



**DEPARTMENT OF POLITICAL SCIENCE
ASSAM UNIVERSITY: SILCHAR**

PG SYLLABUS

REVISED AS PER REQUIREMENT OF NEW EDUCATION POLICY 2020

Leading to

One Year Post Graduate Diploma

Two-year Master's Degree Programme

One Year Master's degree Programme

Students pursuing the following Diploma/Degree will have to choose from the following courses to fulfill the credit requirement of the respective programmes. Being offered as per the instructions mentioned in this document.

Level 8	Post-Graduate Diploma for those who exit after successful completion of the first year or two semesters of the 2-year master's programme). (Programme duration: One year or 2 semesters).	40 Credits
Level 9	Master's degree. (Programme duration: Two years or for semesters after obtaining a Bachelor's degree).	80 credits
Level 9	Master's degree. (Programme duration: One year or 2 semesters after obtaining a Bachelor's degree (Honours/ Research).	40 credits

Entry and Exit Paths:

- Students completing a four-year Bachelor's programme with Honours / Research may be admitted to a one-year Master's programme (Lateral entry at Semester 3).
- A Bachelor's Degree for the two-year/four-semester Master's degree programme.
- A Bachelor's Degree for the one-year/two-semester Post-Graduate Diploma programme.

Structure of the syllabus as per NEP 2020

A) Composition of course curriculum

S. No	Course components	Nature compulsory	Total Credit	Nature of the offering
1	Core Course (CC)	Compulsory (Disciplinary specific)	36	To be offered by the Department
2	Elective Core Course (ECC)	Discipline Specific Elective Courses	8	To be opted from a list of courses offered by the parent Department
3	Dissertation (Research Project)	Compulsory (Discipline specific)	13	Research Project
4	Interdisciplinary Core Course (IDC)	Inter disciplinary elective course	7	To be opted from the parent Department /allied Departments approved by the parent Department
5	Apprenticeship/Laboratory /Internship/Field (ALIF)	Discipline Specific Course	9	To be opted from the parent Department
6	Skill Enhancement Course (SEC)	Skill based course	3	Courses offered or identified by the parent department as skill enhancement course
7	Value Based Course (VBC)	Value Based Course	2	May be decided at school level
8	Compulsory Community Engagement Course (CCEC)	Compulsory	2	1 credit for class room and tutorials and 1 credit for field engagement
Total Credit			80	

Note:

1. Students may be allowed to opt certain courses (approved by the parent Department) from SWAYAM (and other approved platforms) after implementation and deployment of necessary Academic Credit Transfer facility by the University.

2) Minimum number of credits earned by a student in (CC+ECC+Dissertation+IDC) should not be less than 64 and the minimum credit earned in Core Course (CC) should not be less than 32.

B) PG Curriculum

First Semester :

Paper Code	Description	Credit	Hours/week	Marks
500	Orientation	NIL		
501	Core (CC)	4	4	100
502	Core (CC)	4	4	100
503	Core (CC)	4	4	100
504	SEC	3	3	100
505	ALIF	3	6	100
506	CCEC	2	2	100
Total Credit		20	23	600

Second Semester

Paper Code	Description	Credit	Hours/week	Marks
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551	Core (CC)	4	4	100
552	Core (CC)	4	4	100
553	Core (CC)	4	4	100
554	IDC	3	3	100
555	ALIF	3	6	100
556	VBC	2	2	100
Total Credit		20	23	600

Third Semester

Paper Code	Description	Credit	Hours/week	Marks
601	Core (CC)/Elective (ECC)	4	4	100
602	IDC	4	4	100
603	Elective (ECC)	4	4	100
604	ALIF	3	6	100
605	Dissertation (Research Project 1)	5	10	100
Total Credit		20	28	500

Fourth Semester

Paper Code	Description	Credit	Hours/week	Marks
651	Core (CC)	4	4	100
652	Core CC	4	4	100
653	Elective ECC	4	4	100
654	Dissertation (Research Project 1)	8	16	200
Total Credit		20	28	500

C) Percentage distribution of Course components:

SI	Course components	Total Credit	Grouped Credit	% of credit	Remarks
1	Core Course (CC)	36	57 (71% of 80 and 89% of 64)	64(80% of 80)	
2	Elective Core Course (ECC)	8			
3	Dissertation (Research Project)	13			
4	Inter disciplinary core course (IDC)	7	7(11% of 64)		
5	ALIF	9		9(11% of 80)	
6	Skill Enhancement Course (SEC)	3		3(3.75% of 80)	

7	Value Based Course (VBC)	2		2(2.5% of 80)	
8	Compulsory Community Engagement Course (CCEC)	2		2 (2.5% of 80)	
Total		80		100	

SEMESTER I

	Credit	Paper Description	Paper Title	Course Type/Remarks
500	Nil	Orientation	Orientation	
501	4	Core	Modern Western Political Thought	Disc Core
502	4	Core	Theories and Concepts of International Relations	Disc Core
503	4	Core	Government and Politics in India	Disc Core
504	3	Skill Enhancement Course	Research Skills & Techniques or Elections Leadership and accountability	SEC
505	3	ALIF	Qualitative Techniques and Field Research in Political Science	AILF
506	2	Compulsory Community Engagement	Community Engagement	CCE C
			Total Credits =20	

SEMESTER II

Paper Code	Credit	Paper Description	Paper Title	Course Type/Remarks
551	4	Core	Indian Politics Issues and Problems	Disc Core
552	4	Core	Public administration and Governance: Concepts and Issues	Disc Core
553	4	Core	Political Institutions and Processes in North East India	Disc Core
554	3	Interdisciplinary Core	a. Human Rights: Theory and Practice or b. Introduction to Gender studies or	ID C

			c. Political Institutions and Processes in South Asia	
555	3	AIF	a. Election surveys & Analysis of Political Databases or b. Doing Survey Research	AILF
556	2	VBC	Global Peace and Security Or Ethics in Public Administration and Public Life	Value based Course

SEMESTER III

Paper Code	Credit	Paper Description	Paper Title	Course Type/Remarks
601	4	Core	Foundations of Social Science Research	Disc Core
602	4	IDC	a. Issues and Trends in International Relations Or b. Indian Diaspora Politics: Theories, Context and Issues or c. Local self Government or d. Ideas and Practices of Civil society	IDC
603	4	Elective	a. Modern Indian Political Thinkers b. International Law c. Indian administration d. India and its neighbours e. Modern Political Analysis f. Public Policy; Concepts & Theories g. Socio economic Foundations of Indian Political system h. Issues in World Politics	Disc Elective
604	3	AILF	a, Local Government: Theory & Practice or b. Developing Indices for Democracy	Field work
605	5	Dissertation (Research project)		Part-1

SEMESTER IV

Paper Code	Credit	Paper Description	Paper Title	Course Type/Remarks
651	4	Core	India's Foreign Policy	Disc Core
652	4	Core	Contemporary Political Theory	Disc Core
653	4	Elective	a. Classical & Contemporary Marxist Thought b. Issues and Trends in International Relations c. Comparative Politics d. Political Sociology e. Ideas & Practices of Civil Society f. Local Self Government g. Indian Diaspora Politics: Theories, Contexts and Issues h. Party System in India	Disc Elective
654	8	Research project		Part-II

The following courses may be offered as core courses from time to time.

- a. Issues and Trends in International Relations
- b. Classical & Contemporary Marxist Thought
- c. Modern Indian Political Thinkers
- d. Indian administration
- e. Comparative Politics
- f. Modern Political Analysis
- g. Public Policy; Concepts & Theories
- h. Socio economic Foundations of Indian Political system
- i. Human Rights: Theory and Practice/
- j. Introduction to Gender Studies
- k. Issues in World Politics

Programme Specific Outcomes

1. A student is expected to conceptually grasp, understand and interpret concepts and theories in western political tradition; he/she would be able to invoke them in public life.
2. Student will be able to understand and interpret writings of thinkers of Indian National Movement and appreciate their contribution to building post independence democratic nation – state in India.
3. Student would be able to understand analyse constitution and various issues in Indian Political Life. He would be able to use that understanding to intervene in contemporary politics.
4. Student would be able to understand concepts and theories of international relations and world dynamics in terms of relations among different countries of the world and India's strategic relation within dynamically evolving international relations.
5. Student would be able to understand predicament of vulnerable section through subjects like Human Rights, Gender Studies, and Diaspora Studies etc.
6. Student would be equipped to carry out independent field work by using different qualitative and quantitative techniques. He/she would be skilled in carrying out field work.

Programme Outcomes.

1. This programme intends to introduce to students theories and concepts from Political Science so that they can invoke them in analyzing contemporary predicament.
2. It also aims to introduce to students concepts and theories specific to the field of international relations, public administration and comparative Government.
3. It aims to provide factual conceptual aspects of Indian politics and specifically politically process in North Govt. India.
4. It aims to prepare students to be informed citizens in public life with knowledge derived from political science.
5. The programme also introduces to students skills of critical analysis and evaluation of one's choices and helps them to contribute to public life in general and their own professional lives.
6. The programme intends to train students in carrying out field work research using both qualitative and quantitative techniques

Course No. 501- Modern Western Political Thought (Disciplinary Core)

Credits-4

Political thought as a subject of learning forms the solid ground for anchoring the discipline of Political Science. String of courses here-in MA Programme - Under the sub discipline of Political philosophy are not meant as an exercise in textual exegesis i.e. excavating deeper meaning of texts in Political Thought/Philosophy. However, these courses aim to introduce to student's interpretations of concepts key to the work of pantheon of Political Philosophers in the West and the East.

Course Objectives:

This course aims to

- a) Introduce to student's key concepts in the works of Political Philosophers.
- b) To present at least one major interpretation of concepts each of those Philosophers.
- c) To offer critical evaluation of concepts embedded in the works of Philosophers
- d) To develop abilities to argue by using those concepts

Course Outcomes:

A student would be

- a) Expected to have an idea of different concepts in the works of Political Philosophers
- b) Expected to know availability of different interpretations of concepts
- c) Able to offer critical evaluation
- d) Able to deploy those concepts in her research and public arguments.

Unit No	Course Content	No. of Credit
I	Machiavelli - Modern Absolutism - Prescriptions for State Building - Ethics and Politics Hobbes - Materialism and Natural law - Theory of social Contract - Idea of Sovereignty.	4
II	Locke-Individual and Community-Theory of Natural Right-Social Contract-Constitutionalism Rousseau-The origin of Inequality-Idea of Freedom-General Will-Critique of Liberal Democracy – Totalitarianism.	
III	Utilitarianism: Bentham & Mills a) Bentham's method of Jurisprudence; b) Bentham's Principles of Morals & Legislation; c) Mill's On Liberty; d) Revision of Utilitarianism; e) Mill's Essay on Government	

IV	Idealism: Kant & Hegel a) German Enlightenment & Historical thinking, Spirit & Dialectic; b) Family; civil society & the state; c) Kantian notion of pure reason; d) Law & the State	
V	Conservatism: Burke a) Political Conservatism; b) Critique of French Revolution; c) Prescriptive Constitution; d) Parliamentary Representation; e) Rights of Citizens	

Readings:

1. Barker, E., *Greek Political Theory: Plato and His Predecessor*
- 2 Blum, W.T., *Theories of Political systems: Classics of Ancient and Modern Political Thought*, Prentice Hall, New Delhi, 1981.
3. Beiner, Ronald and William James Booth, *Kant and Political Philosophy*, New Haven, Yale University Press, 1993.
4. Coker, F.W., *Recent Political Thought*
5. Dunn, J., *The political Thought of John Locke.*
6. Dunn, John, *Western Political Theory in the Face of the Future.*
7. Unning, William, *a History of political Theories*, Allahabad, 1996
8. Donaldson, P.S., *Machiavelli and Mystery of State.*
9. Ebenstein, William, *Modern Political Thought*, Oxford and IBH, 1974.
10. Iain Hampsher Monk, *A History of Modern Political Thought*, Oxford, Blackwell, 1992.
11. Jones, W.T., *Masters of Political Thought*, OUP, 1975.
12. Plamenatz, John. *Man and Society*
13. Pocock, J.G.A., *Politics, Language and Time: Essays on Political Thought and History*, New York, Atheneuns, 1971.
14. Sabine, G.H., *A History of Political Theory*, UP, 1971
15. Straus Leo and Corpsey, Joseph, *History of Political Philosophy*, Chicago, 1987.
16. Vogelín, Eric, *Order and History: Plato and Aristotle*, Louisiana State University Press, 1957.
17. Wayper, C.L. *Political Thought.*
18. Wiser, James, *Political Philosophy: A History of Search for Order*, Prentice hall, 1982.
19. Wolin, Sheldon, *Politics and Vision*, University of California Press,
- 20 Avineri Shlomo. *Hegel's Theory of the Modern State*, Cambridge, Cambridge University Press, 1972.

Course No. 502: Theories and Concepts of International Relations (Disciplinary Core)

Credits: 4

Course Objectives:

This course attempts to introduce the key concepts and theories of the subject. In addition to that the course also familiarizes the students with the historical background of various political and international institutions. The course cultivates theoretical bent of mind for students over various international problems and conflicts.

Course Outlines:

With the completion of the Course Students get familiarized with what is the essential meaning of the International institutions and its objectives. Key concepts and theories of International studies further sharpens student's outlook over international issues and bodies. After successful completion of the course, the students acquire the basic skills to understand functions of various international organizations.

Unit No	Course Content	No. of Credit
I	Historical origins of International Relations: The Ancient Greece and Roman Empire. The Medieval Europe and the Peace of Westphalia. The Rise of State and International Relations.	4
II	The Rise of the International Organizations in World Politics Age of Revolutions- American Revolution (1775-1783) and French Revolution (1789-1799) The Age of Total War- The First World War (1914 to 1918) and Second World War (1939-1945) The rise of the International Organizations: The League of Nations (LON) and United Nations (UN)	
III	Concepts of International Relations: Anarchy, State, Sovereignty, Power/Hegemony and Cosmopolitanism	
IV	Theories in International Relations: Realisms, Liberalism, Dependence Theory and Game Theory	
V	Alternative Approaches to International Relations: Critical Theory, Constructivism, Feminism and Post-modernism	

Readings:

1. Goldstein, Joshua S. and Pevehouse, Jon C. (2014), International Relations Pearson.
<https://hostnezt.com/cssfiles/internationalrelations/International%20Relations%2010th,%20Edition%20By%20Joshua%20S%20Goldstein.pdf>
2. Ehrenberg, Victor.(1960), The Greek State, Basil Blackwell and Mott Ltd.
http://www.royalacademy.dk/Publications/Low/715_.pdf
3. Osborne, Robin. (2004), Greek History, Routledge.epdf.pub_classical-greece-500-323-bc-short-oxford-history-o.pdf
4. Rhodes,P. J. (2007), The Greek City States: a source book, Cambridge University Press.
5. Kelly, Christopher. (2006), The Roman Empire: A Very Short Introduction, OxfordUniversity Press.<https://www.pdfdrive.com/the-roman-empire-a-very-short-introduction-very-short-introductions-e158960656.html>
6. Mennen,Inge.(2011), Power and Status in the Roman Empire, A D 193–284, Brill.
7. Vittorio, Antonio Di. (2002), An Economic History of Europe: From expansion to development, Routledge.
8. Hamburger, Philip. (2002), Separation of Church and State, Harvard University Press
<https://pdfs.semanticscholar.org/d815/bb7790d68fb5c845f1f51d8576ddc80141be.pdf>
9. Audi, Robert. (2011), Democratic Authority and the separation of Church and State, Oxford University Press.
10. Harding, Alan. (2001), Medieval Law and the Foundations of the State Medieval Law and the Foundations of the State, Oxford University Press.
11. McPhee, Peter.(2006), Living the French Revolution, 1789-99, Palgrave Macmillan.
12. Broadberry, Stephen and Harrison, Mark.(2005), The Economics of World War I,Cambridge University Press.
13. McDonough, Frank.(2011), The origins of the second world war: an international perspective The Origins of the Second World War: An International Perspective Continuum International Publishing Group.
14. Hanhimäki, Jussi M. (2008),The United Nations: A Very Short Introduction Oxford University Press. Baehr, R. Peter and Gordenker, Leon. (2005), The United Nations: Reality and Ideal,Palgrave Macmillan.
15. Griffiths, Martin, Callaghan, Terry O'. (2002), International Relations: The Key Concepts, Routledge.
16. Griffiths,Martin, Callaghan, Terry O' and Roach, Steven C.(2008),International Relations:The Key Concepts ,Routledge.
<https://hostnezt.com/cssfiles/internationalrelations/International%20Relati>

[ons%20Key%20Concepts%202nd%20Edition%20By%20Martin%20Griffiths.pdf](#)

17. [Sylvester, Christine.](#) (2004), Cambridge Studies in International Relations: 77, Feminist International Relations an Unfinished , Cambridge University Press and the British International Studies Association (BISA).
<https://www.sedh.gob.hn/documentos-recientes/198-feminist-international-relations-an-unfinished-journey/file>
18. Brown, Chris and Ainley, Kirsten. (2005) Understanding International Relations, PalgraveMacmillan.<https://www.hostnezt.com/cssfiles/internationalrelations/Understanding%20International%20Relations%20By%20Chris%20Brown.pdf>
19. Wilkinson, [Paul.](#) (2007), international Relations: A Very Short Introduction, Oxford University Press.
20. [Carlsnaes, Walter](#), [Risse, Thomas](#) and [Simmons, Beth A.](#) (2002), Handbook of International Relations, Sage Publications Ltd.
21. Burchill, Scott. Linklater, Andrew. Devetak, Richard. Donnelly, Jack. Paterson, Smit, Matthew Christian Reus and True, Jacqui. (2005), Theories of International Relations, Palgrave Macmillan <http://lib.jnu.ac.in/sites/default/files/RefrenceFile/Theories-of- IR.pdf>

Course No. 503 Government and Politics in India (Disciplinary Core)

Credits – 4

Course Objectives:

The purpose of the course is to familiarize the students with key elements of Government and Politics in India. The course has been design to acquaint students with the historical background of making of the Indian Constitution, constitutional design of state structures and institutions and their actual working overtime. It further encourages the students to study of political dynamics and extra constitutional issues of recent times.

Course Outlines:

2. Students will be able to know the historical background of making of Indian Constitution and Role of Constituent Assembly in it.
3. They will understand the governmental structure and processes in detail in India
4. They will come to know about the nature of Indian federalism and issues of conflicts and cooperation between Centre and States in India.
5. They will be able to answer questions pertaining to the functioning of constitutional and non constitutional bodies in India.
6. They will be able to answer questions pertaining to the issues related to political parties, their role and significance in India.

Unit No.	Course Content	No. of Credit
I	Constitutional Foundations-Historical Background, Making of Indian Constitution-Constituent Assembly- Ideology of the Constitution, Review of the Constitution	4
II	Governmental Structure and Processes: Legislature, Executive, Judiciary, Bureaucracy- Conflicts and Inter-dependence, Amendment Process-Major Amendments	
III	Indian Federalism: Centre-State relations, Demand for Greater State Autonomy- Sarkaria Commission & Punchi Commission, Inter- State Relations, Special Provision for some States	
IV	Constitutional and Non Constitutional Bodies: Finance Commission, Election Commission, National Commission for SCs and STs, NITI Aayog, Central Information Commission,	
V	Political Dynamics: Issues and Emerging trends in Party System, National and Regional Parties-their Organisation and Ideologies-Coalition politics, Electoral Reforms-Anti Defection Law, Voting Behaviour-Role of Media in Election and Voting Behaviour	

Readings:

1. Arora, Balveer & Verney, Douglas (Ed) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Konark, 1995.
2. Austin, G. *The Indian Constitution*, OUP, 1966.
3. *Working of a Democratic Constitution*, OUP 2000.
4. Baruah Sanjib, *Durable Disorder*, OUP, 2005
5. Brass Paul, *The Politics of India since Independence*, CUP, 2004
6. Chatterjee, P. *State and Politics in India*, OUP,
7. *A Possible India*, OUP, 1997.
8. Kohli, A. *Democracy and Discontent: India's Growing Crisis of Governability*, CUP, 1990
9. Hasan, Z. *Parties and Party Politics in India*, OUP, 2002.
10. Hasan Z, Shridharan, Sudarshan, *India's Living Constitution*, Permanent Black, New Delhi.
11. Mitra, S.K. *The Puzzle of India's Governance*, Foundation Books, New Delhi.
12. Kothari, R. *Politics in India*, Orient Longman.

Course No. 504 Research Skills & Techniques (Skill Enhancement Course)

Credits: 3

Course Objectives:

- a) To introduce research techniques
- b) To impart skills to use techniques
- c) To make student use quantitative techniques.

Course Outlines:

A student

- a) Should be able to know various research techniques
- b) Should be able to deploy them
- c) Should know how not to use them

Unit No	Course Content	No. of Credit
I	Research : Research Design Unit	3
II	Hypothesis	
III	Sampling	
IV	Tools and Techniques of Data Collection	
V	Data Processing and Interpretation	

Readings:

1. Alan Thomas, Joanna Chattaway and Marc Wuyts (eds.) 1998. Finding Out fast Investigative Skills for policy and development, Vistaar Publications.
2. Gerring J. 2001. *Social Science Methodology: A Critical Framework*. Cambridge, UK: Cambridge Univ.Press.
3. Goertz G. 2006. *Social Science Concepts: A User's Guide*. Princeton, NJ: PrincetonUniv.Press.
4. Goode William.J&Hatt Paul K, *Methods in Social Research*, McGraw Hill, 1952
5. Alexander L. George and Andrew Bennett. 2005. *Case Studies and TheoryDevelopment in the Social Sciences*. Cambridge, MA: MIT Press.
6. Young P.V, "*Scientific Social Survey and Research*", Prentice Hall, New Delhi, 1975.
7. Tucker Veena, *Research Methods in Social Sciences*, Pearson Education, Delhi, 2019
8. Chandra Vinod& Hareendran Anand, *Research Methodology*, Pearson education, Delhi, 2017.
9. Kothari, C R, *Research Methods: Methodology and Techniques*, New age international publishers,2019.
10. Bryman, *Quantity and Quality in Social Research*, London, Routledge, 2016.

504(b): Elections, Leadership and Accountability (Skill Enhancement Course)

Credits:3

Course Objective:

Politics today is just not about power play. Communication, strategy, campaign style, shaping of political agenda and political discourse in public and social media are of immense significance in the competitive politics of present time. Hence, understanding of such topic may generate interest on issues which have remarkable practical relevance and job opportunity.

Learning Outcome:

Course content will not only generate interest about politics among youth but will also give an opportunity to study further and develop proficiency in any such area which has lot of practical relevance in our democracy and also has potential job prospect.

Unit	Course Content	No. of Credit
I	The Electoral Process and Elections in India- Elections & Constitutional Provisions, Representation of People's Act 1950, Role of candidate, Role of Election Manager (Election Agent), Election Campaign strategies and mobilization, Media Management	06
II	Psephology: Meaning, Voting Behaviour, Determinants, Electoral Survey and its Techniques-Conducting Opinion and Exit Polls, Campaign Techniques and Political Speech Writing	
III	Leadership – Meaning, Qualities, .Leadership in Political and non-political field, Leadership in organization and Public movements, NGOs, Oratory Skills, Media Campaign for public causes- traditional mass media and social media.	
IV	Political Accountability- Meaning & Mechanism: Understanding manifestos and performance, Social Audit; Complaint Filing Process: RTI, Consumer Forum, FIR, PIL and follow-up, . Strategies for building Public Opinion	
V	Internship	

Readings:

1 Jaishri, J, 'When India Votes: The Dynamics of Successful Election Campaigning', Rupa & CO, 2015

2 Kumar, A & Y. Singh Sisodia, 'How India Votes: A State-by-State Look', Orient Blackswan, 2018

- 3 Chawla, Navin, 'Every Vote Counts: The Story of India's Elections', Harper Collins, 2019,
- 4 Arun, Kumar, 'Elections in India: Nehru to Vajpayee', Gyan Publishing House
5. Passarelli, G, 'Preferential Voting Systems: Influence on Intra-Party Competition and Voting Behaviour', Palgrave Macmillan, 2020
6. Dominic Wring, Jane Green, Roger Mortimore and Simon Atkinson (ed.) Political Communications: The General Election Campaign of 2005, Palgrave Macmillan Publication: New York, 2007.
7. Costas Panagopoulos (ed.) Politicking Online: The Transformation of Election Campaign Communications, Rutgers University Press: London, 2009
8. Richard R. Lau & David P. Redlawsk How Voters Decide: Information Processing during Election Campaigns: Cambridge University Press: Publication: New York, 2006

Course No. 505: Qualitative Techniques and Field Research in Political Science (Field Work) Disciplinary Core

Credits: 3

Course Objectives:

Use of Qualitative techniques in Political science research in India is very limited. It happens so because most of the efforts in Political science research are directed towards using quantitative techniques though the nature of research problems demand qualitative techniques. It got a significance in capturing depth of various issues. This paper attempts to train students in using qualitative techniques in the field. It consists of brief introduction of various techniques and actually using one such technique under the guidance of a mentor.

Course outcomes:

- a) Student is expected to be thorough with different quantitative techniques
- b) Student should take up one theme suitable to use one qualitative technique
- c) Student should learn intricacies of carrying out fieldwork by using a quantitative technique
- d) Student should also be trained in interpreting and reporting findings of field work

Course Content:

- a) Qualitative Techniques: 10 hours.
- b) Field Work: 80 hours.

Readings:

1. Paul Atkinson, Sara Delamont, *SAGE Qualitative research Methods*, Sage publications, 2010
2. Tucker Veena, *Research Methods in Social Sciences*, Pearson Education, Delhi, 2019
3. Chandra Vinod & Hareendran Anand, *Research Methodology*, Pearson education, Delhi, 2017.
4. Kothari, C R, *Research Methods: Methodology and Techniques*, New age international publishers, 2019. Bryman, *Quantity and Quality in Social Research*, London, Routledge, 2016

Course No. 506: Compulsory Community Engagement (Disciplinary Core)

Credits:2

This course aims to inculcate value of service among students by practically engaging them in community service. It's not doing activities routinely. It involves a dialectical process of creating knowledge by involvement in community processes and, in turn, using that knowledge to carry out community reform in diverse aspects. It attempts to promote values of appreciating others, mutual help, peace, democracy and solidarity.

Students may focus on various aspects of community life. a. Health, Hygiene, b. Education in the sense of literacy. c. Education about Govt. schemes d. education about democratic means of resolving issues, e. Transparency, accountability in governing institutions etc.

All these activities can be carried out by chosen means effective to accomplish the task. a. collecting information b. publicizing via audio visual communication aids like painting, wall posters, singing, dance audio messages etc. c. public meetings d. door to door campaigns etc,

Course Objectives:

- a) To develop practical knowledge's about local communities necessary for socio cultural transformation
- b) To deploy such knowledge's in community transformation.
- c) To promote skills of community activism
- d) To promote values of empathy love and understanding

Course Outcomes:

- a) student should be able to identify a problem issue in the community
- b) student should be able to develop knowledge relevant to the issue
- c) student should be able to develop tools of conscientization
- d) student should be able to deploy such tools

Evaluation: Each student will be allotted with a mentor along with the overall Coordinators for the Course. Evaluation will be carried out by Expert committee based on student's report and mentor's report.

Course No.: 500 Compulsory Orientation

Credits: Nil

This course aims to introduce to students facilities in the Department and the university in a transparent way. It also aims to explain course structure, program objectives, Evaluation Procedures etc. It also introduces to students possible avenues of employment.

SEMESTER -II

Course No. : 551 Indian Politics: Issues and Problems Disciplinary Core

Credits:4

Course Objectives:

- a) It is intended to analyze and argue about current issues in Indian Government and politics through academic writings.
- b) It introduces to students founding moments of Indian politics.
- c) It analyses current issues in Indian Politics

Course outcomes:

- a) Student will be able to know current writings.
- b) Student will be able to analyse Indian Politics in an informed manner.

He will be able to write about Indian Politics.

UnitNo.	Course Content	No of Credits
I	India's Approach to Nation building, Models of Liberal Democracy and Modernisation, Political Culture and Socialization	4
II	Parliamentary Democracy in India: Coalition Politics, Role of Opposition, Pressure Groups & Interest Groups, Politics of Defection	
III	Party System in India: Changing Profile of National & Regional Political Parties – Origin & Development, Ideology, Social Base & Leadership, Support structure, Electoral Performance, Election Campaign	
IV	Regionalism and Sub-Nationalism with ref. to Punjab, Kashmir and Northeast India	
V	Non-Party Movements: Trade Union, Peasant, Dalit, Tribal and Minorities.	

Readings:

1. Hasan Zoya(ed), Politics and Party Politics in India, Oxford, New Delhi 2001
2. Kohli, Atul, Democracy and Discontent: India's Growth Crisis of Governability Cambridge University Press, 1990
3. Centralisation and Powerlessness: India's Democracy in a Comprehensive Perspective, in Joemidgal, Atul Kohli and Vivienne Shue (ed) State power and Social Forces, Cambridge University press, 1991
4. Morris Jonnes, Politics mainly Indian Orient Longman, 1970
5. Pai Sudha, State Politics New Dimension: Party System, Liberalization and Politics of Identity, Shipra New Delhi, 2000.
- Sartori, G., Politics and Party System: A Framework for Analysis, Cambridge University

Course Objectives & Learning Outcomes:

The course is an introduction to the concepts and theories of Public Administration and the paradigm shift in the study of state-society-economy relationships, public administration, and governance. The enriched discourse of governance and public administration sees the conceptualization of myriad perspectives for better management, state capacity both in policy formulation and facilitating implementation. The idea is to put in perspective the institutional structures and contemporary issues by looking at how major social trends can affect the political process, as well as how the myriad politico- social forces work together to bring about policy change.

Unit No	Course Content	No. of Credit
I	Public Administration: Meaning, Evolution and Scope Public Administration: meaning, nature and scope, Public & Private administration, Challenges in developed and developing societies, Relation between the political and the permanent executive Evolution of the discipline: Different stages and ongoing concerns. Principles of Organization: Span of control, Unity of of command, Delegation, Authority and Responsibility, and Coordination.	4
II	Organization Theory: Different Approaches Structural Approach: Henri Foyol, F.W. Taylor, Max Weber Decision Making Approach: H.A. Simon Human Relations Approach: Elton Mayo, Abraham Maslow, Douglas McGregor Ecological Approach: F.W.Riggs	
III	Contemporary Administrative Theory (i) Public Choice, Entrepreneurial Government, Concept of good governance Feminist perspective	
IV	New dimensions (i) New Public Management, Origin, rationale and Implications The New Public Service; The Denhardtian Paradigm New dimensions New Public Management, Origin, rationale and Implications The New Public Service; The Denhardtian Paradigm	
V	Emerging Issues Citizen's charters- Accountability - Administrative Ethics - Administrative Corruption - E Governance - Citizens' Needs vs. Market Demands.	

Readings:

1. Basu, Rumki. *Public Administration in the 21st century: A Global South Perspective*. New York and London: Routledge, 2019.
2. _____. *Public Administration, Concepts and Theories*. New Delhi: Sterling, 2018.
3. Sterling, 2018.
4. Bevir, Mark. *Governance: A Very Short Introduction*. OUP, 2012.
5. Bhattacharya, Mohit. *New Horizons of Public Administration*. New Delhi: Jawahar Publishers, 2012.
6. _____. *Restructuring Public Administration: Essays in Rehabilitation*. New Delhi:Jawahar, 2007.
7. Chakravarty, Bidyut& Prakash Chand. *Public Administration in a Globalizing World*. New Delhi: Sage, 2018.
8. _____, &Mohit Bhattacharya. *Public Administration: A Reader*. NewDelhi:OUP, 2005.
9. Nicholas, Henri. *Public Administration and Public Affairs*. New Jersey: Pearson, 2013.
10. Medury, Uma. *Public Administration in the Gobalization Era: The New Public Management Perspective*. New Delhi: Orient Blackswan, 2010.
11. Peters, B. Guy. *The Next Public Administration: Debates & Dilemmas*. Sage, 2018.
12. Sahni, Pardeep&EtakulaVayunandan, *Administrative Theory*, New Delhi PHI, 2010.
13. Sapru, R.K. *Administrative Theories and Management Thought*. New Delhi: PHI, 2013.
14. Theodoulou, Stella Z. & Ravi K. Roy. *Public Administration: A Very Short Introduction*.OUP, 2016.
15. Haque MS. Significance of Accountability under the New Approach to Public Governance. *International Review of Administrative Sciences*. 2000;66(4):599- 617. doi:10.1177/0020852300664004
16. M ShamsulHaque (2005) Limits of the Citizen's Charter in India, *Public Management Review*, 7:3, 391-416, DOI: [10.1080/14719030500180971](https://doi.org/10.1080/14719030500180971)
17. M. ShamsulHaqueE-governance in India: its impacts on relations among citizens, politicians and public servants. <https://doi.org/10.1177%2F0020852302682005>
18. M. Shamsul Haque (1999) Citizens' Needs vs. Market Demands in Public Governance: An Extended View, *Administrative Theory & Praxis*, 21:2, 227-232, DOI:[10.1080/10841806.1999.11643367](https://doi.org/10.1080/10841806.1999.11643367)

**Course No.: 553 Political Institutions and Processes in North East India
(Disciplinary Core)**

Credits: 4

Course Objectives:

1. This core course on Northeast India introduces the students to various political perspectives on the region. Start with the study on colonial legacy in terms of regional consolidation-both territorial and administrative, this course deals with various themes and debates that underlie the study of politics in the region.
2. It seeks to offer new insights on the various political institutions and processes of the region.
3. It offers insights into the colonial legacy in terms of the development of political ideas, concepts and understanding the uniqueness of the region. It also seeks to understand the emerging challenges the region faces in the post-colonial period from the perspective of national integration.
4. The course begins with the colonial and post-colonial political development arising out of various administrative instruments during the British rule. It further seeks to understand the diverse grassroots' political institutions that exist in Northeast India and their significance especially in the interface with the Indian constitutional development.
5. It situates the constitutional framework provided for the autonomy of the tribal communities and their consequences.
6. It seeks to understand and develop new knowledge on the various movements that the region has witness since Independence.
7. It seeks to understand the new patterns that are unique to the region emerging out of new political and economic landscape both within and without India.

Course Outcomes:

1. The course is useful to the students in terms of understanding of political ideas, themes and concepts relating to the Northeast region of India.
2. It helps the students in the development of theoretical perspectives about political institutions, processes and pattern. This helps them to develop research interest various fields relating to the region thereby encouraging them to pursue research programmes in the areas of Northeast India.
3. It helps The course has utility for students preparing for public exams like UGC NET-JRF exams, SLET, and other competitive exams like civil services

Unit No.	Course Content	No. of Credit
I	Emergence and Construction of Northeast as a Region British annexation of Assam-plains and hills British Colonial Policies and segregation of Hills Colonial administration and the political consciousness during India's National movement Politics of partition, referendum and reorganization of Assam Colonial and Postcolonial conceptual development and construction of Northeast Region	4
II	The Tribal Question, Constitutional framework and Instruments Tribal identity and its construction National integration and Tribal contestations Sixth Schedule- Changing framework, instruments and accommodations Constituent Assembly debates on Sixth Schedule Autonomous District Councils- Changing Powers and Functions	
III	Traditional Political Institutions in the Hills Chieftainship and Village Councils in Mizoram Syiemship, Doloiship and Nokmaship among the Khasis, Jaintias and Garos of Meghalaya Traditional institutions in Tripura Traditional institutions in Manipur Modernisation and Tribal traditional political institutions, Provisions of the Sixth Schedule.	
IV	Ethno-nationalist and Autonomous Movements Bodo, Mizo, Tripasa movement for autonomy Hill State movements and creation of new states Language movement in Barak valley Naga movement for self-determination Federalism and the limits of Ethno-nationalist and autonomous movements	
V	Colonial and Post Colonial legacies- patterns and development Citizenship versus Inner Line Regulation- Implications and movements NEC, DONER & their Roles in Development Look East or Act East Policy and its impact on Northeast India Modernization and Identity Politics in Northeast Migration, Northeast Diaspora and Development	

Readings:

1. Chaube, S. K., *Hill Politics in North East India*, Calcutta Orient Longman, 1973.
2. Gante, T. S., *Encyclopaedia of North-East India*, Eastern Books, 2002.
3. Gassah, L. S.(ed.), *Autonomous District Council*, New Delhi, Omsons Publications, 1997.
4. Horam, H., *Naga Polity*, Delhi, D. K. Publoishers.
5. Pakem, B. (ed.), *Ethnicity, Nationality and Cultural Identity*, Delhi, Omsons, 1989.
6. Pakek, B., Niru Hazarika, *Century of Government and Politics in North East India*, Meghalaya, Delhi, S. chand and Company.
7. Prasad, R. N., *Government and Politics in Mizoram*, Delhi, North Book Centre, 1987.
8. Rao, V. V., *A Century of Tribal Politics in North East India*, Delhi, S. Chand and Company.
9. Singh, R. P., *Electoral Politics in Manipur*, Delhi, 1982.

10. Somonto, R. K. (ed.), *India's North East : The Process of Change and Development*, B. K. BookAgency, 2002.
Research Procedure in Social Sciences. Asia Publishing House, Bombay

Course No: 554a Human Rights: Theory and Practice (Interdisciplinary Core)

Credits: 3

Course Objectives: The main objective is to introduce students to the conceptual and theoretical knowledge on the subject of Human Rights.

- It seeks to promote interest among the students with regard to issues and debates related to the state's understanding of rights from the perspective of the vulnerable groups through the application of constitutional provisions and instruments.
- The course also contextualizes the problems faced by vulnerable groups and regions.

Course outcomes:

The main purpose of the course is to seek to sharpen the epistemological skills of students in relation to the various theoretical and practical aspects of human rights.

The course will help students to prepare themselves for social and political discourses in the society and to prepare them for leadership.

Knowledge on this important subject will also help the students to prepare for public competitive exams.

Unit No.	Course Content	No. of Credit
I	Human Rights: The Concept and Safeguards: Meaning, Nature - Evolution, Theoretical Foundations - International Bill of Human Rights: UDHR, ICCPR, ICESCR – Cultural Relativism – Emerging Scenario: Solidarity Rights – Human Rights and Globalization	
II	Human Rights and Vulnerable Groups: International instruments - Women (CEDAW) - Child _Rights of Disabled persons: UNCRPD - Refugee and - Internally Displaced persons - -Indigenous people (UNDRIP)	
III	Human Rights in India: Indian Constitution and the Human Rights: Fundamental Rights, Directive Principles of State Policy Human Rights and Judicial Activism – Rights of Prisoners and Judiciary _ Issue of Transgender rights in India: Transgender Persons (Protection of Rights) Act, 2019. – Protection of Human Rights: National Human Rights Commission, State Human Rights Commission National Commission for Women, National Commission for Minorities	
IV	Human rights and Social Action: NGOs and Human Rights Movements: Amnesty International, Asia Watch, International Committee of Red Cross. NGOs and Human Rights in India: Land, Water and Forest Issues. Human Rights Movement: People’s Union for Civil Liberties (PUCL), People’s Union for Democratic Rights (PUDR) and other Civil and Democratic Rights Organization in India.	
V	Human Rights in the context of North East India: Displacement in North-east-Types, causes and consequences	

	-Role of enforcement agencies –Police, Security Forces -Assessment of Armed Forces Special Powers Act --Role of Human Rights Organisations in North-East- Naga Mothers Association, MeiraPaibi, <i>KrishakMuktiSangramSamiti (KMSS)</i>	
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Readings:

1. BasuDurga Das: Human Rights in Constitutional Law, New Delhi, Prentice Hall of India, 1994.
2. Browline, Lane, (Ed): Basic Documents of Human Rights (2nd Edition), UK, Claredon Press, 1981.
3. Dhamala R.R. and SukalpaBhattacharjee(ed), Human Rights and Insurgency in North East India, New Delhi Shipra,002
4. Donnelly, Jack: ,Universal Human Rights: Theory and Practice, Ithaca Cornell University Press,1989
5. Ellis Anthony, (Ed): Ethnic and International Relations, UK, Manchester University Press 1986.
6. Falk Richard, Human Rights and State Sovereignty, New York, Holmes and Meur, 1981.
7. Foesythe, David : Human Rights and World Politics, Lincoln, University of Nebraska Press 1983.
8. Freeman, M. A. (2019). The convention on the elimination of All Forms of Discrimination against Women. International Human Rights of Women, 85–105. https://doi.org/10.1007/978-981-10-8905-3_7
9. Hatchard John: National Human Rights Institution: Common Wealth secretariat, London, 1993.
10. Henkin Louis : The Rights of Man Today, Boulder Wintview ,1978
11. JaswalParamjit S &NishthaJaswal (Ed): Human Rights and the Law New Delhi,APH,1996
12. Lyer V.R Krishna: The Human Rights and Law, Indore Vedpal Law House,1986
13. Pruthi, R. and Bakshi, S.R. (2013) Human rights in north-East India. New Delhi: Arpan Publications.
14. Phillips, J.S. (2015) “The rights of Indigenous Peoples under International law,” Global Bioethics, 26(2), pp. 120–127. Available at: <https://doi.org/10.1080/11287462.2015.1036514>.
15. Singh, S.B.P. (2001) Human rights in India: Problems and Perspectives. New Delhi: Deep & Deep Publications.

Course No. 554(b) Introduction to Gender Studies (Interdisciplinary ELECTIVE)

Credits: 3

Course Objectives:

The course introduces the key concepts of the Gender studies. It attempts to familiarize the intellectual contribution of Feminist movement and writings. The course focuses on dealing with Indian women experiences. The course facilitates students to learn women experiences situated within religious and social structures. Women have been denied access to the social amenities such as education. To overcome their century's old burden, women started turning their newly to depict them.

Course Outcomes:

This course makes students aware of the deep rooted structural constraints the women are facing. It also helps students to know various perceptions of Gender Equality. The course finally facilitates the students to acquire the critical skill to understand the various concepts and theories. It makes students to be active agent of change in the society. The course also promotes leadership and team spirit among the students.

UnitNo	Course Content	No of Credit
I	The Basic Concepts of the Gender Studies Constructing Sex and Gender Gender and Social Institutions Patriarchy	3
II	Women and Social Structure Religion and Women Caste and Women Dominant Culture and Women	
III	Women and Education 1. Different Perceptions over Women Education B. G. Tilak and Mahatma Jotiba Phule 2. Women movement for Education Ramabai and Savitribai Phule	
IV	Women Movement for Equality 1. Spiritual Equality 2. Social Equality	
V	Women Writings and Issues Pandita Ramabai Tarabai Shindi Muktabai Salve	

Readings:

1. Engels, F (1972). The Origin of the Family, Private Property and the State, New York: International Publishers.
- 2 Bhasin, Kamala, (2000). Understanding gender, New Delhi: Kali for women.
- 3 Bhasin, Kamala, (1993). What is patriarchy? New Delhi: Kali for women.
- 4 Geetha, V. (2007). Patriarchy. Kolkata: Stree.
- 5 Yoder, J. D. (1999). Biological Essentialism. Women and Gender Transforming Psychology . New Jersey. Prentice Hall
- 6 Chakravarthy. Uma. (2003). Gendering Caste: Through a Feminist Lens. Stree, Kolkata.
- 7 Anupama Rao. (2005). Gender and Caste. London: Zed Books.
- 8 Rege, Sharmila.(2013). Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies. Zubaan Classics.
- 9 Tharu, Susie and K. Lalitha (ed). 1991&1993. Women Writing in India, 2 Vols. New Delhi: Oxford University Press.
- 10 Rao, Parimala V. (2010). Foundations of Tilk's Nationalism: Discrimination, Education and Hindutva, New Delhi: Orient Black swan
- 11 "Few poems by Savitribai Phule." <https://drambedkarbooks.com/2015/01/03/few-poems-by-savitribai-phule/>
- 12 Savitribai Phule "http://en.wikipedia.org/wiki/Savitribai_Phule
- 13 O'Hanlon, Rosalind. 1985. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press.
- 14 Shah. A.B. (1977). The Letters and correspondence of Pandita Ramabai, (Compiled by SISTER GERALDINE), Bombay: Maharashtra Maharashtra State Board for Literature and Culture.
- 15 Russell, Bertrand. (1936). Marriage and Morals. London: Bantam
- 16 Patel, Sujata et al (eds) (2003). Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women.

Couse No: 554(c): Political Institutions and Processes in South Asia (Interdisciplinary Core)

Credits: 3

Unit No	Course Content	No. of Credit
I	Historical Background : The Colonial Rule – Freedom Movement – Emergence of Independent States and Constitution Making	3
II	Nature of the Political Systems : A Comparative Study of Political Structures and Processes – Democracy in the Region : Problems and Prospects – Struggle of Post-colonial state	
III	Major Issues in South Asian Politics : Language, Religion, Ethnicity, Politics of Violence and Poverty	
IV	External Compulsion of South Asian Politics : Role of Major Powers	
V	Impact of Globalization: State’s Response – Regional Cooperation: Problems and Prospects.	

Readings:

1. Ahmad, Emajuddin Military Rule and the Myth of Democracy
2. Bhargava, K.K.ed. al.(ed.) South Asia : Towards Dynamism and Cooperation.
3. Forner, B.H. An Introduction to South Asia.
4. Geertz Clifford (ed.) Old Societies and New States.
5. Gough, Katylen Sharma, H.P. (eds.) Imperialism and Revolution in South Asia.
6. Immanuel Walterstein Social Change: The Colonial Situation.
7. Jannuzl, F. Thomson The Agrarian Structure of Bangladesh.
8. Kohli, Atul, India’s Democracy: An Analysis of Changing State Society Relations.
9. Kothari Rajani (ed.) State and Nation Building: A Third World Perspective.
10. Laska, George Alliances and the Third World War.
11. Pandey, B.N.(ed.) Leadership in South Asia.
12. Prasad, Bimal, Regional Cooperation in South Asia.
13. Symonds Richard Making of Pakistan.
14. Talbot Ian, Partition of India.
15. Talbot Ian, Pakistan: A New History India and Pakistan.
16. Mohammad, Ayoob India, Pakistan and Bangladesh Search for a New Relationship.
17. Nagesh Nasir, A. SAARC Challenges and Opportunities.
18. Pavlov, V.N. India Economic Freedom versus Imperialism.
19. Pye, Lucian W and Pye Mary W Asian Power and Politics: The Cultural Dimensions of Authority.
20. Rana, Manis and Khan, Ali Polity, Political Process and Social Control in South Asia.
21. Romakant Regionalism in South Asia Rose, Saul Politics in South Asia.
22. Tinker, Hugh India and Pakistan: A Political Analysis.
23. Weiner, E. Myron Political Changes in South Asia.

24. Wilson, A.J. and Dalton, Dennis, *The States of South Asia: Problems of National Integration*.
25. Kodikara, Shelton U (eds) *External Compulsions of South Asian Politics*, Sage Publications, N. Delhi, 1993.

Course No: 555a Election Surveys & Analysis of Political databases

Credits-3

Course Objectives

The paper aims to introduce students to the study & research related to election surveys. It also endeavours to acquaint them with political databases such as lokDhaba and CSDS Loknitidata on the election results of all national and state elections. In this paper students would be required to choose any one database and submit the assignment for 40 % marks and the remaining 40 % marks would be based on the assignment they submit on the basis of fieldwork of recent assembly or parliamentary election results of any constituency of their choice. The remaining 20 % marks would be for interview/viva voce

Course Outcomes

- i) The students would be acquainted with the election & politics databases especially lokDhaba and CSDS Loknitidata.
- ii) Being students of Political Science, they would learn analysing and interpreting electoral processes & results.
- iii) Students would get hands on training with regard to use of qualitative and quantitative data.

I. Political databases

- a) LokDhaba is a repository of Indian election results - both Vidhan Sabha (state level) and Lok Sabha (national level) - beginning 1962. The LokDhaba data is free and open for anyone to use.

<https://lokhaba.ashoka.edu.in/browse-data?et=GE>

- b) CSDS Data Unit also has data on the election results of all national and state elections held in India since 1952. Official results for all elections are available at the constituency level and can be aggregated and analysed at various levels such as state, region, districts, etc. Our Data Unit, thus, provides a unique mix of aggregate and survey data sets.

The data at the CSDS Data Unit is available for social scientists, teachers, students, policy makers and journalists who want to enhance their understanding of the theoretical and empirical foundations of their research question.

<https://www.lokniti.org/page/accessing-data>

II. Election Survey

In this assignment student would be required to do an analysis of recent assembly or parliamentary election results of any constituency of their choice. The students could use qualitative & quantitative methods for data analysis.

Readings

Deshpande, R. (2019). Why Do We Need Election Studies in Political Science Classrooms? *Studies in Indian Politics*, 7(2), 262–266. <https://doi.org/10.1177/2321023019874915>

Course 555(b) Doing Survey Research (Field Work)

Credits:03

Survey research is a tool extensively used in collection of Data in case of large samples spread across the breadth of the country. It became essential in the context of Media Elections, Opinion Surveys marketing Surveys etc. Techniques of conducting survey research also took new paths with Social media, extension of telephones. A professional approach to Survey research will help students of political Science immensely.

Objectives:

- a. To introduce essential aspects of survey research
- b. To teach technique of conceiving Survey research
- c. To actually carry out survey research on a chosen issue every year
- d. To help understand ethics and interaction during survey research

Outcomes:

- a. Student should be able to conceive basic idea s of survey research
- b. Student should be able to carry out a specific survey research
- c. student should be able to interact in the context of a survey research

Content

There shall be a coordinator for the course to take initiate in conceiving and executing survey. Students are to be tasked to carry out survey and submit a report on their portion of the Survey. There shall be a mentor to help a group of students. Students will be evaluated for their understanding of survey research and actual participation in the survey research.

Readings:

Atkeson Lonna Re, Alaverez, Michael R, the Oxford Handbook of Polling and Survey Methods, OUP, 2018.
Anderson AJB, Interpreting Data: A First Course in Statistics. Taylor& Francis E Books
Earl Babbie, the Practice of Social Research, Cengage Learning 2010

Course No. 556.a: Global Peace and Security (Value Based Course)

Credits: 02

Course Objectives

This is a value based course that aims to familiarize students with the concept, theories and approaches in the study of peace process and security management. The theoretical understanding is imperative to analyze different dimensions and manifestations of conflict around the globe. The paper is primarily intended to disseminate an understanding and concern about peace and security in an endeavor to establish a peaceful and tranquil international society.

Learning Outcomes

A student of Global Peace and Security may opt for job in Peace Research Institutes, Media, Non-governmental and international organizations. On studying this paper the students are expected to develop a precise understanding about how conflict plays out in reality and how to interpret it and resolve it in practical context.

Unit No.	Course Content	No. of Credits
I	Understanding Peace and Security: Concept, Significance, Implications, Approaches - Galtung's Approach to Peace	06
II	War and Peace: Liberal, Realist and Marxist Perspectives	
III	Challenges to Global Peace and Security: Traditional, Non-traditional threats, international, intra-state conflict, Ethnic conflict and Terrorism	
IV	Peace Building, Peace Keeping and Peace Making Role of International Law, the United Nations, Pacific Settlement of Disputes	
V	Security Concerns and Conflict in Asia – India-Pakistan, India-China, Indo-pacific region	

Readings:

1. Robert F. Randle (1973), *The origins of Peace* Collier Mac Millan Publisher, London.
2. Ranbir Samandar & Helmut Reifeld (2001), *Peace as Process*, Manohar Publishers, New Delhi.
3. Stanley J. Tambiah (1997), *Leveling Crowds Ethno Nationalist Conflicts and Collective Violence in South Asia*, University of California.
4. Tidwell Allen C. (1998), *Conflict Resolved : A critical assessment of Conflict Resolutions*, Pinter Press, London
5. Ved Marwah (1996), *Uncivil Wars: Pathology of Terrorism in India*, South Asia Books
6. Kumar Rupunsinghe & David Kumar (eds) (1996), *Internal Conflict in South Asia*, Sage publication, London
7. Jacob Bercovitch (1984), *Social Conflicts and Third Parties : Strategies of Conflict Resolution*, Westview

Course No: 556b Ethics in Public Administration and Public Life

Credits 2

Course Objectives

This course provides a review of classical and contemporary literature on the role and practice of ethics in public administration. Contemporary empirical research, case studies, and ethical problem solving are also addressed. A primary theme of the course will be fostering and applying right action and good conduct in public organizations and public policy making.

Course Outcomes

- i) The students would be well acquainted with ethical concerns in public administration
- ii) The students would be in a position to identify and assess ethical challenges arising out of new public management reforms in public governance.

Unit1: Introduction

- Meaning, scope, and significance of ethics
- Sources of ethics

Aristotle, John Rawls, Friedrich Nietzsche, Arthashastra, Mahatma Gandhi, Martin Luther King Jr. and Mother Teresa in shaping the ethical foundations of human values, administration, and governance

Unit2: Public/Civil Service Values and Ethics in Public Administration

- **Ethical concerns and dilemmas in government and private institutions**
- Accountability and ethical governance
- **Strengthening of ethical and moral values in governance**
- Integration of Integrity Information into Performance Evaluation
- New Public Management and Ethics

Unit3: Probity in Governance

- Concept of public service
- The philosophical basis of governance and probity Information sharing and transparency in government Right to Information
- Codes of ethics
- Codes of Conduct & Codes of ethics: RTI & Citizen's Charters

Unit4: Indian Politics/bureaucracy & ethics

- Corruption & unethical conduct of civil servants in India
- Administrative Reforms Commission 4th report

- Ethics & Training of civil Servants in India
- Role of Judiciary in addressing criminalization of politics

Unit 5: civil Society initiatives

- Role of NGO Association for democratic reforms in electoral reforms
- Role of church in holding free & fair elections in Mizoram
- Whistle blower Policy
- Social Audit

Readings:

Haque, M.S. (2011). *Contemporary Trends and Dilemmas of Administrative Ethics in the Developing World*. In: De Vries, M.S., Kim, P.S. (eds.) *Value and Virtue in Public Administration*. IAS Series: Governance and Public Management. Palgrave Macmillan, London.

Haque, M.S. (1999). *Ethical tension in public governance: Critical impacts on theory building*. *Administrative Theory & Praxis*, 21(4), 468-473. doi:10.1080/10841806.1999.11643404

Arora, R.K. (2008). *Ethics in governance: Innovations, issues and instrumentalities*. Jaipur, India: Association of State Training Institutions in India.

Unit-

21 ethical concerns in Public Administration. (1970, January 01). Retrieved February 10, 2023, from

Kilkon Ko (2015) *Integration of Integrity Information into Performance Evaluation: The Impact on Korean Public Enterprises*, *International Public Management Journal*, 18:3, 437-457, DOI:

Ulf Papenfuß, Florian Keppeler. (2020) *.Public Management Review* 22:7, pages 1119-

1145 Frederickson, H.G. and R.K. Ghere. 2005. *Ethics in Public Management*. Armonk, NY: M.E. Sharpe.

Choi, J.-

W. 2009. "Institutional Structures and Effectiveness of Anticorruption Agencies: A Comparative Analysis of South Korea and Hong Kong." *Asian Journal of Political Science* 17(2): 195-214.

Cooper, D.E., R.L. Arrington, and J. Rachels. 1998. *Ethics: The Classic Readings*. Oxford: Blackwell Publishers.

Semester- III

Course No. 601 Foundations of Social Science Research (Disciplinary Core)

Credit: 4

Course Objectives:

- a) To promote research skill among the students;
- b) To orient students about the emerging techniques in Social Science Research;
- c) To prepare the students to undertake challenges for their future research work.

Course Outcomes

After the completion of the Course, each student will be able to:

- a) identify, explain and prepare the key issues of a research proposal;
- b) do literature review using both online database and offline print materials;
- c) learn basic statistical tools for data analysis;
- d) Know suitable referencing style and avoid plagiarism in their research work.

Unit No	Course Content	No. of Credit
I	a) Introduction to Research b) Scope, Limitations & Relevance of Social Sc. Research c) Objectivity in Social Science Research	4
II	a) Approaches to Social Science b) of Research Literature Review c) Ethical Issues in Research	
III	a) Hypothesis b) Sampling Techniques c) Research Design	
IV	Technique of Data Collection a) Observation b) Interview c) Questionnaire d) Schedule	
V	a) Quantitative and Qualitative Data Analysis; b) ReportWriting.	

Readings:

1. Alan Thomas, Joanna Chattaway and Marc Wuyts (eds.) 1998. *Finding Out fast Investigative Skills for policy and development*, Vistaar Publications.
2. Gerring J. 2001. *Social Science Methodology: A Critical Framework*. Cambridge, UK:Cambridge Univ.Press.
3. Goertz G. 2006. *Social Science Concepts: A User's Guide*. Princeton, NJ: Princeton Univ.Press.
4. Alexander L. George and Andrew Bennett. 2005. *Case Studies and Theory Development in the SocialSciences*. Cambridge, MA: MIT Press.
5. Young P.V, "*Scientific Social Survey and Research*", Prentice Hall, New Delhi, 1975.
6. Gopal M.H 1970. *An Introduction to Research Procedure in Social Sciences*. Asia Publishing House, Bombay.
7. Goode & Hatt 1996, *Methods in Social Research*, MacGraw Hills, New York.

Course No.: 602a Issues and Major Trends in International Relations (Elective)

Credits: 4

Course Objectives:

The course introduces to students the international order after the Second World War. The world witnessed profound changes after the Second World order. The international community persuaded the world to look for various ways and means to put an end to any such conflicts that can potentially lead to International wars. As part of intellectual efforts, various international organizations were established. In addition to that the course also introduces various dynamics of the Cold war politics.

Course Objectives:

The students acquire basic skills to asses and examine various dynamics of the decadesold cold war politics. In addition to that students' knowledge over international institutions will be updated. The post-cold war international order still dominates the international community in various spheres, the students through completing thecourse certainly gains enough training and skill to offers intellectual options to international community on various international issues. The students also get familiarized with various international movements against discrimination on basisof Gender, Race and Caste.

UnitNo	Course Content	No of Credits
I	Cold War: Origin, Evolution, Expansion, Causes, Detente, Resurgence and End of the Cold War.	4
II	Post-Cold War World: Emerging Trends: Intra-state & Ethnic Conflict Globalization: Background – LIEO, IMF, World Bank, WTO– Non-state Actor.	
III	Environment and International Relations: The rise of global environmentalism in international politics. States and foreign environmental policy and Climate change. International negotiations and multi-levelgovernance	
IV	Gender and International Relations: Feminist Movement in World Politics. The Three Waves of Feminism. Feminism around the World. Gender in	
V	Discrimination and Racism in International Relations: Caste system and anti-caste movement from local to Global. Minorities and Indigenous Peoples Movements Genealogy of Racism. Global movement against Racism.	

Readings:

1. McMahon, Robert.(2003), The Cold War: A Very Short Introduction, Oxford

2. Mason, John W. (1996), *The Cold War 1945–1991*, Routledge.
3. Kirby, Dianne. (2003), *Religion and the Cold War*, Palgrave Macmillan.
4. Leeson, Robert. (2003), *Ideology and the International Economy: The Decline and Fall of Bretton Woods*, Palgrave Macmillan.
5. Sturzenegger, Federico. (2007), *Global Imbalances and the Lessons of Bretton Woods*, The MIT Press.
6. Choucri, Nazli. (1993), *Global Accord: Environmental Challenges and International Responses*. Global Environmental Accords, MIT Press.
7. Harris, Paul G. (2014), *Routledge Handbook of Global Environmental Politics*. London: Routledge, 2014.
8. Chasek, P. S. and L. M. Wagner (2012), *The Roads from Rio: Lessons Learned from Twenty Years of Multilateral Environmental Negotiations*. New York, RFF Press.
9. Jayawardena, Kumari. (1986), *Feminism and Nationalism in the Third World*, Zed Books.
10. Tickner, J. Ann. (1992), *Gender in International Relations*, Columbia University Press.
11. Keohane, Robert O. (1989), *International Relations Theory: Contributions of a Feminist Standpoint*, *Millennium: Journal of International Studies*, 18 (2): 245-254. <https://doi.org/10.1177/03058298890180021001>
12. J. Ann Tickner. (1999), *Why Women Can't Run the World: International Politics According to Francis Fukuyama*, *International Studies Perspectives*, 1, (3), pp.3-11. <https://doi.org/10.1111/1521-9488.00162>
13. Tharu, Susie and Lalita. K. (1991 and 1993), *Women Writing in India: Volume I and II: 600 B.C. to the Early 20th Century: Feminist Press at The City University of New York*.
14. Ambedkar, Dr. B. R. (2018) *Annihilation of Caste*, Rupa Publications India.
14. Dirks, Nicholas B. (2002), *Castes of Mind: Colonialism and the Making of Modern India*, Princeton University Press.
15. Hanlon, Rosalind O'. (2002), *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*, Cambridge South Asian Studies, Cambridge University Press.
16. Kluger, Richard. (2004), *Simple Justice: The History of Brown V. Board of Education and Black America's Struggle for Equality*, Vintage; Vintage Books.
17. Ransby, Barbara. (2003), *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision (Gender and American Culture)*, University of California Press.
18. Ransby, Barbara. (2018), *Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century (American Studies Now: Critical Histories of the Present)* University of California Press.
19. Ulloa, Astrid. (2005), *The Ecological Native: Indigenous Peoples' Movements and Eco - Governmentality in Columbia*, Routledge.
20. Lightfoot, Sheryl. (2016), *Global Indigenous Politics: A Subtle Revolution*, Routledge.
21. Pei, Adrian. (2018), *The Minority Experience: Navigating Emotional and Organizational Realities*, IVP Books.

Course No.: 602b Indian Diaspora: Theories, Context and Issues (Elective)

Credits: 4

Diaspora Studies is a rapidly growing interdisciplinary academic fields for the last two or so decades. This field has gradually taken the center stage of academic interests for many political scientists, sociologist, anthropologists, economists, historians and a host of other disciplines. After World War II, international migration has increased significantly leading to the formation of new Diasporas in the developed countries and also the gulf region attracting huge labour force. In the meantime, the old Diasporas too, contrary to many predictions, remain to exist and continued to grow and developed into more institutionalized communities. Such development, in many ways attracted immense academic interest from various fields making the subject one of the most vibrant field of study for the new interdisciplinary model of learning.

Course Objectives:

1. To introduce the students with the concepts, approaches and theories describing and explaining the evolution of Diaspora as a phenomenon.
2. The course also seeks to provide relevant methodology for studying and comparing existing modern Diasporas. This will allow students to deepen their theoretical knowledge and get acquainted with some of the state-of-the-art research pieces.
3. To expand students' empirical knowledge of modern Diasporas, their relations with homelands and host countries.
4. The course also seeks to introduce the students with relevant themes associated with Indian Diaspora; looking into their historical context, nature and diversity, the significance of their role in international politics especially negotiating for with the Host nations and acting as soft power for their Homeland. This will be done comparatively by studying similarities and differences of specific policies adopted by homelands and host countries.
5. The course will then introduce the themes closer home in Northeast India by locating and analyzing the pattern, trends and significance of this newly emerging identity. Their role in politics and movements as well as development of the region.

Learning Outcomes

1. Upon completion of the course students are expected identify and describe the main definitions of the concept "Diaspora"; describe and compare main theories and concepts adopted by Diaspora Studies, identify and discuss advantages and disadvantages of main approaches in studying Diasporas;
2. Describe and explain main factors leading to the formation, development, the making and unmaking of Diasporas;
3. Define main approaches in classification of modern Diasporas, identify main criteria used for that purpose and locate Indian Diasporas in historical context.
4. The course will help the students to be aware about the Indian Diaspora soft power and the impact in world politics thereby enabling them to describe how Indian Diaspora

are a different category among the different types of modern Diasporas;

5. Discuss the influence of regional Diasporas like the Northeast Indian Diaspora in political processes- in homeland and host countries. Finally, to draw parallels with the cases of other Indian regional Diaspora.
6. Identify and explain critical factors defining the dynamics of modern relations between movements in northeast India and Diaspora.
7. This course is indeed one of the most vibrant in the field of social sciences and as such, it will provide significant ideas for students to pursue research in the field thereby enriching the discipline.

No of Unit	Course Contents	No. of Credits
I	The Making of Diaspora Conceptualizing and Theorizing Diaspora Historical Evolution of the Concept Diaspora Approaches to the Study of Diaspora in the context of Nation, Culture and Globalization What constitute Diaspora; and Diaspora Studies, its scope and significance	4
II	Pre-colonial Diaspora: Trade and Religion Colonial Diaspora: The Indentured system and consequences Post-Colonial Diaspora: Labour, Skill and Brain drain Diversity of Indian Diaspora- Class, Caste, Region, language and Generation, Religion and Gender	
III	Indian Diaspora and the Host Nation Politics Political dynamics of Race, Ethnicity and Culture Politics of Assimilation Integration and Exclusion Political and Economic intervention	
IV	Indian Diaspora and Homeland Politics Diaspora as Pressure group Political and Economic Agenda and Government's initiatives Ideological and Organizational Relationship with Political Parties Diaspora as Transnational soft power	
V	Northeast Indian Diaspora and Politics Evolution of the regional Northeast Indian Diaspora Northeast Indian Diaspora and Networking Role of Diaspora in Social and Political Movements Northeast Indian Diaspora and Development	

Readings:

1. Ahmed Ali, *Plantation to Politics: Studies on Fiji Indians*, Fiji Times and Herald Ltd., London, 1980.
2. Ajaya K. Sahoo, *Routledge Handbook of Asian Diaspora and Development*, Routledge, NewDelhi, 2021,
3. AjayliuNiumai, 'Manipur's Diaspora in the united states Mapping cultural and development ties with homeland' in Ajaya K. Sahoo, *Routledge Handbook of Asian Diaspora and Development*, Routledge, New Delhi, 2021

4. AjayaSahoo, and BrijMaharaj, *Sociology of Diaspora: A Reader*, Rawat Publications, NewDelhi, 2007.
5. AparnaRayaprol, *Negotiating Identities: Women in the Indian Diaspora*, Oxford University Press, Delhi, 1997.
6. ArunAppadurai, *Modernity at Large: Cultural Dimensions of Globalization*, OxfordUniversity Press, New Delhi, 1997
7. Brij V. Lal, Peter Reeves, Rajesh Rai (eds.), *The Encyclopedia of the Indian Diaspora*, University of Hawaii Publication, Hawaii, 2007.
8. JagatMotwani et.al (eds), *Global Indian Diaspora: Yesterday, Today and Tomorrow*, Global Organization of People of Indian Origin, New York, 1993.
9. JitenNongthombam, 'The Meitei Diaspora in Myanmar', *Diaspora Studies*, 2013
10. Laxmi Narayan Kadekar, Ajaya Kumar Sahoo, C. Bhat (eds), *The Indian Diaspora: Hitorical and Contemporary Context, Essays in Honour of professor Chandrashekhar Bhat*, 2009
11. M.C. Arunkumar, 'Meitei Diaspora and the Identity Politics', *Journal of Sociology and Social Anthropology*, 1 (1-2): 1-12 Kamla-Raj 2010 (2010)
12. ParvatiRaghuram, Ajaya Kumar Sahoo, BrijMaharaj, Dave Sangha, *Tracing an IndianDiaspora: Context, Memories, Representations*. Sage Publication, New Delhi, 2008
13. Peter Van der veer (ed.), *Nation and Migration; The Politics of Space in the South Asian Diaspora*, University of Philadelphia Press, Philadelphia, 1995.
14. R. Cohen, *Global Diaspora: An Introduction*, UCL Press, London, 1997
15. Radha S. Hegde and Ajaya Kumar Sahoo (eds), *Routledge Handbook of the Indian Diaspora*, Routledge, Delhi, 2017.
16. Roger Ballard, *DeshPardesh: The South Asian Presence in Britain*, C. Hurst, London, 1994.
17. Sandhya Shukla, *India Abroad: Diasporic Cultures of Postwar America and England*, PrincetonUniversity Press, Princeton, 2003.
18. Steven Vertovec, *The Hindu Diaspora: Comparative Patterns*, Routledge, London, New York, 2000.
19. Vijay Prasad, *The Karma of Brown Folk*, University of Minnesota Press, Mineapolis, 2000.

Course No.: 602c Local Self Government Elective**Credits: 4****Course Objectives**

The objective of the course is to introduce the students to the constitutional amendments of rural & urban local governments, politics of local governments and the working of local governments after the 73rd and 74th constitutional amendments.

Learning Outcomes:

On successful completion of the course, the student will be able to:

1. Explain the perspectives of different Indian leaders on local government.
2. Understand the contributions of various committees on local government.
3. Describe the features and provisions of Constitutional Amendment Acts.
4. Analyze the significance of Grama Sabha & Ward Sabha in Local Government system.

Unit No	Course Content	No of Credits
I	Rural Local Government in India 73rd Amendment Act (1992) - Major Features - 11th Schedule of the Constitution – Significance of Grama Sabha – Resources for Panchayati Raj Institutions (PRI) - Difficulties and Issues in functioning-Suggestions for improving the functioning of PRIs.	4
II	Urban Local Government Emerging trends of Urbanisation in India 74th Amendment Act (1992) – Major Features – 12th Schedule of the Constitution - Types of Urban Local Government Institutions (ULGI) – Resources of ULGIs – Difficulties and Issues in functioning – Parallel Structures of Decentralization in urban India.	
III	Local Government system in selected areas Panchayat Extended to Schedule V Areas - Scheduled areas -Schedule V and VI - PESA (1996)-Key Provisions- Implications - Status of Panchayats in Scheduled Areas- Current Status of PESA- LWE Districts & PESA- Key Issues in Implementation- Forest Right Act-Suggestions.	
IV	Local Government system in selected areas Panchayat Extended to Schedule V Areas - Scheduled areas -Schedule V and VI - PESA (1996)-Key Provisions- Implications - Status of Panchayats in Scheduled Areas- Current Status of PESA- LWE Districts & PESA- Key Issues in Implementation- Forest Right Act-Suggestions.	
V	Issues in urban Local Governance Changing Relationship between Municipal Councillors and Voters, Municipal e-governance, Role of NGO/Community based organizations, Smart Cities	

Readings:

1. Maheswari, Shriram. (2008), Local Government in India, Agra: LakshmiNarain Agarwal.
2. Mathew G and Jain L. C (Eds.), (2005), Decentralisation and LocalGovernance, New Delhi: Orient Blackswan.
3. Niraja Gopal Jayal and et.al. (2006), Local Governance in India – Decentralisation andBeyond, New Delhi: Oxford University Press.
4. Sachdeva, Pradeep. (2011), Local Government in India, New Delhi:Pearson EducationIndia.
5. Bijoy, C, R. (2012), Policy Brief on PESA (1996)- United NationsDevelopment Plan,2012 New Delhi.
6. S.R. Maheswari, Local Government in India, Lakshmi Narain Agarwal.
7. Ashish Bose 1973. Studies in India's Urbanization 1901– 1971, TataMcGraw- HillPublishing Co. Ltd.
8. R.K. Bhardwaj 1974. Urban Development in India, National Publishing House
9. Abhijit Datta : Municipal and Urban India
10. Hoshiar Singh : Urban Local Government and Administration in India
11. Roy Turner : India's Urban future
12. R. Ramachandran : Urbanization and Urban system in India
13. Report of the National Commission on Urbanizations, 1988.
14. Report of the Rural-Urban Relationship Committee, 1966.
15. Niraja Gopal Jayal(2006)Engendering local democracy: The impact of quotasfor Women in India's Panchayats, *Democratization*, 13:1,15-35, DOI: [10.1080/13510340500378225](https://doi.org/10.1080/13510340500378225)
16. Aparimita Mishra, Deepak K. Mishra. (2016) Gender, ethnicity, and grassroots governance in Arunachal Pradesh, India. *Asian Journal of Women's Studies* 22:2, pages147-164.
17. TathagataChatterji(2018)Digital urbanism in a transitional economy – a review of India's municipal e-governance policy,*Journal of Asian Public Policy*,11:3,334- 349,DOI: [10.1080/17516234.2017.1332458](https://doi.org/10.1080/17516234.2017.1332458)
18. Tanya Jakimow(2019)The “Servants” of Dehradun: A Changing Relationship between Municipal Councillors and Voters in India,*Journal of Contemporary Asia*,49:3,389-409,DOI: [10.1080/00472336.2018.1527388](https://doi.org/10.1080/00472336.2018.1527388)
19. Binti Singh(2012)Parallel Structures of Decentralisation in the Mega City Context ofUrban India: Participation or Exclusion?,*Space and Polity*,16:1,111- 127,DOI: [10.1080/13562576.2012.698448](https://doi.org/10.1080/13562576.2012.698448)
20. Rumi Aijaz 2008. Form of Urban Local Government inIndia, <https://doi.org/10.1177/0021909607087217>
21. Kristian Hoelscher 2016. The evolution of the smart cities agendain India <https://doi.org/10.1177/2233865916632089>

Course Objectives

This course aims to introduce to the students conceptual and practical nuances around the concept civil society. Civil Society offers a window to understand the role of non-stat action in shaping civic and public discourse. This paper helps Policy makers, NGO activists etc in shaping their perspectives.

Course Objectives:

- a. It aims to introduce to students theoretical nuances of the term civil society from within the Western Context.
- b. It introduces the complexities involved in invoking the term in Indian context.
- c. It highlights the significance of social movements in agenda setting for governance.
- d. It introduces to student's critically evaluating neo liberal notions of civil society.

Course Outcomes:

- a) Student will be able to deploy the term civil society in its variety of meanings.
- b) Students can understand Indian specificity in conceiving the idea.
- c) Students can understand the role of social movement's n civil society.
- d) Students will have skills in deciphering its hegemonic use.

No. of Units	Course Content	No of Credits
I	State and Civil Society in Political Theory: Locke, Hegel, Marx, Tocquevelli and Habermas	4
II	State and Civil Society in Indian Context : Partha Chatterai, Rajeev Bhargava, and Neera Chandhoke	
III	Civil Society, Social Movements and Democracy in India : Dalit Movement , Women's Movement , Farmers Movement	
IV	Civil society Governance and Democracy in India : Worldbank / Neo Liberal notions, Governance reforms, de- politicization	
V	Globalisation, Social Media and Civil Society : Globalisation and Civil society, New Media and Publicity- New Media and Legal Framework	

Readings:

1. Bhargava, Rajeev & Reifeld Helmut (Ed), *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions*, Sage Publications, New Delhi, 2005
2. Chandhoke, Neera, *State and Civil Society: Explorations in Political Theory*, Sage, New Permanent Black, New Delhi, 2011
3. Chatterjee, Partha, *The Politics of the Governed: Reflections on Popular Politics in Most of the World*, Permanent Black, Delhi, 2004
4. Goodin, Robert, E & Petit Philp (ed), *Contemporary Political Philosophy*, Blackwell Publishing Ltd., Oxford, 2007.

5. Jayal G. Niraja, "The Governance Agenda: Making democratic development dispensable," *Economic and Political Weekly*, Vol.- 32, No. 8, Feb. 22-28, 1997
6. Kothari, Rajni, "Civil Society, State and Democracy," *Economic and Political Weekly*, Dec4, 1999.
7. Mahajan, Gurpreet, "Civil Society and Its Avatars: What happened to Freedom and Democracy," *Economic and Political Weekly*, Vol. 34, No. 30 1999
8. Palshikar, Sanjay, "Civil Society : Alternatives and Differences", *The Indian Journal of Political Science*, Vol- 63, No. 2/3, (June-Sept. 2002), P-155-156
9. Taylor, Charles, "Invoking Civil Society" in *Philosophical Arguments*, Cambridge University Press, Cambridge

Course No. 603(A) Modern Indian Political Thinkers Elective

Credits: 4

Course Objectives:

This course aims to highlight the ideas that shaped modern Indian identity and nationalist movement. It makes vivid the ineliminable significance of these ideas to the making of values and institutions of Modern India

It aims to

- Introduce to students ideas that shaped Social reform, Nationalism, Gandhianism and New socialism from the writings of Nationalist thinkers
- To present Crises-cross of debates among nationalist Thinkers i.e Tagore and Gandhi, Gandhi and Ambedkar, Gandhi and Nehru etc
- To introduce diverse interpretations of making of modern Indian identity
- To develop abilities to come out with new ideas in responding to contemporary situations by drawing from ideas of Nationalist thinkers.

Course Outcomes:

A student would be

- Expected to have an idea of different writings of Nationalist Thinkers and its interpretations
- Expected to know Crises-cross of debates among Nationalist thinkers.
- Able to comprehend diverse strands of making of modern Indian identity.
- Able to deploy those ideas in her research and public arguments.

Unit No.	Course Content	No. of Credits.
I	Indian Renaissance Raja Rammohan Roy, Iswar Chandra Vidyasagar, M.G. Ranade, Jyotiva Rao Phule	4
II	Nationalism Bankim Chandra Chattopadhyay, Swami Vivekananda, Aurobindo Ghosh, Iqbal, Rabindra Nath Tagore	
III	Reformist Nationalism M. K. Gandhi	
IV	Reconstructive Nationalism: V. D. Savarkar, B.R. Ambedkar	
V	Anti Colonism Democracy and Socialism : Jawaharlal Nehru, M.N.Roy, Ram Monohar Lohia, Jay Prakash Narayana	

Readings:

- Ambedkar, B.R., *Annihilation of Caste* (ed.) by Mulk Raj Anand, Delhi, Arnel Pub, 1979.
- Appadorai, A., *Indian Political Thinking through the Ages*, Delhi, Khama, 1992.

3. Appadorai, A., *Political Thought in India*, Delhi, Khama, 2002.
4. Dalton, D.G., *Indian Idea of Freedom*, Gurgaon, Academy Press, 1984.
5. Gandhi, M.K., *Hind Swaraj*, Ahamedabad, Navajeevan, 1938.
6. Karunakaran, K.P., *Indian Politics from Dadabhai Naoroji to Gandhi*, Delhi, Asia, 1967.
7. Khatana, M. Mauzoor, *Iqbal and Foundations of Pakistani Nationalism (1857-1947)*, Lahore, Booktraders, 1990.
8. Mehta, V.R., *Foundations of Indian Political Thought*, Delhi, Manohar Publications., 1992.
9. Narvane, V.S., *Modern Indian Thought*, New Delhi, Orient Longman, 1978.
10. Pantham, T. and Deutsch, K.L., (ed.), *Modern Indian Thought*, Delhi, Sage, 1986.
11. Parekh, B., *Colonialism, Tradition and Reform*, Delhi, Sage, 1989.
12. Savarkar, V.D., *Hindutva*, Delhi, Bharatio Sahitya Sadan, 1989.
13. Sinari, R.A., *The Structure of Indian Thought*, Delhi, OUP, 1984.
14. Varma, V.P., *Modern Indian Political Thought*, Agra, Lakshmi Narayan Agarwal, 1974.

Course No.: 603(b) International Law Elective**Credits: 4****Course Objective:**

1. To impart theoretical understanding of international law.
2. To introduce major issues of international concern.
3. To emphasize the significance of the study of international law and its relevance for an ideal international order.

Course Outcome:

Studying international law gives theoretical understanding of the discipline which is imperative to understand international politics. It also allows you to enjoy flexibility in terms of professional life. A student of International Law may opt for legal counseling, Foreign Service, job in various embassies, Non-governmental and international organizations. The discipline also enthruses students to learn languages spoken in various parts of the world. It gives an opportunity to travel the world for various internship/traineeship programs abroad. On studying this paper the students are expected to develop a precise understanding about how international politics plays out in reality and to conduct it in reality.

Unit No.	Course Content	No. of Credit
I	International Law : Meaning, Nature, Evolution & Sources – Relation with Municipal Law – Codification	4
II	State and Government : Recognition, Succession and Intervention – State Territory : Modes of Acquiring and Losing State Territory	
III	International Laws I: Laws of Sea, Air Space, Outer Space and Environment	
IV	International Laws II : Laws of War, Neutrality and Settlement of Disputes – International Humanitarian Law	
V	Diplomacy : Vienna Convention on Diplomatic Relations 1961- Consuls – Nationality – Extradition – Asylum- Statelessness	

Readings:

1. Anand, R. P., New States and International Law, 1972.
2. Anand, R. P. (ed), Law of Sea: Caracas and Beyond, 1978.
3. British Year Book of International Law.
4. Brierly, J. L., The Law of Nations, Clarendon Press, Oxford, 1963.
5. Chandra, Satish, Law of Sea, Mittal Publications, Delhi, 1985.
6. David, J. Bederman, International Legal Frameworks, Foundation press, New York, 1999.
7. Kelsen, H., Principles of International Law, Rhinehart and Winston, New York, 1966.
8. Kumar, Mahendra, Violence and Non-Violence in International Relations, Thompson Press, New Delhi, 1975.
9. Malcolm, N. Shaw, International Law, Cambridge University Press, New York, 1999.
10. O'Connell, D. P, International Law, (2 Volumes), Stevens, 1970.
8. Oppenheim, L., International Law, Butterworth, London, 1972.
- 2 Shearer, I. A., Starke's International Law, Butterworths, London, 1994.

- 3 Scott, Shirley, International Law in World Politics: An Introduction, Viva Books Pvt. Ltd, N. Delhi, 2005
- 4 Tandon, M.P., Public International Law, Allahabad Law Agency, 2005.
- 5 Brownlie, Ian, Basic Documents in International Law, Oxford University Press, 2009
- 6 Agarwal, H.O, A Concise Book on International Law & Human Rights, Central Law Publications, 2018
- 7 Rao, R.S. Lectures on Private International Law, Asia LawHouse, 2019

Course Objectives & Learning Outcomes:

The objective of the course is to make the students to understand the historical evolution and socio-economic, political and global context of Indian administration, to build a better understanding of the role of civil services in Indian administrative system. The course seeks to familiarize the students with constitutional authorities & emerging issues in Indian administration.

Unit No.	Course Content	No. of Credit
I	Historical Evolution: Continuity & Change: Historical Legacy of Indian Administration: Ancient to British Period – Perspectives of Indian Administration: Parliamentary Democracy, Federalism. Democratic Socialism, Human Rights, Judicial Activism – The Changing Nature of Union – State Administrative Relations	06
II	Centre, State and District Administration: Admin of the Centre: President, PM, Council of Ministers, Cabinet Committee, Secretariat, Cabinet Secretariat, Ministries and Departments – State Administration: Governor, CM, Council of Ministers, CM’s Secretariat & Chief Secretary	
III	The Personnel System: Civil Services: Structures, Recruitment, Training – Generalists & Specialists – The Changing Relationship – Public Service Commission: Union & State	
IV	Indian Administration: Themes & Issues: Administration and Politics—Changing Role of the Indian State, Administrative Corruption—Redressal Machinery. Administrative Reforms in India.	
V	Emerging Issues: E-governance, Right to Information, Public Service guarantee acts, Anti-corruption Institutions- Lokpal, Lokayukta.	

Readings:

1. Arora, Ramesh K. (ed.). Public Administration in India: Tradition, Trends and Transformation. New Delhi: Paragon, 2006.
2. Arora, Ramesh K. and R. Goyal. Indian Administration: Institutions and Issues. New Delhi: New Age, 2016.
3. Bakshi, P.M. The Constitution of India, Delhi. Universal Law Publishing Co., 2018.

4. Barthwal, C.P. Indian Administration since Independence. Lucknow: Bharat Publishers, 2003.
5. Basu, Rumki. Indian Administration: Structure, Performance and Reform. New Delhi: Adroit Publishers, 2019.
6. Chakravarty, Bidyut and Prakash Chand. Indian Administration: Evolution and Practice. New Delhi: Sage, 2016.
7. Das, S.K. The Civil Services in India. New Delhi: OUP, 2013.
8. Gupta, Bhuvanesh. State Administration in India. RBSA Publishers, 2012.
9. Maheswari, S.R. Indian Administration. New Delhi: Orient BlackSwan, Sixth Edition, 2001.
10. Sapru, Radhakrishnan. Indian Administration: A Foundation of Governance, New Delhi: Sage: 2018.
11. Masum, N., 2018. Administrative reform in India: retaining the British steel frame. *Asian Journal of Political Science*, 26(3), pp.431-446.
12. Ray, S., 2020. Bureaucracy unbound? The end of dominant party rule and the politics-administration interface in West

Course Objective:

This is an elective paper that intends to introduce students to themes and issues in the study of India's Foreign Policy in context of India's Neighbours. It intends to develop new insights among students on various perspectives that have emerged to offer explanation on the aspects of crisis, change and continuity that marks the study of India's neighbourhood policy. The paper introduces the students to the strategic importance of Indian Ocean and further, it looks at the interference of major powers in the affairs of South Asia and its consequences for India.

Course Outcome:

The paper remains useful for students who wish to pursue research in the area of foreign policy and international relations. The paper has utility for students preparing for UGC NET- JRF exam, SLET exam and other competitive exams like civil services. The paper equips one to emerge as an expert on foreign policy affairs.

Unit	Course Content	No of Credits
I	India's Neighbourhood Policy: Objectives, Determinants, Characteristics of the region, Historical Backdrop	
II	Major Disputes – Border Dispute, Water sharing, Illegal immigration, Terrorism, India and the strategic importance of the Indian Ocean	
III	India and its Neighbours-I: Bangladesh, Pakistan, Nepal and China	
IV	India and its Neighbours-II: Myanmar, Sri Lanka, Bhutan	
V	Role of Major Powers Post-Cold War: the U.S, Russia, China, Japan	

Readings:

1. Basrur, Rajesh M. (2010), 'Global Quest and Regional Reversal: Rising India and South Asia' International Studies, No.2-4 pp.267-284
2. Burgess, Stephen F. 2009. 'India and South Asia: Towards a Benign Hegemony' in Harsh V.Pant ed., *Indian Foreign Policy in a Unipolar World*. New Delhi: Routledge. pp.231-250
3. Dixit, J.N. (2001). *India and Its Neighbours*, Gyan Publishing House, New Delhi
Gupta, V., Kumar, S., and Chandra V. (eds.) (2008). *India's Neighbourhood: Challenges Ahead*. New Delhi: IDSA and Rubicon Publishers
4. Malone, David M. (2011). *Does the Elephant Dance? Contemporary Indian Foreign Policy*. New Delhi: Oxford University Press

5. Sikri, Rajiv. (2010), *Challenge and Strategy: Rethinking India's Foreign Policy*. Sage Publications, New Delhi
6. Thakar, Milind.2010. 'Indo-Bangladesh Relations: The Puzzle of Weak Ties', inSumit Ganguly ed. *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.

Course objectives:

- a) It is a key paper in introducing analysis of modern politics to students
- b) It introduces different approaches to analysis of politics.
- c) It introduces different concepts and theories in analyzing politics
- d) It introduces different theories of modernization

Course Outcomes:

- a) Students will be able to analyse politics with the help of concepts.
- b) Students will be able to use different approaches in analyzing politics.

It helps a great deal in applying conceptual knowledge to analyzing Indian politics.

UnitNo.	Course Content	No. of Credit
I	Modern Political Analysis: Nature and Evolution Approaches: Traditional, Philosophical, Historical, Institutional; Modern Approaches-Behaviouralism, Post- Behaviouralism, Rational Choice	4
II	Approaches I: a) Structural-Functional, b) David Easton System Theory, c) Decision Making Theory d) Communication- Deutsch-Snyder	
III	Classical Trends in Political Analysis: a) Elite Theory - Ruling Class, Power Elites, Democratic Elitism b) Pluralism – Robert Dahl	
IV	Revisionist Trends in Political analysis: Group Theory, New Institutionalism, Neo-Statism	
V	Political Development & Modernization: Lucian Pye, b) Seymour Martin Lipset c) Huntington, Talcott Parson	

Readings:

1. Almond G.A, and Coleman, 1960. *The Politics of Developing Areas*, Princeton University Press.
2. David Easton, 1979. *A Systems Analysis of Political Life*, University of Chicago.
3. Daya Krishna 1979. *Political Development: A Critical Perspective*, Oxford University Press, Delhi.
4. James C. Charlesworth (ed) 1967. *Contemporary Political Analysis*, Free Press, New York.
5. Kathleen Thelen 1999. Historical Institutionalism in Comparative Politics, *Annual Review of Political Science*, Vol.2.
6. Lipset, Seymour Martin. 1959. Some Social Requisites of Democracy: Economic Development

- and Political Legitimacy. *The American Political Science Review* 53(1) 69-10
7. Lloyd I. Rudolph and Susanne Hoeber Rudolph 1984. *The Modernity of Tradition: Political Development in India*, Orient Longman, India.
 8. Lucian Pye, 1966. *Aspects of Political Development*, Little Brown, Boston.
 9. Peter A. Hall and Rosemary C.R Taylor 1996. Political Science and the three New Institutionalisms, *Political Studies*.
 10. Samuel P Huntington and Myron Weiner (ed.) 1987. *Understanding Political Development*, Little Brown.
 11. Samuel P Huntington 1965. Political Development and Political Decay, *World Politics*, Vol.17, No. 3.
 12. Somjee A.H (ed.) 1997. *Rethinking in Political Development*, Brill Academic Publisher.
 13. Verma S.P, 1984. *Modern Political Theory*, Vikas Publications, New Delhi.

Course No. : 603f. PUBLIC POLICY: Concepts and Theories (Elective)**Credits: 4****Course Objectives:**

The course is designed to introduce students to the idea of public policy designing, implementation and evaluation. It further introduces the basic principles and concepts of policy analysis. The course considers the relationship between public goals and policy design, surveys the use of generic policy tools such as regulation, contracting, privatization, inducements, markets, and subsidies. These concepts will be presented using practical examples involving public policy issues.

Course Outcomes:

At the end of the course students would be able to comprehend different theoretical models of public policy, its types and the application of policy in diverse arenas.

Unit No.	Course Content	No. of Credit
I	Introduction Nature, Scope and Importance of Public Policy Evolution of Public Policy and Policy Sciences Public Policy and Public Administration	4
II	Public Policy: Models and Theories Theories: Lasswell's concept of Policy Science, Multiple Streams Framework Model, Punctuated Equilibrium Theory Models: Incremental, Systems, Institutional, Elite, Rational, PublicChoice and Group Theories. Determinants of Public Policy: Political, Economic, Socio Cultural, Administrative.	
III	Policy design and Implementation Role of Political parties, Legislature, Bureaucracy, Judiciary Role of Interest Groups, Mass Media, Social Movements, Non-Governmental Agencies and International Agencies. Constraints in Policy Design and Implementation.	
IV	Evaluation Social Welfare Administration: Concept and Approaches. Social Welfare Policies: Education and Health. Policy Evaluation: Cost Benefit Analysis, Policy Audit, Gender Audit	
V	Globalization and Public Policy Comparative Public Policy: Meaning, Nature and Scope Transnational Actors and Global governance. Globalization and Public Policy.	

Readings

1. Anderson J.E., (2006) *Public Policy-Making: An Introduction*,
2. Boston, Houghton Bardach, Eugene (1977), *The Implementation Game: What Happens After a Bill Becomes a Law*, Cambridge, MA: MIT
3. Bergerson, Peter J. (ed.), (1991), *Teaching Public Policy: Theory, Research and Practice*, Westport, RI: Greenwood Press Birkland
4. Thomas A., (2005), *An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making*, Ar monk;
5. M.E. Sharpe Brewer, Gary D., and Peter de Leon (1983), *The Foundations of Policy Analysis*, Homewood, IL.: The Dorsey Press.
6. Dahl, Robert and Charles Lindblom, (1976), *Politics, Economics and Welfare*, New York, Harper.
7. Dror. Y., (1989), *Public Policy making Re-examined*, 2nd ed., San Francisco, Chandler.
8. Dye Thomas (2008), *Understanding Public Policy*, Singapore, Pearson Education
9. Hill Michael, (2005), *The Public Policy Process*, Harlow, UK; Pearson Education, 5th Edition.
10. Howlett, Michael, and M. Ramesh, (1995), *Studying Public Policy: Policy Cycles and Policy Subsystems*, OUP, Toronto.
11. Jones, C.O., (1970), *An Introduction to the Study of Public Policy*, Belmont, Prentice -Hall.
12. Lerner, D. and H.D. Lasswell (eds.), (1951), *The Policy Sciences*, Stanford, Stanford University Press. Lindblom, C.E., and E.J., Woodhouse, (1993), *The Policy making Process*, 3rd ed., New Jersey., Prentice - Hall.
13. McCool, Daniel C. (ed.), (1995), *Public Policy Theories, Models, and Concepts: An Anthology*, NJ: Prentice-Hall.
14. Moran Mitchel and Robert Goodin, (2006), *The Oxford Handbook of Public Policy*, Oxford University Press, New York.
15. Nachmias, David, (1979), *Public Policy Evaluation: Approaches and Methods*, New York: St. Martin's Press.
16. Jay M. Shafritz (ed) (1998), *International Encyclopedia of Public Policy and Administration*, West view Press.
17. Birkland Thomas A. *An Introduction to the Policy Process*. M.E. Sharpe, 2011
18. De, P.K. *Public Policy and Systems*. New Delhi: Pearson, 2012.
19. Dreze, Jean (ed). *Social Policy*. New Delhi: Orient Blackswan, 2016.
20. Dunn, William N. *Public Policy Analysis: An Introduction*. Prentice-Hall, 2003.
21. Dye, Thomas R. *Understanding Public Policy*. New Delhi: Pearson, 2006.
22. *Elementary Education in India: Progress Towards UEE*, New Delhi: NUEPA, 2013.
23. Govinda R. (ed). *Who Goes To School? Exploring Exclusion in Indian Education*. New Delhi: OUP, 2011.
24. K.Vijaya Kumar. *Right to Education Act 2009: Its Implementation as to Social Development in India*. Delhi: Akansha Publishers, 2012.

25. Kapur, Devesh et al. Rethinking Public Institutions in India: Performance and Design. New Delhi: OUP, 2017.
26. Kishore, Jugal, National Health Programmes of India: National Politics and Legislations, Century Publications, 2005
27. Mathur, Kuldeep. Public Policy and Politics in India. OUP, 2013.
28. Moran, Michael, Martin Rein & Robert E. Goodin. The Oxford Handbook of Public Policy. OUP, 2008.
29. Sapru, R.K. Public Policy: Art and Craft of Policy Analysis. New Delhi: PHI, 2013.
30. Sathyamala, C. (ed). Securing Health for All: Dimensions and Challenges. New Delhi: IHD, 2006.
31. Surendra, Munshi and Biju Paul Abraham (eds.). Good Governance, Democratic Societies and Globalisation. Sage Publishers, 2004.
32. Stone, Deborah. The Policy Paradox: The Art of Policy Decision Making W. W. Norton, 1997.

**Course No. 603g: Socio-Economic Foundations of Indian Political System
Elective**

Credit: 4

It's a course devoted to lay out socio-economic infrastructure that influences political system in India.

Course Objectives:

- a) It attempts to understand the socio-economic infrastructure that forms the basis of political system.
- b) It introduces to students historical legacies of Indian politics and the developmental strategy
- c) It introduces to students various trends in Sociology of Politics.

Course Outcomes:

- a) Students will be able to know historical legacies that shape political system
- b) Students will be able to debate on developmental strategy.
- c) Students will be acquainted with theoretical account of Indian politics.

Unit No.	Course Content	No. of Credits
I	Political Legacies: Colonialism in India and its impact, Nationalism- its Nature and Social Background.	4
II	Development Strategy : Planning - Major Objectives, Central Planning, Multi - Level Planning, Planning Commission, Critical Evaluation- NITI Ayog, A Critique	
III	Economic Reforms: Mixed Economy, Market Economy, Liberalisation, Privatisation and Globalisation	
IV	Mode of Production Debate - Political Economy of Land Reform, Reasons for failure of Land Reforms Green Revolution: Component of Green Revolution, Impact of Green revolution	
V	National Integration: Promoting National Integration in India Obstacle of National Integration: Caste, Class, Gender, Communalism and Ethnicity	

Readings:

1. Aloysills, G; *Nationalism without A nation in India*, OUP, 2004
2. Bardhan, P *The Political Economy of Development in India*, Oxford
3. Brass, Paul R., *Ethnicity and Nationalism: Theory and Comparison*, Sage, New Delhi
4. Chandra Bipin, *Nationalism and Colonialism in Modern India*
5. Chatterjee, P. (ed) *State and Politics in India*, OUP

6. Corbridge, S and John Harriss, *Reinventing India: Liberalism, Hindu Nationalism and Popular Democracy*, OUP, 2004
7. Kohil, A., (ed), *The Success of India's Democracy*, Cambridge University Press 2004.
8. Rudolph, I. and S.H. Rudolph, *In Pursuit of Lakshmi*, Orient Longman
9. Singh Randhir, *Of Marxism and Indian Politics*, Ajanta Publication, Delhi.

Course No.: 603h: Issues in World Politics (elective)**Credits:4****Course Objective:**

This paper is an optional paper that intends to introduce students to themes and issues in the study of world politics. It seeks to develop new insights among students on the diverse perspectives that have emerged to offer explanation and understanding on the crisis, change and continuity that marks the study of world politics.

Learning Outcome:

The paper remains useful for students who wish to pursue research in the area of foreign policy and international relations. Students looking to take up profession on various NGOs working on war, security, terrorism and nuclear non proliferation Climate change, gender will also be benefitted. The paper has utility for students preparing for UGC NET-JRF exam and SLET exam.

Unit No.	Course Content	No of Credits
I	War and Security: Causes of war, Global Terrorism and Nuclear Non-Proliferation.	4
II	Human Rights, Gender and Environment: Theory and practice of Human Rights, Gender in World Politics, Climate Change and environmental cooperation.	
III	Citizenship, Migration and Demography: Citizenship and the Nation state, Refuge issues, forced migration, statelessness	
IV	Global Politics and Information Age: Media as actor and agent in global politics	
V	Global issues and the Role of the United Nations	

Readings:

1. Allen Sens, Peter Stoett, *Global Politics-Origins, Currents and Directions*, Nelson Education Ltd., USA, 2010, pp.431-465
2. Brian White, Richard Little and Michael Smith, *Issues in World Politics*, Palgrave, NY, 2001, pp.212-231
3. Douglas Kellner and Clayton Pierce, 'Media and Globalisation' in George Ritzer (ed) *The Blackwell Companion to Globalisation*, Blackwell Publishing Ltd. USA, 2007, pp. 383-395
4. Howard Tumber and Frank Webster 'Globalisation and Information and Communications Technology: The Case of War' in George Ritzer (ed) *The Blackwell Companion to Globalisation*, Blackwell Publishing Ltd., USA, 2007, pp. 396-413
5. Jennifer Bay and Thomas Rickert, 'New Media and the Fourfold' , *JAC*, Vol. 28, No. 1/2 (2008), pp. 209-244
6. Lloyd I. Rudolph, 'The Media and Cultural Politics', *Economic and Political Weekly*, Vol. 27, No.28 (Jul. 11, 1992), pp. 1489-1491+1493-1496
7. Patricia J. Campbell, Aran Mackinnon and Christy R. Stevens, *An Introduction to Global Politics*, Wiley Blackwell, UK, 2010, pp.251-289
8. Anne-Marie Slaughter, Andrew S. Tulumello and Stepan Wood, 'International Law and International

- Relations Theory: A New Generation of Interdisciplinary Scholarship' , *The American Journal of International Law*, Vol. 92, No. 3 (Jul., 1998), pp. 367-397
9. Antony Anghie, 'The Evolution of International Law: Colonial and Postcolonial Realities', *Third World Quarterly*, Vol. 27, No. 5, Reshaping Justice: International Law and the Third World (2006), pp. 739-753
 10. Art Jervis, *International Politics-Enduring Concepts and Contemporary Issues* (IX Edn), Pearson, New York, 2009,
 11. Balakrishnan Rajagopal, 'Counter-Hegemonic International Law: Rethinking Human Rights and Development as a Third World Strategy', *Third World Quarterly*, Vol. 27, No. 5, Reshaping Justice: International Law and the Third World (2006), pp. 767-783
 12. Christopher Mitchell, 'International Migration, International Relations and Foreign Policy', *International Migration Review*, Vol. 23, No. 3, Special Silver Anniversary Issue: International Migration an Assessment for the 90's (Autumn, 1989), pp. 681- 708
 13. De Mesquita, Bruce Bueno, *Principles of International Politics*, CQ Press. Washington DC, 2010
 14. Dominique Tabutin and Roger Depledge, 'Whither Demography? Strengths and Weaknesses of the Discipline over Fifty Years of Change ', *Population* Vol. 62, No. 1 (2007), pp. 15-31
 15. Eric Herring and Piers Robinson 'Too Polemical or Too Critical? Chomsky on the Study of the News Media and US Foreign', *Review of International Studies*, Vol. 29, No. 4 (Oct., 2003), pp. 553-568
 16. Jackie Smith, Ron Pagnucco and Winnie Romeril, 'Transnational social movement organisations in the global political arena', *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, Vol. 5, No. 2 (June 1994), pp. 121-154
 17. Ray, and Juliet Kaarbo, *Global Politics* (IX edn.) , Houghton Mifflin Co., Boston, 2008
 18. John A. Vasquez and Brandon Valeriano , 'Classification of Interstate Wars', *The Journal of Politics*, Vol. 72, No. 2 (April 2010), pp. 292-309
 19. John Baylis and Steve Smith, Patricia Owens, *The Globalization of World Politics*, New York, OUP.2011
 20. John T Rourke, *International Politics on the world stage* , McGraw Hill, Boston,2008
 21. Joseph S Nye Jr., *Power in the Global Information Age* , Routeledge, London, 2007,
 22. Joseph S. Nye Jr., *Understanding International Conflicts- An Introduction to theory and History* (VII edn) Pearson Longman, New York, 2009,
 23. Joshua.S. Goldstein, and Jon.C.Pevehouse, *International Relation* (VIII Edn) New –Delhi, Pearson, 2011 Karen A Mingst, and Ivan .M. Arreguin-Toft, *Essential Readings in World Politics*, W.W. Norton and Co., New York, 2011

Course No.:604

Local Governance: Theory and Practice

Credits: 3

Course Objectives

The objective of the course is to introduce the students to the concept and also working of local governance. The Paper will cover both urban and rural democratic setup.

Learning Outcomes:

On successful completion of the course, the student will be able to:

5. Understand the perspectives of local government.
6. Analyze various provisions outlined in the Acts.
7. Explicate the significance of different layers of local administrative set up.

Unit No	Course Content	No of Credits
I	Urban & Rural Local Self Government with reference to Assam: Statutory Provisions, Types, Resources, Schemes, Functioning; Administration in Sixth Scheduled Areas, and Autonomous Councils	3
II	Field Work: (Case Studies - Municipal Areas, Town Committees, Gaon Panchayats, Gaon Sabhas, Government Schemes, Sixth Schedule Areas, Autonomous Councils)	

Readings:

22. Maheswari, Shriram. (2008), Local Government in India, Agra: LakshmiNarain Agarwal.
23. Mathew G and Jain L. C (Eds.), (2005), Decentralisation and LocalGovernance, NewDelhi: Orient Blackswan.
24. Chahar, S.S. Ed.), (2005). Governance at Grassroots Level in India: Kanishka Publishers, New Delhi.
25. Niraja Gopal Jayal and et.al. (2006), Local Governance in India – Decentralisation andBeyond, New Delhi: Oxford University Press.
26. Joseph, T.M. (Ed.), (2007), Local Governance in India, Concept Publishing Company, New Delhi.
27. Palanithurai, G. (Ed.), (2010), Dynamics of New Panchayati Raj System in India, Concept Publishing Company, New Delhi.
28. Sachdeva, Pradeep. (2011), Local Government in India, New Delhi:Pearson EducationIndia.
29. Bijoy, C, R. (2012), PolicyBrief on PESA (1996)- United Nations Development Plan, 2012 New Delhi.

30. Raghunandan, T.R. (2012), Decentralisation and Local Governments – The Indian Experience (Essays from Economic and Political Weekly), Orient BlackSwan.
31. S.R. Maheswari, Local Government in India, [Lakshmi Narain Agarwal](#).

Course 604b.Developing Indices for Democracy Field work

Credits: 3

Indexing is a statistical tool used to show development of one value of related variables over a period of time. It shows improvement or decline of social and political concepts or values over a period of time. Indices assumed social political and economic significance in public life as they became crucial to test the performance of a political regime. For students, it is an important skill to learn on how to develop an indexing tool and keep on using it and improve it over a period of time. This course is devoted to formulating and developing one such index in the local context, say Transparency Index, Democracy Index, Inclusion Index etc.

Objectives:

- a. To teach statistical tool Indexing
- b. Analyse processes in making indices like democracy Index etc.,
- c. To develop and repeat any particular index in local context.
- d. To carry on necessary field work towards preparing an Index, if necessary

Outcomes:

- a. To test understanding level of a student of statistical tool Indexing.
- b. To test their ability to conceptualise variables in Indexing.
- c. To test ability to think of developing an index.
- d. To test ability to use various fieldwork techniques.

Contents

1. Index Numbers- Definition-Weighted and Unweighted –Laspeyer’s index- Pasche’s index- Value Index- CPI(Consumer price Index)
2. Steps in Indexing- Item Selection- examining Empirical Relationships- Index scoring- Index validation
3. Political indices- World Governance Index- Political stability Index

Readings:

Data.worldbank.org

Anderson AJB, Interpreting Data: A First Course in Statistics. Taylor& Francis E Books

Earl Babbie, The Practice of Social Research, Cengage Learning 2010

OECD-JRC, Handbook on constructing composite indicators: Methodology and user guide, OECD Statistics working paper JT00188147, STD/DOC(2005)3, 2008.

Course No.: 605

Research Project I Disciplinary Core

Credits: 5

This course should be seen in conjunction with 654 in next semester. Both the courses together lead to formulation of a problem and carrying out a research project in addressing that problem to fill gaps in the knowledge

Research Project I involves formulation of a original problem in the field which should include statement of the problem, review of literature, objectives, hypothesis and methodology and scope of the study

Semester IV

Course No.: 651: India's Foreign Policy (Disciplinary Core)

Credits: 4

Course Objective:

1. To impart an in depth understanding of India's Foreign Policy.
2. To introduce major issues of concern for India.
3. To understand major foreign policy strategies and its success and failures
4. To emphasize the significance of the study of Foreign policy..

Learning Outcome:

India's Foreign policy gives a thorough understanding of the process of evolution of India's foreign Policy. It gives theoretical understanding of foreign policy and the dynamics that shape foreign policy with specific reference to India. It gives a comprehensive understanding about India's engagement with the world. The discipline allows enjoying flexibility in terms of professional life. A student of India's Foreign policy understands geography, law, economics and politics and how these together regulate interactions between states. A student of India's Foreign Policy may opt for Foreign Service, job in embassies and media, Non-governmental and international organizations. The discipline also enthruses students to learn languages spoken in various parts of the world. It gives an opportunity to travel the world for various internship/traineeship programs abroad. On studying this paper the students are expected to develop a precise understanding about how international politics plays out in reality and how to interpret it in practical context.

Unit No.	Course Content	No. of Credits
I	The Nature of India's Foreign Policy : Basic Principles – Domestic and External Determinants	4
II	Evolution of India's Foreign Policy: Various Phases : Cold War & Non-alignment – End of Cold War – India's Foreign Policy in the 21 st Century	
III	India's Security Concerns: Nuclear Issue - Indian Ocean- Indo-pacific region- South China Sea-Terrorism	
IV	India's Engagement with Southeast Asia – Act East Policy	
V	India's Relations with Major Powers : U.S.A – Russia – China – Japan	

Readings:

1. James Rosenau, The Scientific Study of Foreign Policy, Frances Pinter & Nichols Publishing, London, 1980.
2. Jayantanuja Bandhopadhyay, The Making of India's Foreign Policy: Determinants, Institutions, Processes, Personalities, Asia Book Corporation of America, 1984.

3. J. N. Dixit, *India's Foreign Policy and its Neighbours*, Gyan Publishing House, N. Delhi, 2001.
4. Ashok Kapur, *India from Regional to Global Power*, Routledge, 2006.
5. V. P. Dutt, *India's Foreign Policy since Independence*, National Book Trust, 2007.
6. Steve Smith, Hadfield & Dunne (Eds), *Foreign Policy: Theories, Acto,r Cases*, Oxford University Press,2008.
7. Seethi, K.M & R. Harshe, *Engaging the World: Critical Reflection on India's Foreign Policy*, OrientLongman, 2009
8. Harsha V. Pant (eds), *India's Foreign Policy in a Unipolar World*, Routledge, 2009.
9. Sumit Ganguly, *India's Foreign Policy: Retrospect and Prospect*, Routledge, 2010.
10. Bajpai, K.P & Harsh V. Pant, *India's Foreign Policy*, Oxford University Press, 2013
11. Haokip, T, *India's Look East Policy and the Northeast*, Sage Publications, 2014
12. Kaul, M, *India's Look East to Act East Policy*, Pentagon Press, 2015.
13. Kamdar, M, *India in the 21st Century: What Everyone Needs to Know*, Oxford University Press, 2016
14. Kiso, P.T, *India's on Southeast Asia for Security, Peace and Development*, Deep and Deep Publications,2016
15. Gray, Colin S, *The Theory of Strategy*, Oxford University Press, 2018
16. Yadav, R.S. *India's Foreign Policy: Post Cold War Years*, Pearson, 2021
17. Panda, J.P, *Quad Plus and Indo-Pacific: The Changing Profile of International Relations* (Routledge Studieson Think Asia), 2021
18. Dhaliwal, S (eds), *Indo-US Relations: Steering through the Changing World Order*, Routledge, 2022
19. Kamdar, M, *India in the 21st Century: What Everyone Needs to Know*, Oxford University Press, 2016
20. Kiso, P.T, *India's on Southeast Asia for Security, Peace and Development*, Deep and Deep Publications,2016
21. Gray, Colin S, *The Theory of Strategy*, Oxford University Press, 2018
22. Yadav, R.S. *India's Foreign Policy: Post Cold War Years*, Pearson, 2021
23. Panda, J.P, *Quad Plus and Indo-Pacific: The Changing Profile of International Relations* (Routledge Studieson Think Asia), 2021
24. Dhaliwal, S (eds), *Indo-US Relations: Steering through the Changing World Order*, Routledge, 2022

Course No.: 652 Contemporary Issues in Political theory (Disciplinary Core)

Credits: 4

This Course aims to introduce to students mushrooming growth of different branches of theorizing within Western Political Theory: Liberalism, Critical Theory, Feminism, Multiculturalism etc,(recent strains) in a synoptic form. It gives an opportunity to pursue studying and analyzing politics in an informed manner.

This course aims to

- a) Introduce to students reinvention of diverse strains within western political theory in synoptic form.
- b) To present diverse forms of different strands like liberalism, Critical theory
- c) To offer critical reading of those Philosophies.
- d) To develop abilities to deploy those ideas in research and public argument.

Course Outcomes:

A student would be

- a) Expected to have an idea of different strains within Western Political theory
- b) Expected to understand diversity of forms of theory like liberalism, Critical Theory, etc,
- c) Able to offer critical of those Philosophies
- d) Able to deploy those concepts in her research and public arguments.

Unit No.	Course Content	No. of Credit
I	Political Theory & Ideology a) Nature & Functions of Political theory b) Debate on decline & resurgence of Political Theory c) Distinction between science, ideology and theory d) Nature & functions of ideology e) Debate on the 'End of Ideology'	4
II	Contemporary Liberalism a) Libertarianism: Nozick b) Theories of Justice : Rawls	
III	Contemporary Democratic Theory: a) Participatory Theory b) Deliberative Theory c) Key debates in Contemporary democratic theory d) Democracy & difference; e) Representation Vs Participation	

	f)Democracy & Development	
IV	Critical Theory a)The tasks of Critical theory b) Herbert Marcuse; c) Habermas-Legitimation Crisis d) Rise & demise of Public Sphere	
V	Feminism & Post -Modernism a) Gender & Sexuality b) Sexual Equality & Discrimination c) The Public & Private d) Post modernism: Critique of Science and Modernity.	

Reading:

1. Bottomore, *The Frankfurt School*.
2. Brecht, Arnold, *Political Theory*, New Jersey, 1950. Foucault, Michael, *Power / Knowledge*.
3. Goodin, Robert E. and Hans Dieter Klinge Mannled, *A New Hand Book of Political Science*, Oxford, Oxford UP, 1996.
4. Goodin, Robert E and Phillip Pettit (ed.), *A Companion to Contemporary Philosophy*, Oxford, OUP, 1993.
5. Hampton, Jean, *Political Philosophy: An Introduction*, Delhi, OUP, 1998.
6. Macpherson, C. B., *The Political Theory of Possessive Individualism*, Oxford, OUP, 1962.
7. Miller, David and Larry Siedentop (ed.), *The Nature of Political Theory*, Oxford, Clarendon Press, 1998.
8. Rawls, John, *A Theory of Justice*, Oxford University Press, 1971.
9. Rawls, John, *Political Liberalism*, New York, CUP, 1993.
10. Sandel, Michael, *Liberalism and the Limits of Justice*, Cambridge, CUP, 1982.
11. Strauss, Leo, *What is Political Philosophy and Other Essays*, Free Press, 1959.
12. Young, Iris Marion, *Justice and the Politics of Difference*, New Jersey, Princeton University Press.
13. ——— *Inclusion and Democracy*, Oxford, OUP, 2000.

Course No.: 653a Classical and Contemporary Marxist Thought Course
(Elective)

Credits: 4

Course Objectives:

1. This paper seeks to introduce students to the thinkers, the texts and the thoughts among the Western Socialist political tradition.
2. This course will help the students to understand the Socialist principles and as such, the development of political discourse associated with this principle.
3. In this course students will critically examine various socialist authors and ideas from the eighteen to the twentieth century.
4. The course will therefore help to provide new insights on the relevance of socialist political ideas and principles, the challenges it poses for the development of the idea of state and governance in the modern world.

Course outcomes:

1. The most important outcome of this course will be that the students will gain knowledge about the key ideas and political contexts of selected authors in the socialist tradition;
2. With this course the students will learn about the value, purpose, and limits of political theory;
3. This course will help them improve their ability to read, discuss, and write about politics and political theory;
4. This course will help them in their capacity to analyze and evaluate difficult texts in both writing and discussion.
5. The course will also prepare them for competitive public exams like UPSC, UGC-JRF, and NET etc.

Unit No.	Course Content	No of Credits.
I	Predecessors to Marx: St Simon, Fourier, Robert Owen Kant, Hegel, Feurbach	4
II	Marx: Materialist Conception of History, Class- Struggle- State – Alienation-Surplus Value and contradictions of Capitalism- Dictatorship of the Proletariat-Communism	
III	Lenin: Dialectical Materialism; Imperialism- the Highest Stage of Capitalism; State and Revolution; Party as Vanguard; Dictatorship of the Proletariat.	
IV	Mao: On contradictions; On Practice; New democracy; Critical Overview of Great Proletarian Cultural Revolution	
V	Gramsci: Hegemony, State and Civil Society, Intellectuals Relative Autonomy of the Capitalist State : Miliband Poulantzas Debate	

Readings:

1. Afsanasev, N.G., *Marxist Philosophy*, Progress, Moscow, 1978.
2. Aveneri, Shlomo, *The Social and Political Thought of Karl Marx*.
3. Bottomore, et. al, *Marxist Thought*.
4. Cransten, Maurice (ed.), *The New Left*.

5. Fremontle, *Mao-tse-stung*.
6. Kolakowski, *Main Currents of Marxism*, Vol- I, II & III.
7. Lenin, *State and Revolution, What is to be done*.
8. Mao Zedong, *Five Essays on Philosophy*.
9. Marx, K., *Economic and Philosophical Manuscripts, 1844; Grundraisse; The Eighteenth Brumaire of Louis Bonaparte*.
10. Miliband Ralph, *Marxism and Politics*.
11. Sasoom, A.S., *Gramsci's Politics*.
12. Stalin, Joseph, *Problems of Leninism*

Course No.: 653b Issues and Major Trends in International Relations (Elective)

Credits: 4

Course Objectives:

The course introduces to students the international order after the Second World War. The world witnessed profound changes after the Second World order. The international community persuaded the world to look for various ways and means to put an end to any such conflicts that can potentially lead to International wars. As part of intellectual efforts, various international organizations were established. In addition to that the course also introduces various dynamics of the Cold war politics.

Course Objectives:

The students acquire basic skills to assess and examine various dynamics of the decades old cold war politics. In addition to that students' knowledge over international institutions will be updated. The post-cold war international order still dominates the international community in various spheres, the students through completing the course certainly gains enough training and skill to offers intellectual options to international community on various international issues. The students also get familiarized with various international movements against discrimination on basis of Gender, Race and Caste.

UnitNo	Course Content	No of Credits
I	Cold War: Origin, Evolution, Expansion, Causes, Detente, Resurgence and End of the Cold War.	4
II	Post-Cold War World: Emerging Trends: Intra-state & Ethnic Conflict Globalization: Background – LIEO, IMF, World Bank, WTO– Non-state Actor.	
III	Environment and International Relations: The rise of global environmentalism in international politics. States and foreign environmental policy and Climate change. International negotiations and multi-level governance	
IV	Gender and International Relations: Feminist Movement in World Politics. The Three Waves of Feminism. Feminism around the World. Gender in	
V	Discrimination and Racism in International Relations: Caste system and anti-caste movement from local to Global. Minorities and Indigenous Peoples Movements Genealogy of Racism. Global movement against Racism.	

Readings:

22. McMahon, Robert. (2003), The Cold War: A Very Short Introduction, Oxford University Press. http://sir.spbu.ru/obrazovanie/master/rs/library/BOOK_1.pdf
23. Mason, John W. (1996), The Cold War 1945–1991, Routledge.

24. Kirby, Dianne. (2003), *Religion and the Cold War*, Palgrave Macmillan.
25. Leeson, Robert. (2003), *Ideology and the International Economy: The Decline and Fall of Bretton Woods*, Palgrave Macmillan.
26. Sturzenegger, Federico. (2007), *Global Imbalances and the Lessons of Bretton Woods*, The MIT Press.
27. Choucri, Nazli. (1993), *Global Accord: Environmental Challenges and International Responses*. Global Environmental Accords, MIT Press.
28. Harris, Paul G. (2014), *Routledge Handbook of Global Environmental Politics*. London: Routledge, 2014.
29. Chasek, P. S. and L. M. Wagner (2012), *The Roads from Rio: Lessons Learned from Twenty Years of Multilateral Environmental Negotiations*. New York, RFF Press.
30. Jayawardena, Kumari. (1986), *Feminism and Nationalism in the Third World*, Zed Books.
31. Tickner, J. Ann. (1992), *Gender in International Relations*, Columbia University Press.
32. Keohane, Robert O. (1989), *International Relations Theory: Contributions of a Feminist Standpoint*, *Millennium: Journal of International Studies*, 18 (2): 245-254. <https://doi.org/10.1177/03058298890180021001>
33. J. Ann Tickner. (1999), *Why Women Can't Run the World: International Politics According to Francis Fukuyama*, *International Studies Perspectives*, 1, (3), pp.3-11. <https://doi.org/10.1111/1521-9488.00162>
34. Tharu, Susie and Lalita. K. (1991 and 1993), *Women Writing in India: Volume I and II: 600 B.C. to the Early 20th Century*: Feminist Press at The City University of New York.
- Ambedkar. Dr. B. R. (2018) *Annihilation of Caste*, Rupa Publications India.
35. Dirks, Nicholas B. (2002), *Castes of Mind: Colonialism and the Making of Modern India*, Princeton University Press.
36. Hanlon, Rosalind O. (2002), *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*, *Cambridge South Asian Studies*, Cambridge University Press.
37. Kluger, Richard. (2004), *Simple Justice: The History of Brown V. Board of Education and Black America's Struggle for Equality*, Vintage; Vintage Books ed.
38. Ransby, Barbara. (2003), *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision (Gender and American Culture)*, University of California Press.
39. Ransby, Barbara. (2018), *Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century (American Studies Now: Critical Histories of the Present)* University of California Press.
40. Ulloa, Astrid. (2005), *The Ecological Native: Indigenous Peoples' Movements and Eco - Governmentality in Columbia*, Routledge.
41. Lightfoot, Sheryl. (2016), *Global Indigenous Politics: A Subtle Revolution*, Routledge.
42. Pei, Adrian. (2018), *The Minority Experience: Navigating Emotional and Organizational Realities*, IVP Books.

Course Objectives

The Comparative Politics course at master's level seeks to go beyond law and constitutionalism to study of reasons, methods, problems of comparison and introduces the students to case studies in order to make them better comprehend the reality of comparison.

Learning Outcomes

Upon successful completion, students will have the knowledge and skills to:

1. identify the concepts used in comparative methods;
2. understand the sources of these concepts and their historical development;
3. use these concepts in order to critically research, analyze, and evaluate selected contemporary political theorists; and
4. Develop skills for research, argument, and analysis in order to effectively communicate their own perspectives on key concepts and issues in comparative politics.

No. of Units	Course Content	No. of Credits
I	Introduction, Meaning, Nature & scope, Reasons for Comparison Methods of Comparison, Problems of Comparison	3
II	Approaches & New directions Political Institutions Political culture & Democracy Rational Choice theory Globalization	
III	Theories of Development & Under-development Modernization Non-western theories of Development Dependency World System Analysis	
IV	Idea of State Liberal Theories Marxist Theories Post-colonial Theories State and Society	
V	Comparing Comparisons Economic Development & Democracy Transition to democracy-the 'Third Wave of Democratization Thesis' Human Rights New Challenges & Issues	

Readings:

- 1 Almond, Gabriel & G Bingham Powell Jr., *Comparative Politics: A theoretical Approach*, New York, harper Collins, 1996.
3. Almond, Gabriel, G Bingham Powell Jr., Kaare Strom, Russell J. Dalton, (eds.) *Comparative Politics Today: A World View*, Pearson Education, India, 2001.

4. Alvi, Hamza "The State in Post-Colonial Societies: Pakistan and Bangladesh", *New Left Review*, No 74, (July/August), 1972.
5. Apter, David, Harry Eckstein (eds), *Comparative Politics*, Surjeet Publication, 2003.
6. Arendt, Hannah *Origin of Totalitarian State*, 1951.
7. Ball, A.R, *Modern Government and Politics*, Macmillan, London, 1986.
8. Bara, Judith & Mark Pennington (ed), *Comparative Politics*, Sage Publications, 2009.
9. Black, C.E, (ed), *Comparative Modernization: A Reader*, Free Press, 1976.
10. Chilcote, Ronald H, *Theories of Comparative Politics: The Search for a Paradigm Reconsidered*, West View Press, 1981.
11. Diamond, Larry (ed), *Political Culture and Democracy*
12. Easton, David, *A System Analysis of Political Life*, New York 1965.
13. Frank, A.G, "The Development of Underdevelopment", *Monthly Review*, 1966.
14. Goodin, Robert E & Charles Tilly (eds.), *The Oxford Handbook of Contextual Political Analysis*, Oxford, OUP, 2006.
15. Goodin, Robert E & Hans-Dieter Klingemann, *A New Handbook of Political Science*, Oxford University Press, 1998.
16. Hague, Rod, Martin Harrop & Shaun Breslin, (eds), *Comparative Government and Politics: An Introduction*, University of Newcastle.

Course No.: 653d: Political sociology Elective**Credits: 4****Course Objectives**

- a) It introduces to students the social infrastructure of politics.
- b) It introduces to students theories of power and of political elite.
- c) It introduces to students basic concepts necessary to articulate politics.
- d) It also discusses about political agencies like political Parties and pressure groups.

Course outcomes:

- a) It gives student's ability to analyse the social infrastructure of politics.
- b) Students will be able to deploy theories of power and of political elite.
- c) Students will be able to analyze politics conceptually.

UnitNo.	Course Content	No of Credits
I	Political Sociology: Evolution, Meaning, Scope and Relevance: Political Sociology and other Social Sciences	4
II	Influence, Power, Legitimacy and Authority	
III	Elitism & Marxism: Elite Theory, Gaetano Mosca, Roberto Michels, Vilfredo Pareto, James Burnham and C. Wright Mills	
IV	Modern Concepts in Political Sociology: Political Culture, Political Socialization, Political Participation, Political Modernization and Political Development	
V	Political Parties & Pressure Groups, Gender & Politics, New Social Movements	

Readings:

1. Ashraf, Ali and L.N. Shama, Political Sociology – A New Grammar of Politics, Universities Press (India) Ltd., Hyderabad, 1995.
2. Bottomore, Elites and Society, Penguin Books, 1976. Gupta, Dipankar, Political Sociology in India: Contemporary Trend Orient Heywood, Andrew, Political Ideologies: An Introduction, Macmillan, 1999.
3. Mukhopadhyay, Amal, Political Sociology, K.P. Bagchi and Company,

Calcutta, 1997.

4. Rush, Michael and Philip Althoff, *An Introduction to Political Sociology*, Nelson, 1971.
5. Sarah Joseph, *Political Theory and Power*, Foundation Books, New Delhi, 2004.

Course No.: 653e Local Self Government Elective**Credits: 4****Course Objectives**

The objective of the course is to introduce the students to the constitutional amendments of rural & urban local governments, politics of local governments and the working of local governments after the 73rd and 74th constitutional amendments.

Learning Outcomes:

On successful completion of the course, the student will be able to:

8. Explain the perspectives of different Indian leaders on local government.
9. Understand the contributions of various committees on local government.
10. Describe the features and provisions of Constitutional Amendment Acts.
11. Analyze the significance of Grama Sabha & Ward Sabha in Local Government system.

Unit No	Course Content	No of Credits
I	Rural Local Government in India 73rd Amendment Act (1992) - Major Features - 11th Schedule of the Constitution – Significance of Grama Sabha – Resources for Panchayati Raj Institutions (PRI) - Difficulties and Issues in functioning-Suggestions for improving the functioning of PRIs.	4
II	Urban Local Government Emerging trends of Urbanisation in India 74th Amendment Act (1992) – Major Features – 12th Schedule of the Constitution - Types of Urban Local Government Institutions (ULGI) – Resources of ULGIs – Difficulties and Issues in functioning – Parallel Structures of Decentralization in urban India.	
III	Local Government system in selected areas Panchayat Extended to Schedule V Areas - Scheduled areas -Schedule V and VI - PESA (1996)-Key Provisions- Implications - Status of Panchayats in Scheduled Areas- Current Status of PESA- LWE Districts & PESA- Key Issues in Implementation- Forest Right Act-Suggestions.	
IV	Local Government system in selected areas Panchayat Extended to Schedule V Areas - Scheduled areas -Schedule V and VI - PESA (1996)-Key Provisions- Implications - Status of Panchayats in Scheduled Areas- Current Status of PESA- LWE Districts & PESA- Key Issues in Implementation- Forest Right Act-Suggestions.	
V	Issues in urban Local Governance Changing Relationship between Municipal Councillors and Voters, Municipal e-governance, Role of NGO/Community based organizations, Smart Cities	

Readings:

32. Maheswari, Shriram. (2008), *Local Government in India*, Agra: LakshmiNarain Agarwal.
33. Mathew G and Jain L. C (Eds.), (2005), *Decentralisation and LocalGovernance*, NewDelhi: Orient Blackswan.
34. Niraja Gopal Jayal and et.al. (2006), *Local Governance in India – Decentralisation andBeyond*, New Delhi: Oxford University Press.
35. Sachdeva, Pradeep. (2011), *Local Government in India*, New Delhi:Pearson EducationIndia.
36. Bijoy, C, R. (2012), *Policy Brief on PESA (1996)- United NationsDevelopment Plan,2012* New Delhi.
37. S.R. Maheswari, *Local Government in India*, Lakshmi Narain Agarwal.
38. Ashish Bose 1973. *Studies in India's Urbanization 1901– 1971*, TataMcGraw- HillPublishing Co. Ltd.
39. R.K. Bhardwaj 1974. *Urban Development in India*, National Publishing House
40. Abhijit Datta : *Municipal and Urban India*
41. Hoshiar Singh : *Urban Local Government and Administration in India*
42. Roy Turner : *India's Urban future*
43. R. Ramachandran : *Urbanization and Urban system in India*
44. *Report of the National Commission on Urbanizations*, 1988.
45. *Report of the Rural-Urban Relationship Committee*, 1966.
46. Niraja Gopal Jayal(2006)*Engendering local democracy: The impact of quotasfor Women in India's Panchayats*, *Democratization*, 13:1,15-35, DOI: [10.1080/13510340500378225](https://doi.org/10.1080/13510340500378225)
47. Aparimita Mishra, Deepak K. Mishra. (2016) *Gender, ethnicity, and grassroots governance in Arunachal Pradesh, India*. *Asian Journal of Women's Studies* 22:2, pages147-164.
48. TathagataChatterji(2018)*Digital urbanism in a transitional economy – a review of India's municipal e-governance policy*,*Journal of Asian Public Policy*,11:3,334- 349,DOI: [10.1080/17516234.2017.1332458](https://doi.org/10.1080/17516234.2017.1332458)
49. Tanya Jakimow(2019)*The “Servants” of Dehradun: A Changing Relationship between Municipal Councillors and Voters in India*,*Journal of Contemporary Asia*,49:3,389-409,DOI: [10.1080/00472336.2018.1527388](https://doi.org/10.1080/00472336.2018.1527388)
50. Binti Singh(2012)*Parallel Structures of Decentralisation in the Mega City Context ofUrban India: Participation or Exclusion?*,*Space and Polity*,16:1,111- 127,DOI: [10.1080/13562576.2012.698448](https://doi.org/10.1080/13562576.2012.698448)
51. Rumi Aijaz 2008. *Form of Urban Local Government inIndia*,_ <https://doi.org/10.1177/0021909607087217>
52. Kristian Hoelscher 2016. *The evolution of the smart cities agendain India* <https://doi.org/10.1177/2233865916632089>

This course aims to introduce to the students conceptual and practical nuances around the concept civil society. Civil Society offers a window to understand the role of non-stat action in shaping civic and public discourse. This paper helps Policy makers, NGO activists etc in shaping their perspectives.

Course Objectives:

- a. It aims to introduce to students theoretical nuances of the term civilsociety from within the Western Context.
- b. It introduces the complexities involved in invoking the term in Indian context.
- c. It highlights the significance of social movements in agenda setting for governance.
- d. It introduces to student’s critically evaluating neo liberal notions of civil society.

Course Outcomes:

- a) Student will be able to deploy the term civil society in its variety of meanings.
- b) Students can understand Indian specificity in conceiving the idea.
- c) Students can understand the role of social movement’s n civil society.
- d) Students will have skills in deciphering its hegemonic use.

No. of Units	Course Content	No of Credits
I	State and Civil Society in Political Theory: Locke, Hegel,Marx, Tocquevelli and Habermas	4
II	State and Civil Society in Indian Context : ParthaChatterai, Rajeev Bhargava, and Neera Chandhoke	
III	Civil Society, Social Movements and Democracy in India : Dalit Movement , Women’s Movement , Farmers Movement	
IV	Civil society Governance and Democracy in India : Worldbank / Neo Liberal notions, Governance reforms, de- politicization	
V	Globalisation, Social Media and Civil Society : Globalisation and Civil society, New Media and Publicity- New Media and Legal Framework	

Readings:

- 10. Bhargava, Rajeev &Reifeld Helmut (Ed), *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions*, Sage Publications, New Delhi, 2005
- 11. Chandhoke, Neera, *State and Civil Society: Explorations in Political Theory*, Sage, New Permanent Black, New Delhi, 2011
- 12. Chatterjee, Partha, *The Politics of the Governed: Reflections on Popular Politics in Most of the World*, Permanent Black, Delhi, 2004
- 13. Goodin, Robert, E & Petit Philp (ed), *Contemporary Political Philosophy*, Blackwell Publishing Ltd., Oxford, 2007.

14. Jayal G. Niraja, "The Governance Agenda: Making democratic development dispensable," *Economic and Political Weekly*, Vol.- 32, No. 8, Feb. 22-28, 1997
15. Kothari, Rajni, "Civil Society, State and Democracy," *Economic and Political Weekly*, Dec4, 1999.
16. Mahajan, Gurpreet, "Civil Society and Its Avatars: What happened to Freedom and Democracy," *Economic and Political Weekly*, Vol. 34, No. 30 1999
17. Palshikar, Sanjay, "Civil Society : Alternatives and Differences", *The Indian Journal of Political Science*, Vol- 63, No. 2/3, (June-Sept. 2002), P-155-156
18. Taylor, Charles, "Invoking Civil Society" in *Philosophical Arguments*, Cambridge University Press, Cambridge

Course No.: 653g Indian Diaspora: Theories, Context and Issues (Elective)

Credits:4

Diaspora Studies is a rapidly growing interdisciplinary academic fields for the last two or so decades. This field has gradually taken the center stage of academic interests for many political scientists, sociologist, anthropologists, economists, historians and a host of other disciplines. After World War II, international migration has increased significantly leading to the formation of new Diasporas in the developed countries and also the gulf region attracting huge labour force. In the meantime, the old Diasporas too, contrary to many predictions, remain to exist and continued to grow and developed into more institutionalized communities. Such development, in many ways attracted immense academic interest from various fields making the subject one of the most vibrant field of study for the new interdisciplinary model of learning.

Course Objectives:

1. To introduce the students with the concepts, approaches and theories describing and explaining the evolution of Diaspora as a phenomenon.
2. The course also seeks to provide relevant methodology for studying and comparing existing modern Diasporas. This will allow students to deepen their theoretical knowledge and get acquainted with some of the state-of-the-art research pieces.
3. To expand students' empirical knowledge of modern Diasporas, their relations with homelands and host countries.
4. The course also seeks to introduce the students with relevant themes associated with Indian Diaspora; looking into their historical context, nature and diversity, the significance of their role in international politics especially negotiating for with the Host nations and acting as soft power for their Homeland. This will be done comparatively by studying similarities and differences of specific policies adopted by homelands and host countries.
5. The course will then introduce the themes closer home in Northeast India by locating and analyzing the pattern, trends and significance of this newly emerging identity. Their role in politics and movements as well as development of the region.

Learning Outcomes

1. Upon completion of the course students are expected identify and describe the main definitions of the concept "Diaspora"; describe and compare main theories and concepts adopted by Diaspora Studies, identify and discuss advantages and disadvantages of main approaches in studying Diasporas;
2. Describe and explain main factors leading to the formation, development, the making and unmaking of Diasporas;
3. Define main approaches in classification of modern Diasporas, identify main criteria used for that purpose and locate Indian Diasporas in historical context.
4. The course will help the students to be aware about the Indian Diaspora soft power and the impact in world politics thereby enabling them to describe how Indian Diaspora are a

different category among the different types of modern Diasporas;

5. Discuss the influence of regional Diasporas like the Northeast Indian Diaspora in political processes- in homeland and host countries. Finally, to draw parallels with the cases of other Indian regional Diaspora.
6. Identify and explain critical factors defining the dynamics of modern relations between movements in northeast India and Diaspora.
7. This course is indeed one of the most vibrant in the field of social sciences and as such, it will provide significant ideas for students to pursue research in the field thereby enriching the discipline.

No of Unit	Course Contents	No. of Credits
I	The Making of Diaspora Conceptualizing and Theorizing Diaspora Historical Evolution of the Concept Diaspora Approaches to the Study of Diaspora in the context of Nation, Culture and Globalization What constitute Diaspora; and Diaspora Studies, its scope and significance	4
II	Pre-colonial Diaspora: Trade and Religion Colonial Diaspora: The Indentured system and consequences Post-Colonial Diaspora: Labour, Skill and Brain drain Diversity of Indian Diaspora- Class, Caste, Region, language and Generation, Religion and Gender	
III	Indian Diaspora and the Host Nation Politics Political dynamics of Race, Ethnicity and Culture Politics of Assimilation Integration and Exclusion Political and Economic intervention	
IV	Indian Diaspora and Homeland Politics Diaspora as Pressure group Political and Economic Agenda and Government's initiatives Ideological and Organizational Relationship with Political Parties Diaspora as Transnational soft power	
V	Northeast Indian Diaspora and Politics Evolution of the regional Northeast Indian Diaspora Northeast Indian Diaspora and Networking Role of Diaspora in Social and Political Movements Northeast Indian Diaspora and Development	

Readings:

20. Ahmed Ali, *Plantation to Politics: Studies on Fiji Indians*, Fiji Times and Herald Ltd., London, 1980.
21. Ajaya K. Sahoo, *Routledge Handbook of Asian Diaspora and Development*, Routledge, New Delhi, 2021,
22. Ajayliu Niumai, 'Manipur's Diaspora in the united states Mapping cultural and development ties with homeland' in Ajaya K. Sahoo, *Routledge Handbook of Asian Diaspora and Development*, Routledge, New Delhi, 2021
23. Ajaya Sahoo, and Brij Maharaj, *Sociology of Diaspora: A Reader*, Rawat Publications, New Delhi,

- 2007.
24. AparnaRayaprol, *Negotiating Identities: Women in the Indian Diaspora*, Oxford University Press, Delhi, 1997.
 25. ArunAppadurai, *Modernity at Large: Cultural Dimensions of Globalization*, Oxford University Press, New Delhi, 1997
 26. Brij V. Lal, Peter Reeves, Rajesh Rai (eds.), *The Encyclopaedia of the Indian Diaspora*, University of Hawaii Publication, Hawaii, 2007.
 27. JagatMotwani et.al (eds), *Global Indian Diaspora: Yesterday, Today and Tomorrow*, Global Organization of People of Indian Origin, New York, 1993.
 28. JitenNongthombam, 'The Meitei Diaspora in Myanmar', *Diaspora Studies*, 2013
 29. Laxmi Narayan Kadekar, Ajaya Kumar Sahoo, C. Bhat (eds), *The Indian Diaspora: Historical and Contemporary Context, Essays in Honour of professor Chandrashekhar Bhat*, 2009
 30. M.C. Arunkumar, 'Meitei Diaspora and the Identity Politics', *Journal of Sociology and Social Anthropology*, 1 (1-2): 1-12 Kamla-Raj 2010 (2010)
 31. ParvatiRaghuram, Ajaya Kumar Sahoo, BrijMaharaj, Dave Sangha, *Tracing an Indian Diaspora: Context, Memories, Representations*. Sage Publication, New Delhi, 2008
 32. Peter Van der veer (ed.), *Nation and Migration; The Politics of Space in the South Asian Diaspora*, University of Philadelphia Press, Philadelphia, 1995.
 33. R. Cohen, *Global Diaspora: An Introduction*, UCL Press, London, 1997
 34. Radha S. Hegde and Ajaya Kumar Sahoo (eds), *Routledge Handbook of the Indian Diaspora*, Routledge, Delhi, 2017.
 35. Roger Ballard, *Desh Pardesh: The South Asian Presence in Britain*, C. Hurst, London, 1994.
 36. Sandhya Shukla, *India Abroad: Diasporic Cultures of Postwar America and England*, Princeton University Press, Princeton, 2003.
 37. Steven Vertovec, *The Hindu Diaspora: Comparative Patterns*, Routledge, London, New York, 2000.
 38. Vijay Prasad, *The Karma of Brown Folk*, University of Minnesota Press, Minneapolis, 2000.

Course No. : 653h. Party System in India (Elective)**Credits: 4****Course Objective:**

This paper is an elective paper that intends to introduce students to themes and issues in the study of elections in India. It seeks to develop new insights among students on the diverse perspectives that have emerged to offer explanation and understanding on the emergence and consolidation of the idea of representative democracy in India.

Learning Outcome:

This course will not only generate interest about politics among students but will also give an opportunity to study further in the area. The paper remains useful for students if they wish to pursue research in the area of election studies. The paper has utility for students preparing for UGC NET-JRF exam and SLET exam.

Unit	Course Content	No. of Credit
I	Party System in India: Nature, first two decades after independence-Dominant Party System-Characteristics	4
II	Party System after 1967: Loss of Centrality of Congress and emerging party system	
III	Major Political Parties: Evolution, Principles, Manifesto, Ideology	
IV	Regional Parties in India: Nature, Evolution	
V	Contemporary Party System in India	

Readings:

1. Rajni Kothari (1970), *Politics in India*, Orient Longman, New Delhi
Manor James (1988), Parties and the Party System in Atul Kohli eds *India's Democracy: An Analysis of Changing State-Society Relations*, Orient Longman
2. Sudha Pai (September 1998), 'The Indian Party System under Transformation: Lok Sabha Elections 1998', *Asian Survey*, vol. XXXVIII, No. 9
3. Rajendra Vora & Suhas Palshikar (2004), *Indian Democracy: Meaning and Practices*, Sage Publications
4. Ashutosh Varshney (eds) (2004), *India and the Politics of Developing Countries: Essays in Memory of Myron Weiner*, Sage Publications, New Delhi
5. Sudipta Kaviraj (eds) (1999), *Politics in India*, OUP

Course No. : 654: Research Project Core

Credits: 8

This course should be seen in conjunction with 605 in next semester. Both the courses together lead to formulation of a problem and carrying out a research project in addressing that problem to fill gaps in the knowledge

Research Project II involves execution of the problem and report writing.