedy of Commons – externalities and free riders: Garett Hardin
b)   Common Solutions on the Tragedy: State and Private Solutions
c)   Types of Property Rights: Community, Public, and Private Property

**Module II: Theoretical Debates**            **(15 Hours)**
a)   Private solutions to manage the Commons
b)   Public solutions to avoid the crisis in the Commons
c)   Governance of the Commons - Elinor Ostrom and her critics

**Module III: Institutional Framework – I**            **(15 Hours)**
a)   Land
b)   Water – Riparian rights
c)   Air- Carbon Credits, Pollution Quota, Emission Trading Scheme

**Module IV: Institutional Framework – II**            **(15 Hours)**
a)   Internet
b)   Biodiversity – Wildlife Protection
c)   Forest – Forest Rights Act, 2006

**Course Outcomes:**
1. Students will develop a clear understanding of the types of property.
2. Students will learn about the approaches to administering property.
3. Students will understand how institutional frameworks matter in the governance of the common property.

**Reading List:**
1. Cullet, Phillipe, *Water Law, Poverty, and Development Water Sector Reforms in India*, Oxford University Press, New Delhi, 2009.
2. Dolsak, Nives, and Ostrom, Elinor (Eds.), *The Commons in the New Millennium: Challenges and Adaptations,*MIT Press, Cambridge, Massachusetts, 2003.
3. Guha, Ramachandra, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Oxford University Press, New Delhi, 2001.
4. Hardin, Garrett James, "The Tragedy of the Commons", *Science,* Volume 162, No.3859, December 13, 1968, pp.1243-48.

5. Ingram, Gregory K., and Hong, Yu-Hung (Eds,), *Property Rights and Land Policies*, Lincoln Institute of Land Policy, Cambridge, 2009.
6. Lehmann, Scott, *Privatizing Public Lands*, Oxford University Press, Oxford, 1995.
7. Lessig, Lawrence, *Free Culture: The Nature and Future of Creativity*, Penguin Books, New York, 2005.
8. Olson, Mancur, *The Logic of Collective Action*, Harvard University Press, Cambridge, 1971.
9. Ostrom, Elinor, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, Cambridge, 2003.
10. Boyle, James, The Public Domain: Enclosing the Commons of the Mind, Yale University Press, New Haven, 2008,  available at http://www.thepublicdomain.org/download/

**Subject Code: 50329**
**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 MahanagarpalikaNivadnuk (Vol. Maharashtrache Rajkaran* (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 Politcal 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.

**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 (Tufte), 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.

**International Law**
**(4 Credits, 60 Hours)**

**Course Objectives:**

1. To understand international law and its perspectives.
2. Examine the subjects under international law.
3. Evaluate international law Vis-à-vis global commons.

**Module I: International Law**                                    **(15 Hours)**

a) Nature, Evolution and Codification of International Law
b) Sources and Perspectives of International Law
c) Enforcement of International Law

**Module II: Subjects of international law**                       **(15 Hours)**

a) States: Recognition, Succession, Jurisdiction, Responsibility
b) Individuals: Changing nature
c) Other Subjects: Diminutive States, Belligerent parties, MNCs

**Module III: International Law on Global Commons**               **(15 Hours)**

a) Law of the Seas
b) Environment and Outer Space
c) Digital Space

**Module IV: International Regimes**                              **(15 Hours)**

a) Human Rights
b) Disarmament
c) Trade

**Course Outcomes:**
1. Students will come to know the role and responsibilities of different actors under international law.
2. Students will be able to analyse the existing international rules, regulations regarding global commons.
3. Students will come to about the international regimes for the protection of rights.

**Reading List:**
1. Brownlie, Ian, *Principles of Public International Law*, (1999: Oxford University Press, New York)
2. Brownlie, Ian, *Basic Documents in International Law*, (2009: Oxford University Press, Oxford)
3. Chimni, B.S.L,. *International Law and World Order: Critique of Contemporary Approaches*, (1993: Sage Publications, New Delhi)
4. Levi, Werner, *Contemporary International Law: A Concise Introduction*, (1991: Westview Press, Boulder)
5. Lowe, Vaughan and Colin Warwick, eds., *The United Nations and the Principles of International Law*, (1996: Routledge, London)
6. Ku, Charlotte, and Paul Diehl, *International Law: Classic and Contemporary Readings*, (1998: Lynne Rienner Publications, London)
7. Scott, Shirley, ed*., International Law and Politics: Key Documents*, (2008: Viva Books, New Delhi)
8. Shaw, Malcolm, *International Law*, (2004: Cambridge University Press, Cambridge)
9. United Nations, *The Work of the International Law Commission*, ( 2004: UN, New York)
10. Von-Glahn, Gerhard, *Law Among Nations: An Introduction to Public International Law*, (1970, Macmillan, London)

## Subject Code: 50336
## 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, & quot; Nuclear Deterrence in South Asia: The 1990 Indo-Pakistani Crisis, & quot; In- The Non-proliferation Review/Fall 1998 T.V. Paul international Security 20 (Winter1995/96), pp. 79- 114.
5. Etel Solingen, & quot; The Political Economy of Nuclear Restraint, & quot; *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, & quot; Nuclear Myths and the Causes of Nuclear Proliferation,& quot; *Security Studies* 2 (Spring/Summer 1993), pp. 192-212.
   Princeton University Press, 1997).
10. Robert Jervis, & quot; Systems Theories and Diplomatic History,& quot; 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, & quot; Why Do States Build nuclear weapons? Three Models in Search of aBomb, & quot; International Security 21(Winter 1996/97), pp. 54-86.
14. T.V. Paul, &quot;Power, Influence and Nuclear Weapons: A Reassessment,& quot; 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, &quot; The NPT and Power Transitions in the International System,& quot; in Raju G.C. Thomas, ed., The Nuclear Non-proliferation Regime: Prospects for the 21&quot; Century (Houndmills, UK: Macmillan, 1998), pp. 56-74.
   1974).
16. William R. Thompson, & quot; The Regional Sub-System: A Conceptual Explication and a Prepositional Inventory, & quot; International Studies Quarterly 17 [March 1973], pp. 89-117.

**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., Fawcet, 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: 50338**
**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 &amp; Joseph Nogee 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 &amp; 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 &amp; 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 &amp; Littlefield Publishers Inc.)

## Subject Code: 50339
## 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. Lazzerini, 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 Beatriz 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. Tsentral'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

| | Assessment Method and Question Paper Pattern<br>Project/Research Paper/Essay | |
|---|---|---|
| 1. | **4 Credit Courses** | |
| | *Internal Assessment (50 Marks):* | |
| | 1. Written Test/Class Test -------------------(30 Marks) | 50 Marks |
| | 2. Assignment/Project ----------------------- (20 Marks) | |
| | *External Assessment: (50 Marks)* | |
| | Written examination (50 Marks) in the following format:<br>Q.1.----------------20 Marks (with internal choice)<br>Q.2.----------------20 Marks (with internal choice)<br>Q.3.----------------10 Marks (with internal choice) | 50 Marks |
| **2.** | **2 Credit Courses** | |
| | *Internal Assessment (25 Marks):* | |
| | 1. Written Test/Class Test -------------------(15 Marks) | 25 Marks |
| | 2. Assignment/Project ----------------------- (10 Marks) | |
| | *External Assessment (25 Marks)* | |
| | Written examination (25 Marks) in the following format:<br>Q.1.----------------15 Marks (with internal choice)<br>Q.2.----------------10 Marks (with internal choice) | 25 Marks |

**Sign of Head**  **Sign of Dean:**

**Name of the Head: Dr. Deepak Pawar**  **Name of the Dean:**

**Department of Civics and Politics**  **Name of the Faculty: Humanities**

**Table: Letter Grades and Grade Points**

| Semester GPA/Program CGPA Semester/Program | % 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) |
| Below4.00 | Below 40 | F (Fail) |
| Ab (Absent) | | Absent |

**Sign of Head**

**Name of the Head: Dr. Deepak Pawar**

**Department of Civics and Politics**

**Sign of Dean:**

**Name of the Dean:**

**Name of the Faculty: Humanities**

**Syllabus
M.A. (Politics) (Semester III and IV)**

**Team for Creation of Syllabus:**

| Name | Department/College | Sign |
|---|---|---|
| Dr. Deepak Pawar (Professor and Head) | Department of Civics and Politics | |
| Dr. Liyaqat A. Khan (Professor) | Department of Civics and Politics | |
| Dr. Mrudul Nile (Professor) | Department of Civics and Politics | |
| Dr. Sachin Pardhe (Assistant Professor) | Department of Civics and Politics | |
| Dr. Sanhita Joshi (Assistant Professor) | Department of Civics and Politics | |
| Dr. Rohidas Mundhe (Assistant Professor) | Department of Civics and Politics | |
| Dr. Hanmant Wanole(Assistant Professor) | Department of Civics and Politics | |
| Mr. Vikrant Pande (Assistant Professor) | Department of Civics and Politics | |
| Ms. Mansi Ahire (Assistant Professor | Department of Civics and Politics | |

**Sign of Head**

**Name of the Head: Dr. Deepak Pawar**

**Department of Civics and Politics**

**Sign of Dean:**

**Name of the Dean:**

**Name of the Faculty: Humanities**

**Appendix B**

**Justification for M.A. (Politics)**

| | | |
|---|---|---|
| 1. | Necessity for starting the course: | **NEP** |
| 2. | Whether the UGC has recommended the course: | **YES** |
| 3. | Whether all the courses have commenced from the academic year 2023-24 | **YES** |
| 4. | The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available? | **Self-financed: NO** <br><br> **Adequate number of eligible permanent faculties: YES** |
| 5. | To give details regarding the duration of the Course and is it possible to compress the course? | **Two Years** |
| 6. | The intake capacity of each course and no. of admissions given in the current academic year: | **150** |
| 7. | Opportunities of Employability/ Employment available after undertaking these courses: | **Teaching, Research, Analytics, Content Development etc.** |

**Sign of Head**

**Name of the Head: Dr. Deepak Pawar**

**Department of Civics and Politics**

**Sign of Dean:**

**Name of the Dean:**

**Name of the Faculty: Humanities**