



**School of Humanities & Social Sciences**

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**Political Science**

**PROGRAM: *Master of Arts in Political Science***

**Program Code: SHS0118**

**Batch: 2021-23**

**NEP 2020 based Curriculum**

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## **1.1 Vision, Mission and Core Values of the University:**

### **Vision of the University**

**To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.**

### **Mission of the University**

- 1. Transformative educational experience**
- 2. Enrichment by educational initiatives that encourage global outlook**
- 3. Develop research, support disruptive innovations and accelerate entrepreneurship**
- 4. Seeking beyond boundaries**

### **Core Values**

- Integrity**
- Leadership**
- Diversity**
- Community**

## 1.2 Vision and Mission of the School

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### Vision of the School

**To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding**

### Mission of the School

**M1. To promote learning and employability skills among students.**

**M2. To promote study of humankind and its manifestation.**

**M3. To help students succeed in their academic and professional lives.**

**M4. To encourage research and promote knowledge creation.**

### Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

### **1.3.1 Programme Educational Objectives (PEO)**

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**PEO1:** To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation

**PEO2:** To demonstrate a detailed understanding of the selected core discipline of study.

**PEO3:** To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

**PEO4:** To work as independent critically discerning and creative participant in the workplace, community and personal life.

### **1.3.3 Program Outcomes of the M. A. Political Science:**

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**PO1: Political Literacy:** Understanding of the political concepts; institutions, processes, constitutional background and policy outcomes of Indian Government and the ability to compare Indian Government to that of other countries around the world.

**PO2: Global Understanding:** Understand and analyze key theories and concepts, historical developments, organizations and modern issues in international relations.

**PO3: Applications of Political Science:** Learn to analyze and apply basic political science concepts to current events.

**PO4: Critical and Independent Thinking:** Promote critical thinking including the ability to form an argument, detect fallacies, and marshal evidence, about key issues of public policy and politics

**PO5: Holistic Learning and Evaluation:** Appraise the interrelationship among the historical, political, economic, cultural and geographical dimensions in political science.

**PO6: Utility of Political Theories:** Explore advanced theories of politics and appraise their importance. Apply that knowledge to the practical tasks.

**PO7: Political and Social Ethics:** Become productive citizens dedicated to serving their communities, their nations and the world.

**PO8: Intellectual Skills and Professional Competence:** Enable students to understand and apply basic research methods in Political Science, including research design, data collection, data analysis, qualitative and quantitative methods of inquiry and interpretation to undertake research activities including article writing, dissertation etc.

**Program Specific Outcomes of the Course Name:**

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PSO1: To engage students in the study of national and global political system and its linkage with economic and social life.

PSO2: To enable students to use analytical and specialized research skills in the field of Political Science.

PSO3: To prepare students for careers in Central, State, Local Governments for taking leadership / administrative positions and to make a valuable contribution to the nation. Besides, they can also join law, NGO, electoral analytics, political journalism, research and teaching.

**Program Structure**  
**School of Humanities and Social Sciences**

**M.A. Political Science**

**Batch: 2021-23**

**TERM: I**

S.No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
<b>THEORY SUBJECTS</b>								
1.	MPO151	Debates in Political Theory	4	0	0	4	CC	Core
2.	MPO152	Politics in India	4	0	0	4	CC	Core
3.	MPO153	Comparative Politics	4	0	0	4	CC	Core
4.	MPO154	Theories of International Relations	4	0	0	4	CC	Core
5.	MPO155	Administrative Theory	4	0	0	4	CC	Core
<b>TOTAL CREDITS</b>						<b>20</b>		

**Program Structure**  
**School of Humanities and Social Sciences**  
**M.A. Political Science**

**Batch: 2021-23**  
**TERM: II**

S.No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
<b><i>THEORY SUBJECTS</i></b>								
1.	MPO156	Key Texts in Indian Political Thought	4	0	0	4	CC	Core
2.	MPO157	Key Texts in Political Philosophy	4	0	0	4	CC	Core
3.	MPO158	International Political Economy	4	0	0	4	CC	Core
4.	MPO159	Governance & Public Policy in India	4	0	0	4	DSC	Elective
5.	MPO160	Elections and Electoral Processes in India	4	0	0	4	DSC	Elective
6.	MPO161	Social Exclusion: Theory and Practice	4	0	0	4	DSC	Elective
7.	MPO162	Tribal Studies	4	0	0	4	DSC	Elective
<b>TOTAL CREDITS</b>						<b>20</b>		

**Program Structure**  
**School of Humanities and Social Sciences**  
**M.A. Political Science**  
**Batch: 2021-23**

**TERM: III**

S.No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/Co Requisite	Type of Course:
			L	T	P			
<b><i>THEORY SUBJECTS</i></b>								
1		Research Methods in Social Sciences	4	2	0	6	SEC	SEC
2		Dissertation I	0	0	24	12	CC	Core
<b>TOTAL CREDITS</b>						<b>18</b>		



**Program Structure**  
**School of Humanities and Social Sciences**  
**M.A. Political Science**  
**Batch: 2021-23**

**TERM: IV**

S.No	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
<b><i>THEORY SUBJECTS</i></b>								
1		Dissertation II	0	0	36	18	CC	Core
<b>TOTAL CREDITS</b>						<b>18</b>		

**Course Syllabus**  
**Semester: I**

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: MA</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Political Science</b>		<b>Semester: I</b>
1	Course Code	MPO 151
2	Course Title	<b>DEBATES IN POLITICAL THEORY</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>• This course proposes to build on a prior understanding of the nature and value of theoretical inquiry in politics.</li> <li>• Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it.</li> <li>• It does not claim to have any final answers to such questions and instead acknowledges disagreements.</li> <li>• Our basic disagreements on how we must constitute our collective life are part of our evaluations that we make on a continual basis of the political and social order we inhabit.</li> <li>• Evaluation usually entails an intense engagement with the political context within which we live, the nature of our values and political institutions, their clarification and analyses, together with weighing the necessity of just institutions and values.</li> <li>• The activity of evaluation lays bare a wide range of arguments that are used in political discourse sharpening thereby our political judgment.</li> <li>• It is imperative to evaluate, argue and judge and then raise for the consideration of justification our existing or appropriate political practices, decisions, policies and institutions.</li> </ul>
6	Course Outcomes	CO1: Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living.

		<p>CO2: Understand multiple frames by which the idea of political community is debated.</p> <p>CO3: Understand the significance of theorizing and of applying theory into practice.</p> <p>CO4: Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.</p> <p>CO5: Understand theory in a multidimensional perspective.</p> <p>CO6: Critically Evaluate the idea and practices related to theory</p>
7	Course Description	The course is divided into five units introducing the students to the idea of political theory and the complexities related to it.
	Unit 1	<b>Introduction</b>
	A	<ul style="list-style-type: none"> <li>• What is Political Theory?</li> <li>• Disagreements and Debates in Political Theory.</li> <li>• Normative Judgement in a Political Context.</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Understanding Power</li> <li>• The Faces of Power (Steven Lukes)</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Four different Phases of Power (Foucault)</li> </ul>
	Unit 2	<b>Debates on freedom</b>
	A	<ul style="list-style-type: none"> <li>• Freedom as autonomy (Kant, Mill)</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Negative vs. Positive Liberty (Berlin, MacCallum)</li> <li>• Freedom and the market (Libertarians)</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Republican Conception (Skinner)</li> <li>• Freedom as Development (Sen)</li> </ul>
	Unit 3	<b>Debates on Equality</b>
	A	<ul style="list-style-type: none"> <li>• Value of Equality (Bernard Williams)</li> <li>• Equality of Opportunity (Rawls)</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Equality of What? (Welfare, Resources, Capability)</li> <li>• Luck egalitarianism and its critique (Elizabeth Anderson)</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Contemporary Egalitarianism</li> </ul>
	Unit 4	<b>Debates on Justice</b>
	A	<ul style="list-style-type: none"> <li>• Consequentialist vs. Deontological (Utilitarians, Rawls)</li> <li>• Justice as Fairness (Rawls)</li> </ul>

	B	<ul style="list-style-type: none"> <li>• Communitarian and Feminist Conceptions (Walzer, Sandel, Okin)</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Global Justice (Thomas Pogge)</li> </ul>		
	Unit 5	<b>Debates on Rights and Democratic Political Community</b>		
	A	<ul style="list-style-type: none"> <li>• Moral vs. Legal conceptions</li> <li>• Choice and Interest theories</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Conflicts between rights</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Citizenship, Virtues and Democratic Education</li> </ul>		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<p><b>Unit I</b></p> <ul style="list-style-type: none"> <li>• McKinnon, Catriona, 2008, "Introduction" in McKinnon, Catriona (ed), <i>Issues in Political Theory</i>, New York: Oxford University Press.</li> <li>• Althusser, L, 1977, 'Ideology and Ideological State Apparatuses (Notes Towards an Investigation)' in Althusser <i>'Lenin and Philosophy' and Other Essays</i>, London: New Left Books.</li> <li>• Haugaard, Mark, 2002, <i>Power: A Reader</i>, Manchester University Press: 1-66; 181-204. Luke's, Steven. <i>Power: A Radical View</i>. London: Macmillan Press, 1974</li> </ul> <p><b>Unit II</b></p> <ul style="list-style-type: none"> <li>• Berlin, I., 1969, 'Two Concepts of Liberty', in I. Berlin, <i>Four Essays on Liberty</i>, London: Oxford University Press: 118-72.</li> <li>• Constant, Benjamin, 1988, 'The Liberty of the Ancients Compared with that of the Moderns', in Benjamin Constant, <i>Political Writings</i>, Cambridge University Press: 308-28.</li> <li>• MacCallum, G. C. Jr., 1967, 'Negative and Positive Freedom', <i>Philosophical Review</i>, 76, pp. 312-34. Nelson, E., 2005, 'Liberty: One Concept Too Many?' <i>Political Theory</i>, 33, pp. 58-78.</li> <li>• Pettit, P., 2007, 'Republican Freedom: Three Axioms, Four Theorems', in Laborde, C. and Maynor, J. (eds), <i>Republicanism and Political Theory</i>, Oxford: Blackwell.</li> <li>• Taylor, C., 1979, 'What's Wrong with Negative Liberty', in A. Ryan (ed.), <i>The Idea of Freedom</i>, Oxford: Oxford University Press.</li> <li>• Skinner, Q., 2002, 'A Third Concept of Liberty', <i>Proceedings of the British Academy</i>, 117, no. 237, pp. 237-</li> </ul>		

		<p>68.</p> <ul style="list-style-type: none"> <li>• Sen, Amartya, 2000, <i>Development as Freedom</i>, Delhi: OUP: Introduction, Ch. 1: 3-34.</li> </ul> <p><b>Unit III</b></p> <ul style="list-style-type: none"> <li>• Anderson, Elizabeth S, 1999, "What Is the Point of Equality?" <i>Ethics</i> 109/2: 287–337.</li> <li>• Arneson, R, 1989, 'Equality and Equal Opportunity for Welfare', <i>Philosophical Studies</i>, 56 (1): 77-93.</li> <li>• Casal, Paula, 2007, "Why Sufficiency Is Not Enough," <i>Ethics</i> 117/2: 296-326. Cohen, G. A., 1989, 'On the Currency of Egalitarian Justice', <i>Ethics</i>, 99/4: 906-44.</li> <li>• Dworkin, Ronald, 1981, 'What is Equality? Part I: Equality of Welfare'; 'Part II: Equality of Resources', <i>Philosophy and Public Affairs</i>, Vol. 10.</li> <li>• Frankfurt, H., 1987, "Equality as a Moral Ideal", <i>Ethics</i>, 98/1: 21-43.</li> </ul> <p><b>Unit IV</b></p> <ul style="list-style-type: none"> <li>• Cohen, G. A., 2008, <i>Rescuing Justice and Equality</i>, Harvard University Press: 1-14; 229-371.</li> <li>• Okin, Susan M, 1987, "Justice and Gender", <i>Philosophy &amp; Public Affairs</i> 16/1:42-72.</li> <li>• Pogge, Thomas, 2008, "Introduction to the Two-Volume Collection" <i>Global Justice: Seminal Essays</i> (co-edited with Darrel Moellendorf) and <i>Global Ethics: Seminal Essays</i> (co-edited with Keith Horton), St. Paul, MN: Paragon House: xiii-xxiv</li> <li>• Rawls, John, 2001, <i>Justice as Fairness: a restatement</i>, Cambridge, MA: Harvard University Press. (excerpts)</li> <li>• Walzer, M, 1983, <i>Spheres of Justice</i>, New York: Basic Books.</li> </ul> <p><b>Unit V</b></p> <ul style="list-style-type: none"> <li>• Dworkin, Ronald, 1984, "Rights as Trumps", in Waldron, J., (ed.) <i>Theories of Rights</i>, Oxford: Oxford University Press: 153-67. Waldron, Jeremy, 1989, "Rights in Conflict", <i>Ethics</i> 99/3: 503-19.</li> <li>• Wenar, Leif, 2005, "The Nature of Rights", <i>Philosophy and Public Affairs</i>, 33: 223–53.</li> <li>• Bellamy, Richard, 1999, <i>Liberalism and Pluralism: Towards a Politics of Compromise</i>, London: Routledge, 1999, Ch. 1.</li> <li>• Callan, Eamonn, 2004, 'Citizenship and Education', <i>Annual Review of Political Science</i>, 7: 71- 90.</li> </ul> <p>Taylor, Charles, et al, 1994, <i>Multiculturalism: Examining the Politics of Recognition</i>, Princeton: Princeton University Press.</p>
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<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: MA</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Political Science</b>		<b>Semester: I</b>
1	Course Code	MPO 152
2	Course Title	<b>POLITICS IN INDIA</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>• This course focuses on political institutions and processes in India to expose the students to the ways of studying state and politics in India.</li> <li>• The course identifies themes which have become significant in the study of Indian politics and explores the processes through which they acquired salience.</li> <li>• It places these themes in historical, social and economic contexts, as well as the institutional frameworks within which they take specific forms.</li> <li>• The manner in which institutions are constituted and function in relationship with each other and in the context of the wider social and political processes are crucial for a comprehensive understanding of the complex ways in which politics in India takes institutional forms and unfolds through diverse processes.</li> </ul>
6	Course Outcomes	<p>After studying this course the students will have an in depth understanding of:</p> <p>CO1: The student will be able to understand the different ways in which politics in India has been studied.</p> <p>CO2: The themes and conceptual categories which can be deployed to understand the specificities of Indian politics.</p> <p>CO3: The relationship between social, economic and political processes.</p> <p>CO4: The relationship between the government institutions and political processes.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p> <p>CO6: The students will be able to understand the new horizons of politics of India in 21<sup>st</sup> century.</p>

7	Course Description	In this course students will engage in a deep, historical institutional analysis of Indian Political System. This course will consist of interactive lectures to understand the structure and working of Indian government, state and politics.
	Unit 1	<b>Perspectives and Approaches</b>
	A	Evolution of State: Pre-colonial to Modern state
	B	Political Culture
	C	Political Economy
	Unit 2	<b>Constitutionalism, Rights and Accountability</b>
	A	Historical Origins and Constituent Assembly Debates Distinctive Features of Indian Constitutionalism
	B	Rule of Law and Debate on Extraordinary Laws
	C	Civil Liberties and National Human Rights Commission
	Unit 3	<b>Governmental Institutions: Functioning and Inter- relationships</b>
	A	Judiciary: Appointments, Accountability and Independence, Judicial Review and Judicial Activism
	B	Executive: Relationship between President, Prime Minister and the Cabinet Legislature: Issues of Representation and Diversity, Functioning
	C	Issues of institutional supremacy and the debate on basic structure doctrine
	Unit 4	<b>Decentralization and Devolution</b>
	A	Federalism: Centre State Relations
	B	Federal Asymmetries and Accommodation of Diversities, Intergovernmental Mechanisms
	C	Local Self Government i. Panchayats ii. Municipalities
	Unit 5	<b>State and Society</b>
	A	Social Base of Politics in India: Caste, Class, Gender and Religion

	B	Social Movements, Voluntary Groups and Debate over Civil and Political Society		
	C	Nature of State in Contemporary India: Welfare, Regulatory, Security and Surveillance		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<p><b>Unit I: Perspectives and Approaches</b></p> <ul style="list-style-type: none"> <li>• Thomas Pantham (2009, fourth impression), ‘The Indian Nation-State’ in Veena Das (ed.), <i>Oxford Handbook of Indian Sociology</i>, New Delhi: Oxford University Press.</li> <li>• Sudipta Kaviraj (2010), ‘On the Enchantment of the State: Indian Thought on the Role of the State in the Narrative of Modernity’, Sudipta Kaviraj (ed.), <i>The Trajectories of the Indian State: Politics and Ideas</i>, Ranikhet: Permanent Black, pp. 40-77.</li> <li>• Ashis Nandy (1993, second impression), ‘The Making and Unmaking of Political Cultures in India’ in Ashis Nandy, <i>At the Edge of Psychology: Essays in Politics and Culture</i>, Delhi: Oxford University Press, pp.47-69.</li> <li>• Ashis Nandy (2007), ‘Culture, State and the Rediscovery of Indian Politics’, in Ashis Nandy, <i>The Romance of the State and the Fate of Dissent in the Tropics</i>, New Delhi: Oxford University Press, pp.15-33.</li> <li>• Rajni Kothari (1978), <i>The Democratic Polity and Social Change in India</i>, New Delhi, Allied.</li> <li>• Sudipta Kaviraj (2010), ‘Political Culture in independent India: An Anti-Romantic View’ in Sudipta Kaviraj (ed.), <i>The Trajectories of the Indian State</i>, Ranikhet: Permanent Black, pp.78-99.</li> <li>• L.I. Rudolph and S.H. Rudolph (1987, paperback reprint 1998), <i>In Pursuit of Lakshmi, The Political Economy of the Indian State</i>, New Delhi: Orient Longman, (Part 1, Centrist Politics, Class Politics, and the Indian State, pp.19-35, Part 3, Ch.7. Economy, Demand Polity and Command Polity, pp.211-219 and Ch.8. Types of Policies and Economic Performance, pp.220- 246).</li> </ul> <p><b>Unit II: Constitutionalism, Rights and Accountability</b></p> <ul style="list-style-type: none"> <li>• B. Shiva Rao (1968) <i>The Framing of India’s Constitution, A Study and Select Documents</i>, Bombay: Tripathi.</li> <li>• Rajeev Bhargava (ed.) (2008), <i>Politics and Ethics of the Indian Constitution</i>, New Delhi: Oxford University Press.</li> <li>• S.K. Chaube (1973), <i>Constituent Assembly of India: Springboard</i></li> </ul>		



		<p>of Revolution, New Delhi: PPH, (reprinted 2000 Delhi: Manohar).</p> <ul style="list-style-type: none"> <li>• Dr. B.R. Ambedkar's speech in the Constituent Assembly, CAD, 25 November 1949, Vol.X-XII, Book 5, Delhi: Lok Sabha Secretariat, Delhi, 2003.</li> <li>• Upendra Baxi (2013) 'Preliminary Notes on Transformative Constitutionalism' in Oscar Vilhena, Upendra Baxi and Fans Viljoen (eds)., Transformative Constitutionalism: Comparing the Apex Courts of Brazil, India and South Africa, Pretoria: Pretoria University Law Press.</li> <li>• Upendra Baxi (2007) 'The Rule of Law in India,' Sao Paulo: SUR – International Journal on Human Rights, Vol.3 no.</li> <li>• Ujjwal Kumar Singh and Anupama Roy (2018), 'B. R. Ambedkar and the Ideas of Constitutionalism and Constitutional Democracy', Summerhill – IAS Review, Summerhill IAS Review Vol. XXIII, No. 2, Winter, pp. 3-11.</li> <li>• Prakash Louis and R.Vashum (2002) Extraordinary Laws in India, New Delhi: Indian Social Institute.</li> <li>• Ujjwal Kumar Singh, (2007) The State, Democracy and Anti-terror Laws in India, New Delhi: Sage.</li> <li>• Bhanu Mehta and Milan Vaishnav (ed.), <i>Rethinking Public Institutions in India</i>, New Delhi: Oxford University Press, pp.269-296</li> <li>• Ujjwal Kumar Singh (2018) 'The 'Inside– Outside' Body', <i>Economic and Political Weekly</i>. Vol. 53, Issue No. 5, 03 Feb, 2018.</li> <li>• Rajni Kothari (1970, reprinted edition 1973), 'Introduction: Caste in Indian Politics', in Rajni Kothari (ed.), <i>Caste in Indian Politics</i>, Delhi: Orient Longman, pp.3-23.</li> <li>• Rajni Kothari (2004), 'Rise of the Dalits and the Renewed Debate on Caste', in Partha Chatterjee (ed.), <i>State and Politics in India</i>, New Delhi: Oxford University Press, pp.439-458.</li> <li>• Partha Chatterjee (1997), 'The Nation and its Outcasts', in Sudipta Kaviraj (ed.), <i>Politics in India</i>, Delhi: Oxford University Press, pp.94-118.</li> <li>• Aditya Nigam (2007), <i>The Insurrection of Little Selves: The Crisis of Secular- Nationalism in India</i>, Delhi: Oxford University Press.</li> <li>• Akeel Bilgrami (1994), 'Two Concepts of Secularism: Reason, Modernity and the Archimedean Ideal', <i>Economic and Political Weekly</i>, July 9, pp.1749-61.</li> <li>• Ashis Nandy (1999), 'A Critique of Modernist Secularism' in Sudipta Kaviraj (ed) <i>Politics in India</i>, Delhi: Oxford University Press, pp.329- 341.</li> <li>• Sudipta Kaviraj (2011), 'Religion, Politics and Modernity' in</li> </ul>
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		<p>Sudipta Kaviraj, <i>The Enchantment of Democracy and India: Politics and Ideas</i>, Ranikhet: Permanent Black, pp.183-208.</p> <ul style="list-style-type: none"> <li>• Paul Brass (2003), ‘Riots and Election’ (Chapter 8) and ‘The Practice of Communal Politics’ (Chapter 9) in Paul Brass, <i>The Production of Hindu-Muslim Violence in Contemporary India</i>, Delhi: Oxford University Press, pp. 219-239, 240-261.</li> <li>• Rajeev Bhargava (1998, 2006), <i>Secularism and its Critics</i>, New Delhi: Oxford University Press.</li> </ul> <p><b>Unit III: Social Base of Politics in India: Caste, Class, Gender and Religion</b></p> <ul style="list-style-type: none"> <li>• Rajni Kothari (1970, reprinted edition 1973), ‘Introduction: Caste in Indian Politics’, in Rajni Kothari (ed.), <i>Caste in Indian Politics</i>, Delhi: Orient Longman, pp.3-23.</li> <li>• Rajni Kothari (2004), ‘Rise of the Dalits and the Renewed Debate on Caste’, in Partha Chatterjee (ed.), <i>State and Politics in India</i>, New Delhi: Oxford University Press, pp.439-458.</li> <li>• Partha Chatterjee (1997), ‘The Nation and its Outcasts’, in Sudipta Kaviraj (ed.), <i>Politics in India</i>, Delhi: Oxford University Press, pp.94-118.</li> <li>• Aditya Nigam (2007), <i>The Insurrection of Little Selves: The Crisis of Secular- Nationalism in India</i>, Delhi: Oxford University Press.</li> <li>• Akeel Bilgrami (1994), ‘Two Concepts of Secularism: Reason, Modernity and the Archimedean Ideal’, <i>Economic and Political Weekly</i>, July 9, pp.1749-61.</li> <li>• Ashis Nandy (1999), ‘A Critique of Modernist Secularism’ in Sudipta Kaviraj (ed) <i>Politics in India</i>, Delhi: Oxford University Press, pp.329- 341.</li> <li>• Sudipta Kaviraj (2011), ‘Religion, Politics and Modernity’ in Sudipta Kaviraj, <i>The Enchantment of Democracy and India: Politics and Ideas</i>, Ranikhet: Permanent Black, pp.183-208.</li> </ul> <p><b>Unit IV: Governmental Institutions Functioning and Inter-relationships</b></p> <ul style="list-style-type: none"> <li>• B.D. Dua, M.P. Singh and Rekha Saxena (eds.) (2006) <i>Indian Judiciary and Politics: The Changing Landscape</i>, Delhi: Manohar.</li> <li>• Justice (Retd) B.N. Srikrishna (2016) ‘Judicial Independence’ in Sujit Choudhary, Madhav Khosla and Pratap Bhanu Mehta (eds.) <i>The Oxford Handbook of the Indian Constitution</i>. New Delhi: Oxford University Press.</li> <li>• Prashant Bhushan (2006), ‘Public Interest Litigation: Supreme Court in the Era of Liberalization’ in B.D Dua, M.P Singh and Rekha Saxena (eds.) <i>Indian Judiciary and Politics: The Changing Landscape</i>, Delhi: Manohar.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Rajeev Dhavan (2006), “Governance by Judiciary: Into the Next Millennium” in B.D Dua, M.P Singh and Rekha Saxena (eds.) <i>Indian Judiciary and Politics: The Changing Landscape</i>, Delhi: Manohar.</li> <li>• S.P. Sathe 2002), <i>Judicial Activism in India: Transgressing Borders and Enforcing Limits</i>, New Delhi: Oxford University Press.</li> <li>• Shylashri Shankar, (2010) ‘India’s judiciary: Imperium in imperio?’ in Paul Brass (ed.), <i>Routledge Handbook of South Asian Politics</i>, Routledge.</li>   <li>• Upendra Baxi (1980) <i>The Supreme Court in Indian Politics</i>, New Delhi: Eastern Book Company.</li> <li>• Upendra Baxi (1985) <i>Courage, Craft and Contention, The Indian Supreme Court in the Eighties</i>, Bombay: N.M.Tripathi</li>   <li>• B.D. Dua (2006) “India: A Study in Executive- Judicial Relations Revisited” in B.D. Dua, M.P Singh and Rekha Saxena (eds.) <i>Indian Judiciary and Politics: The Changing Landscape</i>, Manohar, Delhi.</li> <li>• James, Manor. (2005) ‘The Presidency’, in Devesh Kapur and Pratap Bhanu Mehta (eds.) <i>Public Institutions in India: Performance and Design</i>, New Delhi: Oxford University Press.</li> <li>• James Manor, ed., (1994) <i>Nehru to the Nineties: The Changing Office of Prime Minister in India</i>, Viking, New Delhi.</li> <li>• M.P. Singh and Rekha Saxena. (2011) ‘Union Executive: A Cabinet or A Cabal?’ <i>Indian Politics: Constitutional Foundations and Institutional Functioning</i>. Delhi: PHI.</li> <li>• V.A. Pai Panandiker and Ajay K. Mehra. (1996) <i>The Indian Cabinet: a study in Governance</i>. Delhi: Konark.</li> <li>• M.R. Madhavan, (2017) ‘The Parliament’. in Devesh Kapur, Pratap Bhanu Mehta and Milan Vaishnav (eds.), <i>Rethinking Public Institutions in India</i>, New Delhi: Oxford University Press, pp.66-103.</li> </ul>
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<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: MA</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Political Science</b>		<b>Semester: I</b>
1	Course Code	MPO 153
2	Course Title	<b>COMPARATIVE POLITICS</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>• This course introduces students to the different perspectives, approaches and conceptual frameworks of comparative political analysis.</li> <li>• The course emphasizes the importance of understanding how and why comparisons are made apart from what is to be compared.</li> <li>• This paper exposes students to conceptual categories and analytical frameworks which capture and explain both the similarities and differences in political experiences across the world.</li> <li>• The purpose of this paper is to help students to examine contemporary political realities with conceptual tools which enable them to see relationship among political phenomena across the world and understand the debates that have gathered around them.</li> </ul>
6	Course Outcomes	<p>CO1: This course will help the student to become familiar with the debates on key concepts and theoretical perspectives in comparative politics</p> <p>CO2: This course will help the student to learn to use the comparative method to analyze why and how political institutions, processes, regimes, and ideologies change over time and across regions</p> <p>CO3: This course will help the student to learn to use conceptual tools to understand new developments in political experiences across the world in a historical, sociological, political economy, and institutional perspectives.</p> <p>CO4: The student would develop a thorough understanding on how to study politics comparatively, that is, understand similarities and differences in political experiences</p> <p>CO5: The course will help the students to develop reflective thinking</p>

		and ability to ask relevant questions pertinent to the discipline and will also develop aptitude for research CO6: This course will enhance students understanding of various theories and rationale behind finding contradictions and resemblances.
7	Course Description	In this course students will be trained in the application of comparative methods to the study of Politics. This course is comparative in both what we study and how we study. In the process course aims to introduce undergraduate students to some of the range of issues, literature and methods that cover comparative Politics.
	Unit 1	<b>Comparative Politics: An Overview and Approaches</b>
	A	Why Compare? Issues, Methods, and Challenges of Comparison
	B	Institutionalism and Political Economy Approach
	C	Political Culture Approach
	Unit 2	<b>The State in Comparative Perspectives</b>
	A	The Characteristics and changing nature of state in Capitalist economies
	B	The Characteristics and changing nature of state in socialist economies
	C	The Characteristics and changing nature of state in Advanced industrial and developing societies.
	Unit 3	<b>Democracy and Democratization</b>
	A	Identify the differences between republicanism and democracy:
	B	Paths to Democracy: Comparative Historical Studies
	C	Democratic Transitions and Consolidation.
	Unit 4	<b>Globalization</b>
	A	Globalization : Meaning and Concepts
	B	Responses from the developed and developing Societies.
	Unit 5	<b>Revolutions and Social Movements</b>
	A	Comparative Study of Revolutions
	B	Theories of Social Movements

	<b>C</b>	<b>Cyberspace and New Modes of Mobilization</b>		
	<b>Mode of examination</b>	Theory/Jury/Practical/Viva		
	<b>Weightage Distribution</b>	CA	MTE	ETE
		25%	25%	50%
	<b>Readings</b> Text book/s*	<p><b>Unit- 1</b></p> <ul style="list-style-type: none"> <li>• Mattei Dogan and Dominique Pelassy, <i>How to Compare Nations: Strategies in Comparative Politics</i>, Vision Books, New Delhi, 1988 (Part I: The Compass of the Comparativist; Chapter 1: Comparing to Escape from Ethnocentrism, pp. 5-11; Chapter 5: Functional Equivalences, pp. 31-37).</li> <li>• Neera Chandhoke, 'Limits of Comparative Political Analysis', <i>Economic and Political Weekly</i>, Vol.XXXI, No.4, January 27, 1996.</li> <li>• Todd Landman, <i>Issues and Methods in Comparative Politics: An Introduction</i>, Routledge, London and New York, 2000 (Part I and II).</li> <li>• Benedict Anderson, <i>The Spectre of Comparisons: Nationalism, Southeast Asia and the World</i>, Verso, New York, 1998.</li> <li>• Manoranjan Mohanty, <i>Contemporary Indian Political Theory</i>, Samskriti, 2000.</li> <li>• Adam Przeworski, 'Is the Science of Comparative Politics Possible?', in Carles Boix, Susan C. Stokes (eds.), <i>Oxford Handbook of Comparative Politics</i>, Oxford University Press, New York, 2007.</li> </ul> <p style="text-align: center;">Unit II</p> <ul style="list-style-type: none"> <li>• Jean Blondel, 'Then and Now: Comparative Politics', <i>Political Studies</i>, Vol.XLVIII, 1999, pp.152-160.</li> <li>• R. A. W. Rhodes, Sarah A. Binder and Bert A. Rockman (eds.) (2006). <i>The Oxford Handbooks of Political Institutions</i>. Oxford: Oxford University Press. (Part I &amp; 2).</li> </ul> <p style="text-align: center;">Unit III</p> <ul style="list-style-type: none"> <li>• Andre Gunder Frank, 'The Development of Underdevelopment', <i>Monthly Review</i>, Vol. 41, June 1989 (reprinted from September 1966 issue), pp. 37-51.</li> </ul>		

- Immanuel Wallerstein, 'The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis', *Comparative Studies in Society and History*, Vol. 16, No.4, September 1974, pp. 387-415.

- W. W. Rostow, 'The Stages of Economic Growth', *The Economic History Review*, New Series, Vol.12, No.1, 1959, pp. 1-16.

#### Unit IV

- Mark Lichbach: *Democratic Theory and Causal Methodology in Comparative Politics*, Cambridge University Press, Cambridge, 2013.
- Juan J Linz and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post - Communist Europe*, John Hopkins University Press, 1996.
- Samuel P. Huntington, *The Third Wave: Democratisation in the Late Twentieth Century*, University of Oklahoma Press, Norman, 1991.
- David Potter, 'Explaining Democratisation', in David Potter, David Goldblatt, Margaret Kiloh and Paul Lewis (eds.), *Democratisation*, Polity Press, Cambridge, 1997, pp.1-40.
- Adrian Leftwich, 'From Democratisation to Democratic Consolidation', in David Potter, David Goldblatt, Margaret Kiloh and Paul Lewis (eds.), *Democratisation*, Polity Press, Cambridge, 1997, pp.517-536..
- G. Pridham ed., *Transitions to Democracy*, Dartmouth, Brookfield, 1995.
- Arend Lijphart, *Patterns of Democracy*, Yale University Press, 2012, Chs. 1-4, 14, 17.
- Przeworski, A. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. Cambridge: Cambridge University Press.

		<p>Unit V</p> <ul style="list-style-type: none"> <li>• Barrington Moore Jr., <i>Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World</i>, Allen Lane and Penguin, 1966.</li> <li>• Theda Skocpol, <i>States and Social Revolutions: A Comparative Analysis of France, Russia and China</i>, Cambridge University Press, Cambridge, 1979.</li> <li>• Immanuel Wallerstein, 'New Revolts Against the System' in Tom Mertes (ed.), <i>A Movement of Movements, Is Another World Really Possible</i>, Verso, 2004.</li> <li>• Charles Tilly, 'Social Movements, 1768-2004', Paradigm Publishers, Boulder, London, 2004.</li> <li>• Zeynep Tufekci, 'Social Movements and Governments in the Digital Age: Evaluating a Complex Landscape.', <i>Journal of International Affairs</i>, Vol 68, No.1, 2014, pp.1-18.</li> <li>• Pippa Norris, 'New Social Movement, Protest Politics and the Internet' in <i>Democratic Phoenix, Reinventing Political Activism</i>, Cambridge Press, 2002.</li> <li>• Joseph Kahne and Benjamin Bowyer, The Political Significance of Social Media Activity and Social Networks, <i>Journal Political Communication</i> n, 00:1–24, 2018.</li> </ul> <p>Brian D. Loader, Ariadne Vromen &amp; Michael A. Xenos. The Networked Young Citizen: Social Media, Political Participation and Civic Engagement, <i>Information, Communication &amp; Society</i>, 17:2, 143-150, DOI: 10.1080/1369118X.2013.871571.</p>
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<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: MA</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Political Science</b>		<b>Semester: I</b>
1	Course Code	MPO 154
2	Course Title	<b>THEORIES OF INTERNATIONAL RELATIONS</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>• This course seeks to equip students with the basic intellectual tools for understanding International Relations.</li> <li>• The purpose of this course is to provide a thorough background in all schools of IR theory and the debates between them regarding their perspective on the nature of international politics.</li> <li>• A key objective of this course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the global South.</li> <li>• The course also offers insights into key contemporary global issues such as global justice and human rights.</li> <li>• This course aims to imbibe the skills required to engage in debates all around the world.</li> <li>• This course aims to develop the capacity to think critically in an analytically rigorous way.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to understand the meaning and evolution of discipline of International Relations.</p> <p>CO2: The student will be able to understand some of the basic concepts of international relations.</p> <p>CO3: Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.</p> <p>CO4: The students will have a comprehensive understanding of both historical processes and contemporary practices in international relations.</p>

		CO5: The course will go beyond Euro-centrism in international Relations and reflect on the global South perspectives. CO6: The students will be able to critically evaluate and analyze international relations.		
7	Course Description	This Course is designed to give students a sense of some important theoretical approaches to understand international relations. Effort has been made to orient students to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives.		
	Unit 1	<b>Introduction to International Relations</b>		
	A	Meaning, Nature, Scope and Significance		
	B	Evolution of Discipline of International Relations		
	C	The Great Debates		
	Unit 2	<b>Concepts</b>		
	A	Power		
	B	National Interest		
	C	Security		
	Unit 3	<b>Mainstream Theoretical Perspectives in IR</b>		
	A	Realism & Indian Tradition: Kautilya's Realpolitik		
	B	Liberalism & Neo-liberalism		
	C	English School		
	Unit 4	<b>Alternative Approaches in IR</b>		
	A	Critical Theory		
	B	Constructivism		
	C	Marxist Approaches and Feminism		
	Unit 5	<b>Normative Approaches and International Ethics</b>		
	A	IR Theories and the Global South		
	B	Global Justice		
	C	Human Rights		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<b>Unit-1</b> <ul style="list-style-type: none"> <li>Baylis, J., Smith, S., &amp; Owens, P. (2007). The globalization of world politics: An introduction to international relations. New</li> </ul>		

		<p>York, N.Y: Oxford University Press.</p> <ul style="list-style-type: none"> <li>• Stephen M. Walt, ‘International Relations: One World Many Theories’, <i>Foreign Policy</i>, No. 110, Spring, 1998, pp. 29-32 and 34-46.</li> <li>• Milja Kurki and Colin White, ‘International Relations and Social Science’, in Tim Dunne, Milja Kurki and Steve Smith(eds.), <i>International Relations Theories: Discipline and Diversity</i> (Oxford: Oxford University Press, 2013): 14-45.</li> <li>• Scott Burchill and Andrew Linklater, “Introduction”, in Scott Burchill et. al. eds., <i>Theories of International Relations</i>, New York: St Martin Press, 1996, pp. 67-92.</li> <li>• <b>Unit- II</b></li> <li>• Baylis, J., Smith, S., &amp; Owens, P. (2007). <i>The globalization of world politics: An introduction to international relations</i>. New York, N.Y: Oxford University Press.</li> <li>• Benoy Kumar Sarkar, “The Hindu Theory of State,” <i>Political Science Quarterly</i>, vol. 36, no.1, March 1921, pp. 79-90.</li> <li>• Benoy Kumar Sarkar, “Hindu Theory of International Relations”, <i>The American Political Science Review</i>, vol. 13, no. 3, August 1919, pp. 400-414.</li> </ul> <p><b>Unit- III</b></p> <ul style="list-style-type: none"> <li>• Richard K. Ashley, “The Poverty of Neorealism”, and Robert O. Keohane, “Theory of World Politics: Structural Realism and Beyond”, in Robert O. Keohane, ed., <i>Neorealism and Its Critics</i>, New York: Columbia University Press, 1986, pp. 255-297.</li> <li>• Scott Burchill, “Realism and Neo-Realism”, in Scott Burchill et. al. eds., <i>Theories of International Relations</i>, New York: St Martin Press, 1996, pp.67-92.</li> <li>• Kenneth Waltz, “Laws and Theories”, “Reductionist and Systemic Theories” and “Political Structures”, in Robert O. Keohane, ed., <i>Neorealism and Its Critics</i>, New York: Columbia University Press, 1986, pp. 27-97.</li> <li>• Ann Tickner, ‘Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation’, <i>Millennium Journal of International Studies</i>. No. 17, 1988, pp. 429-440.</li> <li>• Barry Buzan, “The Timeless Wisdom of Realism?”, in Steve Smith, Ken Booth and Marysia Zalewski, eds., <i>International Theory: Positivism and Beyond</i>, Cambridge: Cambridge University Press, 1996, pp. 47-65.</li> </ul>
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- Scott Burchill, “Liberal Internationalism”, in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, New York: St Martin Press, 1996, pp. 28-66.
- David A. Baldwin, “Neo-liberalism, Neo-Realism and World Politics”, in David A. Baldwin, ed., *Neo-Realism and Neo-liberalism: The Contemporary Debate*, New York: Columbia University Press, 1993, pp. 3-28.

**Unit IV**

- Richard Devetak, “Critical Theory”, in Scott Burchill et.al. eds., *Theories of International Relations*, London: Macmillan Press, 1996, pp. 145-178
- Richard Devetak, “A Rival Enlightenment? Critical International Theory in Historical Mode.” *International Theory*, vol 6 no. 3, 2014, 417-453.
- Robert Cox, “Social Forces, States and World Orders: Beyond International Relations Theory”, in Robert O. Keohane, ed., *Neorealism and its Critics*, New York: Columbia University Press, 1986.
- Andrew Linklater “Realism, Marxism and Critical International Theory”, in Stephan Chan and Cerwyn Moore, eds., *Theories of International Relations*, Vol. 3, Indusland Oaks: Sage, 2006, pp. 110-125.
- Andrew Linklater, “The Achievements of Critical Theory”, in Steve Smith, Ken Booth and Marysia Zalewski, eds., *International Theory: Positivism and Beyond*, Cambridge: Cambridge University Press, 1996, pp. 279-300.

**Unit-V**

- Baylis, J., Smith, S., & Owens, P. (2007). *The globalization of world politics: An introduction to international relations*. New York, N.Y: Oxford University Press.

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: MA</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Political Science</b>		<b>Semester: I</b>
1	Course Code	MPO 155
2	Course Title	<b>ADMINISTRATIVE THEORIES</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>• This course aims to examine the journey of public administration both as discipline and profession. This goes to show how public administration has changed over the decades in terms of its goals, organizational structures and functional principles.</li> <li>• This course exposes the students to fundamental and critical understanding of structure and functioning of public organizations with help of key approaches, concepts and issues in public administration.</li> <li>• The course will also attempt to provide the students a Comprehensive understanding on contemporary administrative developments.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to understand the meaning, nature, scope and evolution of public administration as an independent academic discipline.</p> <p>CO2: The student will be able to apply the knowledge of each administrative theory to understand the issues related with governance in day to day life.</p> <p>CO3: The course will help the students to familiarize with some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration.</p> <p>CO4: The students learn from this course the fundamental and key concepts in public administration and how these concepts can be used to explain the working of modern public organizations.</p> <p>CO5: This course will give the students better grounding in the discipline which they further can use to understand issues in public policy and governance.</p> <p>CO6: The students will be able to critically analyze the theories and problems related to administration.</p>

7	Course Description	The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.
	Unit 1	<b>Public Administration: An Overview</b>
	A	Meaning, Nature, Scope and Significance of Public Administration
	B	Public and Private Administration
	C	Evolution of the Discipline of Public Administration
	Unit 2	<b>Classical Theories</b>
	A	Administrative Management Theory: Gullick, Urwick and Fayol
	B	The Ideal Organization: Max Weber
	C	The Scientific Management School: F. W. Taylor
	Unit 3	<b>Neo-Classical Theories</b>
	A	Human Relations: Elton Mayo
	B	Ecological Approach: Fred Riggs
	C	Rational Decision-Making Approach: Herbert Simon
	Unit 4	<b>Alternative Perspectives in Public Administration</b>
	A	Gandhi
	B	J. Nyerere
	C	Mao
	Unit 5	<b>Contemporary Developments</b>
	A	New Public Administration and New Public

		Management		
	B	Good Governance		
	C	Feminist Perspective		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>• D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) <i>Public Administration: Understanding Management, Politics and Law in Public Sector</i>, 7<sup>th</sup> edition, New Delhi: McGraw Hill.</li> <li>• B. Chakrabarty and M. Bhattacharya, (eds.) <i>The Governance Discourse</i>. New Delhi: Oxford University Press, 1998.</li> <li>• B. Chakrabarty, And M. Bhattacharya, (eds), <i>Public Administration: A Reader</i>, New Delhi: Oxford University Press, 2003.</li> <li>• B. Chakrabarty, <i>Reinventing Public Administration: The India Experience</i>. New Delhi: Orient Longman, 2007.</li> <li>• B. Chakrabarty and M. Bhattacharya (eds), <i>Administrative Change and Innovation: A Reader</i>, New Delhi: Oxford University Press, 2005.</li> <li>• J. Shafritz, and A. Hyde, (eds.) <i>Classics of Public Administration</i>, 5th Edition. Belmont: Wadsworth, 2004.</li> <li>• M. Bhattacharya, (2008) <i>New Horizons of Public Administration</i>, 5th Revised Edition. New Delhi: Jawahar Publishers.</li> <li>• M. Bhattacharya, <i>Public Administration: Issues and Perspectives</i>, New Delhi: Jawahar Publishers, 2012. Nicholas Henry, <i>Public Administration and Public Affairs</i>, Prentice Hall, 1999.</li> <li>• Surendra Munshi and Biju Paul Abraham [Eds.] <i>Good Governance, Democratic Societies and Globalisation</i>, Sage Publishers, 2004.</li> <li>• U. Medury, <i>Public Administration in the Globalisation Era</i>, New Delhi: Orient Black Swan, 2010.</li> </ul>		

### Semester II

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: MA</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Political Science</b>		<b>Semester: II</b>
1	Course Code	MPO 156
2	Course Title	<b>KEY TEXTS IN INDIAN POLITICAL THOUGHT</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>• The purpose of this course is to introduce students to the richness and variety of Indian political thought.</li> <li>• This course aims to introduce the specific elements of Indian Political Thought spanning over two millennia.</li> <li>• This course aims to familiarize students with the need to recognize how conceptual resources in Indian political thought draw from plural traditions.</li> <li>• The overall objective is to appreciate the value and distinctiveness of Indian political thought.</li> <li>• This course aims to develop the capacity to think critically the epistemological, ontological and methodological debates in Indian thought.</li> </ul>
6	Course Outcomes	<p>CO1: Understand how to read and decode the classics and use them to solve contemporary socio- political problems.</p> <p>CO2: Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).</p> <p>CO3: Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.</p> <p>CO4: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p> <p>CO6: The student will be able to critically reflect the ideas and practices followed in Indian tradition.</p>
7	Course Description	The purpose of this course is to introduce students to the richness and variety of Indian political thought, a tradition that spans centuries if not millennia, culminating in the various present day understandings of Indian society. The course as a whole is meant to provide a sense of the broad streams of Indian thought.



Unit 1	<b>Classical Texts</b>
A	<ul style="list-style-type: none"> <li>• Manu's Manushamita               <ol style="list-style-type: none"> <li>1. The king</li> <li>2. The Council of Ministers</li> </ol> </li> </ul>
B	<ul style="list-style-type: none"> <li>• Vyas's Shanti Parva               <ol style="list-style-type: none"> <li>1. Ruler in Normal Times</li> <li>2. Ruler in the times of Disaster</li> </ol> </li> </ul>
C	<ul style="list-style-type: none"> <li>• Kautilya's Arthashastra               <ol style="list-style-type: none"> <li>1. Saptang Theory</li> <li>2. Mandal Theory</li> </ol> </li> </ul>
Unit 2	<b>Medieval Texts</b>
A	<ul style="list-style-type: none"> <li>• Sukra's Sukraniti               <ol style="list-style-type: none"> <li>1. On Government</li> <li>2. On Laws</li> </ol> </li> </ul>
B	<ul style="list-style-type: none"> <li>• Barani's Fatwa-e-Jahandari               <ol style="list-style-type: none"> <li>1. On Laws</li> <li>2. On the duties of the King</li> </ol> </li> </ul>
C	<ul style="list-style-type: none"> <li>• Abul Fazal's Ain-e- Akbari               <ol style="list-style-type: none"> <li>1. The Revenue System</li> <li>2. The Classification of Land and Concept of Sovereignty.</li> </ol> </li> </ul>
Unit 3	<b>Early Modern Texts</b>
A	<ul style="list-style-type: none"> <li>• Mahadev Govind Ranade's Introduction to the Peishwa's Diaries</li> </ul>
B	<ul style="list-style-type: none"> <li>• Balgangadhar Tilak's Bhagwad Geeta Rahasya</li> </ul>
C	<ul style="list-style-type: none"> <li>• Pandita Ramabai's High Caste Hindu Women</li> </ul>
Unit 4	<b>Modern Thinkers I</b>
A	<ul style="list-style-type: none"> <li>• Swami Vivekananda's Vedanta Voice of Freedom</li> </ul>
B	<ul style="list-style-type: none"> <li>• Tagore's Nationalism</li> </ul>
C	<ul style="list-style-type: none"> <li>• Savarkar's Hindutva</li> </ul>
Unit 5	<b>Modern Thinker's II</b>
A	<ul style="list-style-type: none"> <li>• Gandhi's Swaraj</li> </ul>
B	<ul style="list-style-type: none"> <li>• Ambedkar's Annihilation of Caste</li> </ul>
C	<ul style="list-style-type: none"> <li>• M.N. Roy's Reason, Romanticism and Revolution</li> </ul>

	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
	Readings Text book/s*	25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>• T. Pantham, and K. Deutsch (1986) (eds.), <i>Political Thought in Modern India</i>, New Delhi: Sage Publications.</li> <li>• V. Mehta, (1992), <i>Foundations of Indian Political Thought</i>, Delhi: Manohar.</li> <li>• V. R. Mehta and Thomas Pantham, (2006) eds., <i>Political Ideas in Modern India</i>, Sage, Delhi.</li> <li>• Vishwanath Prasad Varma (1974), <i>Studies in Hindu Political Thought and Its Metaphysical Foundations</i>, Motilal Banarsidass, India.</li> <li>• The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.</li> <li>• V. Varma, (1974) <i>Studies in Hindu Political Thought and Its Metaphysical Foundations</i>, Delhi: Motilal Banarsidass, pp. 211-230.</li> <li>• Manu, (2006) ‘Rules for Times of Adversity’, in P. Olivelle, (ed. &amp; trans.) <i>Manu’s Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra</i>, New Delhi: OUP, pp. 208-213.</li> <li>• Kautilya, (1997) ‘The Elements of Sovereignty’ in R. Kangle (ed. and trns.), <i>Arthasastra of Kautilya</i>, New Delhi: Motilal Publishers, pp. 511- 514</li> <li>• Habib, (1998) ‘Ziya Barni’s Vision of the State’, in <i>The Medieval History Journal</i>, Vol. 2, (1), pp. 19- 36.</li> <li>• M. Alam, (2004) ‘Sharia Akhlaq’, in <i>The Languages of Political Islam in India 1200- 1800</i>, Delhi: Permanent Black, pp. 26- 43</li> <li>• A. Fazl, (1873) <i>The Ain-i Akbari</i> (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.</li> </ul>		

	<ul style="list-style-type: none"><li>• M K Gandhi “Hind Swaraj” Navjeevan Trust, Ahmedabad, 1910</li><li>• D. Dalton, (1996) ‘Swaraj: Gandhi’s Idea of Freedom’, in Mahatma Gandhi: Selected Political Writings, USA: Hackett Publishing, pp. 95-148.</li><li>• B. Ambedkar, (1987) ‘The Hindu Social Order: Its Essential Principles’, in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3, Education Deptt., Government of Maharashtra, 1989, pp. 95-129.</li><li>• B. Ambedkar, (2003) ‘What way Emancipation?’, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp-175-201.</li></ul> <p>Roy, M.N. () Reason, Romanticism and Revolution.</p>
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<b>School: SHSS</b>		<b>Batch:2021-23</b>
<b>Program: MA</b>		<b>Current Academic Year:2021-22</b>
<b>Branch: Political Science</b>		<b>Semester: II</b>
1	Course Code	MPO 157
2	Course Title	<b>KEY TEXTS IN POLITICAL PHILOSOPHY</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> <li>1- This course aims to introduce certain key aspects of conceptual analysis in political theory.</li> <li>2- This course aims to imbibe the skills required to engage in debates surrounding the application of the concepts.</li> <li>3- This course aims to blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues.</li> <li>4- This course aims to develop the capacity to think critically in an analytically rigorous way.</li> </ol>
6	Course Outcomes	<p>By the end of the course students would be able to:</p> <p>CO1: Understand how to read and decode the classics and use them to solve contemporary socio- political problems.</p> <p>CO2: Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).</p> <p>CO3: Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.</p> <p>CO4: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p> <p>CO6: The students will be able to critically evaluate the western political tradition and texts.</p>
7	Course Description	A detailed study of <u>any six</u> texts from the given list will be offered in an academic session.
	Unit 1	<b>Introduction</b>
	A	Why study the History of Ideas?
	B	Theories of Interpretation

	C	Meaning and Context The Importance of Language		
	Unit 2	<b>TEXTS</b>		
	A	<b>Plato:</b> <i>The Republic</i>		
	B	<b>Aristotle:</b> <i>The Politics</i>		
	C	<b>Machiavelli:</b> <i>The Prince</i>		
	Unit 3	<b>TEXTS</b>		
	A	<b>Hobbes:</b> <i>Leviathan</i>		
	B	<b>Locke:</b> <i>The Second Treatise of Government</i>		
	C	<b>Rousseau:</b> <i>Social Contract</i>		
	Unit 4	<b>TEXTS</b>		
	A	<b>Kant:</b> <i>The Metaphysics of Morals</i> (Metaphysical First Principles of the Doctrine of Right except §22-41) and <i>Toward Perpetual Peace</i>		
	B	<b>Mary Wollstonecraft:</b> <i>A Vindication of the Rights of Woman</i>		
	C	<b>Hegel:</b> <i>Philosophy of Right</i>		
	Unit 5	<b>TEXTS</b>		
	A	<b>Marx (&amp; Engels):</b> (excerpts from <i>Capital</i> , <i>Preface to A Contribution to the Critique of Political Economy</i> , <i>Economic and Philosophic Manuscripts of 1844</i> , <i>Theses on Feuerbach</i> , <i>The German Ideology</i> , <i>Critique of the Gotha Programme</i> )		
	B	<b>Mill:</b> <i>Utilitarianism</i>		
	C	<b>Rawls:</b> <i>A Theory of Justice</i>		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<p style="text-align: center;"><b><u>Introduction:</u></b></p> <p>Ball, Terence, 'History and the Interpretation of Texts,' in Gerald F Gaus and Chandran Kukathas (eds.), <i>Handbook of Political Theory</i> (Sage, 2004)</p> <p>Skinner, Quentin, 'Meaning and understanding in the history of ideas' <i>History and Theory</i>, 1969, 8: 3–53.</p>		

Pocock, J. G. A., 'The history of political thought: a methodological enquiry' in Peter Laslett and W. G. Runciman, (eds) *Philosophy, Politics and Society*, 2nd series. (Oxford: Blackwell, 1962) Strauss, Leo, *What is Political Philosophy?* (Glencoe, IL: Free Press, 1959)

**Texts:**

Plato

*The Republic of Plato*, 2<sup>nd</sup> Edition. Translated with Notes and an Interpretive Essay by Allan Bloom (New York: Basic Books, 1991)

Aristotle

*Aristotle's "Politics"*, 2<sup>nd</sup> Edition. Translated and with an Introduction, Notes, and Glossary by Carnes Lord. (Chicago: University of Chicago Press, 2013)

Machiavelli

Machiavelli, *The Prince*, 2<sup>nd</sup> Edition. Translated and with an Introduction by Harvey Mansfield Jr. (Chicago: University of Chicago Press, 1998)

Hobbes

Thomas Hobbes, *Leviathan*, ed. C. B. Macpherson (Baltimore: Penguin Books, 1968)

Locke

John Locke, *Second Treatise of Government*, ed.

C. B. Macpherson (Hackett Publishing, 1980)

Rousseau

Jean-Jacques Rousseau, *On the Social Contract, with Geneva Manuscript and Political Economy*, ed. Roger D. Masters, trans. Judith R. Masters (New York: St. Martin's Press, 1978)

Kant

Kant, I., *Kant: Political Writings*, 2<sup>nd</sup> Edition, Edited with an Introduction and notes by Hans Reiss, translated by H. B. Nisbet (Cambridge University Press, 1991): 93-175.

Wollstonecraft

Wollstonecraft, Mary, *A Vindication of the Rights of Woman* in Wollstonecraft, *Political Writings*, edited by Janet Todd (University of Toronto Press, 1993): 67-296.

Hegel

Hegel, G.W.F., *The Philosophy of Right*, translated and with notes by T.M. Knox. (Clarendon Press, 1942)

Marx & Engels

Tucker, Robert C, ed., *The Marx-Engels Reader*, 2nd Edition, (New York: W W Norton & Co.; 1978)

Mill

Mill, John Stuart, *On Liberty and Other Essays*, Edited with an Introduction by John Gray (Oxford University Press, 1991)

Nietzsche

Nietzsche, F. *On the Genealogy of Morals and Ecce Homo*, translated by Walter Kaufmann and R J Hollingdale (Vintage Books, 1967)

Rawls

Rawls, John, *A Theory of Justice*, Original Edition (Harvard University Press, 1971)

<b>School: SHSS</b>		<b>Batch:2021-23</b>
<b>Program: MA</b>		<b>Current Academic Year:2021-22</b>
<b>Branch: Political Science</b>		<b>Semester: II</b>
1	Course Code	MPO 158
2	Course Title	<b>INTERNATIONAL POLITICAL ECONOMY</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>To familiarize students with certain key concepts for analyzing world politics and, the core theoretical issues and empirical explanations in the field of International Political Economy (IPE).</li> <li>International political economy addresses issues relating to distribution of power, wealth and resources among nations.</li> <li>The course debates key issues pertaining to the relationship between security and economic affairs, the tensions between the ‘national’ and ‘international’ loci for decision making on matters of global economic governance and, politics of international trade, finance and labour.</li> <li>The centrality of North-South conflict in several domains especially that of global environmental governance and the role of global social movements in resisting pressures of globalization are also discussed at length.</li> </ul>
6	Course Outcomes	<p>CO1: The course enables students to get familiarized with key concepts for analyzing International political economy.</p> <p>CO2: The students will be familiarizing with the different theoretical approaches.</p> <p>CO3: The students will be able to understand the importance of contemporary problems, issues and debates on how these should be addressed.</p> <p>CO4: The course will help the students to reflectively analyze and appraise the key concepts of IPE.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing debates in IPE.</p> <p>CO6: The students will be able to learn how to correlate politics and economic issues in global world so they can pursue research in this field too.</p>
7	Course Description	This course introduces students to some basic ideas and debates in IPE. The course also offers insights into key contemporary global issues such as the ecological issues, international terrorism, and the phenomenon of global



		governance.		
	Unit 1	<b>Mainstream Theories and Approaches</b>		
	A	Mercantilism; Economic Nationalism		
	B	Classical Liberalism and Neo-Liberalism		
	C	Marxian Perspectives: Imperialism; Dependency; World-Systems; Gramscian		
	Unit 2	<b>Critical Approaches</b>		
	A	Feminist Critique		
	B	Green Critique		
	C	Post-Modernism/Post-Structuralism		
	Unit 3	<b>Transformation of International Political Economy</b>		
	A	Global Economic Governance (IMF, WB and WTO)		
	B	Politics of International Trade, Finance and Labour		
	C	International Alignments (G-8, BRICS and G-77)		
	Unit 4	<b>Contemporary Global Issues</b>		
	A	International Terrorism		
	B	Environment		
	C	Identity and Culture		
	Unit 5	<b>Global Challenges and Movements</b>		
	A	Global Governance		
	B	Global Social Movements		
	C	Global Justice		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>• David McGrew &amp; Anthony Held (eds.) Second Edition (2003), <i>The Global Transformations Reader</i> (Cambridge: Polity Press).</li> <li>• David N. Balaam and Michael Veseth, <i>Introduction to International Political Economy</i> (New Jersey: Prentice Hall, 2001).</li> <li>• George Crane and Abba Amawi, <i>The Theoretical Evolution of International Political Economy</i> (Oxford: OUP, 1997).</li> </ul>		

		<ul style="list-style-type: none"><li>• John Ravinhill, Second Edition (2008), <i>Global Political Economy</i> (Oxford: Oxford University Press). Klaus Knorr, <i>Power and Wealth: The Political Economy of International Order</i>, London: Macmillan, 1973.</li><li>• Richard Stubbs and Underhill, Geoffrey R. D, Third Edition, <i>Political Economy and the Changing Global Order</i> (Ontario: Oxford University Press).</li><li>• Robert Gilpin, <i>The Political Economy of International Relations</i> (Princeton: Princeton University Press, 1987. Robert O'Brian and Williams, Marc, Second Edition (2007), <i>Global Political Economy</i> (Basingstoke: Palgrave Macmillan).</li></ul>
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<b>School: SHSS</b>		<b>Batch:2021-23</b>
<b>Program: MA</b>		<b>Current Academic Year:2021-22</b>
<b>Branch: Political Science</b>		<b>Semester: II</b>
1	Course Code	MPO 159
2	Course Title	<b>GOVERNANCE AND PUBLIC POLICY IN INDIA</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Elective
5	Course Objective	This course aims to familiarize students with the broader theoretical and practical context of governance and public policy in India.
6	Course Outcomes	<p>CO1: It provides students with theoretically underpinned analytical perspectives on governance and public policy in India.</p> <p>CO2: It enables the student to have a grasp over the governance of public sector vis-a-vis private sector; development processes; accountability and regulation issues and social and physical infrastructure development. The course equips student to do research in the areas of public policy and governance issue.</p> <p>CO3: The course equips student to do research in the areas of public policy and governance issue.</p> <p>CO4: Students will be able to analyze various aspects of public policy related to contemporary issues.</p> <p>CO5: To explore the practices of decentralization and democratization with a view to understand how institutional architecture and power relations affect governance outcomes.</p> <p>CO6: The students will be able to critically evaluate the concept of public policy and governance and can research in this field.</p>
7	Course Description	In the context of the growing popularity of governance as a new paradigm of public administration, collaborative governance has gained salience in contemporary discourse. The objective of this course is to acquaint the students with the basic idea of what constitutes collaborative governance and its complex manifestation in various parts of the globe. The collaboration seems to be an anathema. The course will thus be a footstep towards understanding the relationship between governance and public policy in Indian context.
	Unit 1	<b>Paradigm Shift from Government to Governance</b>

	A	Government and Governance: Concepts		
	B	Role of State in the Era of Globalization		
	C	Collaborative Governance: Transforming Engagements in Public Management		
	Unit 2	<b>Introduction to Policy Analysis</b>		
	A	Concept, Characteristics and Relevance		
	B	Models and Approaches		
	C	Public Policy Process in India: Formulation, Implementation and Evaluation		
	Unit 3	<b>Planning and Development</b>		
	A	Changing Dimensions of Development: Structural Adjustment Programs to Comprehensive Development Framework		
	B	Decentralised Planning and Participatory Development		
	C	NITI Aayog		
	Unit 4	<b>Public Finance and Management</b>		
	A	Budget, Deficit & Subsidies		
	B	Financial Management & Accountability		
	C	Privatization, Public-Private Partnership		
	Unit 5	<b>Citizen and Administration Interface</b>		
	A	Public Service Delivery and Social Welfare Policies in India: MNREGA, NHRM, RTE, Right to Food Security		
	B	Institutional Mechanisms for Good Governance: Right to Information, Consumer Protection Act, Citizen Charter, and E-Governance		
	C	Redressal of Public Grievances: Ombudsman, Lokpal, Lokayukta		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings	<ul style="list-style-type: none"> <li>B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998.</li> </ul>		

	Text book/s*	<ul style="list-style-type: none"><li>• B. C. Smith, Good Governance and Development, Palgrave, 2007.</li><li>• Surendra Munshi and Biju Paul Abraham [eds.], Good Governance, Democratic Societies And Globalisation, Sage Publishers, 2004</li><li>• Yehezket Dror, Public Policy Making Reexamined, Oxford, Transaction Publication, 1989</li></ul> <p>Thomas R. Dye, Understanding Public Policy, New Jersey, Prentice Hall. 1975. Frohock, Fred M., Public Policy: Scope and Logic, New Jersey, Prentice-Hall 1979.</p>
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<b>School: SHSS</b>		<b>Batch:2021-23</b>
<b>Program: MA</b>		<b>Current Academic Year:2021-22</b>
<b>Branch: Political Science</b>		<b>Semester: II</b>
1	Course Code	MPO 160
2	Course Title	<b>ELECTIONS AND ELECTORAL PROCESSES IN INDIA</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> <li>• The course acquires importance in view of the growing interest among students of Indian politics about the ways in which Indian citizens exercise their vote, contributing to the success of India's democracy.</li> <li>• This course aims to understand the evolution of election studies in India. Furthermore, immense light would be thrown on the role of media in directing election campaigns and the need for reforms in conduct of elections and electoral system.</li> <li>• This course aims to imbibe the skills required to engage in debates surrounding the elections.</li> <li>• This course aims to blending the conceptual approach to elections with both elements of the history of ideas and the application of ideas to electoral issues.</li> <li>• This course aims to develop the capacity to think critically in an analytically rigorous way.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to understand the significance of political parties in a political system.</p> <p>CO2: The course familiarizes students with the role of The Election Commission of India in conducting free and fair elections in the context of interplay between structure and agency.</p> <p>CO3: The course seeks to answer questions like: what influences voters' behavior and what can be the possibility of simultaneous elections in India.</p> <p>CO4: The course will help the students to reflectively analyze and appraise social practices through the relevant conceptual tool kit.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p> <p>CO6: The student will be able to identify the problems related to study of elections in their research.</p>
7	Course	The course acquires importance in view of the growing interest among

	Description	students of Indian politics about the ways in which Indian citizens exercise their vote, contributing to the success of India's democracy.		
	Unit 1	<b>Electoral Systems: Conceptual Framework</b>		
	A	Electoral Systems		
	B	Classification of Electoral systems		
	C	Electoral laws and Party system		
	Unit 2	<b>Election studies</b>		
	A	Evolution of Election studies		
	B	Studying Election: Qualitative Research		
	C	Studying Election: Survey Research		
	Unit 3	<b>Role of Election Commission</b>		
	A	Interplay of structure and agency		
	B	Model Code of Conduct and Violation		
	C	Administration of Elections		
	Unit 4	<b>Election management</b>		
	A	Campaign Management		
	B	Modes of communication		
	C	Manifestoes Speeches and Slogans		
	Unit 5	<b>Voting Behavior &amp; Electoral Reforms</b>		
	A	Role of social cleavages in Indian elections: Exploring caste, class, religion, ethnicity and Gender		
	B	Strategic / Tactical voting Clientelism and money		
	C	Electoral Reforms: Structural Reforms, Administrative Reforms and Finance Reforms		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings	<ul style="list-style-type: none"> <li>Ahmed, Bashiruddin (1970) "Caste and Electoral Politics", <i>Asian</i></li> </ul>		

Text book/s*	<p><i>Survey</i>, 10(11), 979- 92.</p> <ul style="list-style-type: none"> <li>• Anupama Roy, “Identifying Citizens: Electoral Rolls, the Right to Vote and the Election Commission of India”, <i>Election Law Journal: Rules, Politics, and Policy</i>, Volume 11, Number 2 June 2012.</li> <li>• Banducci, S.A. and Karp, J.A. (2003) “How Elections Change the Way Citizens View the Political System: Campaigns, Media Effects and Electoral Outcomes in Comparative Perspective”, <i>British Journal of Political Science</i>, 33(3): 443-7.</li> <li>• Blais, A. and Nadaeu, R. (1996) “Measuring Strategic Voting: A Two-Step Procedure”, <i>Electoral Studies</i>, 15 (1): 39-52.</li> <li>• Blais, A., Gidengil, E., Dobrzynska, A., Nevitte N. and Nadaeu, R. (2003) “Does the Local Candidate Matter? Candidate Effects in the Canadian Election of 2000”, <i>Canadian Journal of Political Science</i>, 36(3): 657-64.</li> <li>• Chakrabarty, Bidyut and Sugato Hazra.2016. <i>Winning the Mandate: The Indian Experience</i>. New Delhi: Sage.</li> <li>• Chandra, Kanchan, (2007) “Counting heads: a theory of voter and elite behavior in patronage democracies”, in Kitschelt, Herbert and Wilkinson, Steven I. (eds.) <i>Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition</i>, Cambridge: Cambridge University Press, 84-140.</li> <li>• Chandra, Kanchan, (2016) <i>Democratic Dynasties: State, Party, and Family in Contemporary Indian Politics</i>, Cambridge: Cambridge University Press.</li> <li>• Choi, Jungug (2009) “Strategic Voting in India: Its extent and determinants in the 2004 General Election”, <i>Asian Survey</i>, 49 (4), 609-24.</li> <li>• Choudhary, Renuka (2018) “One Nation One Election”, <i>International Journal of Law</i>, Vol 4, Issue 1, pp 98-99.</li> <li>• Converse, P.E. (2000) “Assessing the Capacity of Mass Electorates”, <i>Annual Review in Political Science</i>, 3(1): 331-53.</li> <li>• Duverger, Maurice (1964) <i>Political Parties: Their Organization and Activity in the Modern Stats</i>. Methuen.</li> <li>• Evans, Geoffrey (2000) “The Continued Significance of Class</li> </ul>
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		<p>Voting”, <i>Annual Review in Political Science</i>, 3(1): 401-17.</p> <ul style="list-style-type: none"> <li>• Harrop and Miller, Chapter 8 (Harrop, Martin and Miller, William L. (1987) <i>Elections and Voters: A Comparative Introduction</i>, New York: New Amsterdam Books)</li> <li>• Hasan, Zoya (ed.). <i>Parties and Party Politics in India</i>, Oxford University Press, New Delhi, 2001</li> <li>• Heath, A. and Evans, G. (1994) “Tactical Voting: Concepts, Measurement and Findings”, <i>British Journal of Political Science</i>, 24(4): 557-61.</li> <li>• Heath, Anthony and Yadav, Yogendra (1999), “United Colours of Congress, Social Profile of Congress Voters, 1996 and 1998”, <i>Economic and Political Weekly</i>, XXXI (34 &amp; 35), August 21-28, 2518-28.</li> <li>• Kinder, D.R. (2006) “Belief Systems Today”, <i>Critical Review</i>, 18 (1): 197-216.</li> <li>• Kitschelt, Herbert and Wilkinson, Steven I. (2007), “Citizen-politician linkages: an introduction”, in Kitschelt, Herbert and Wilkinson, Steven I. (eds.) <i>Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition</i>, Cambridge University Press: Cambridge, 1- 49.</li> <li>• Knutsen, Oddbjørn (2004) “Religious Denomination and Party Choice in Western Europe: A comparative longitudinal study from eight countries, 1970-97”, <i>International Political Science Review</i>, 25 (1): 97-128.</li> <li>• Kohli, Atul, <i>Centralization and Powerlessness: India’s Democracy in a Comprehensive Perspective</i> in Midgal, Joe, Atul Kohli and Vivienne Shue (Eds.), <i>State Power and Social Forces</i>, Cambridge University Press, 1994.</li> <li>• Marsh, M. (2007) “Candidates or Parties? Objects of Electoral Choice in Ireland”, <i>Party Politics</i>, 13 (4): 501-28</li> <li>• McMillan Alistair, 2010, “The Election Commission”, in Pratap Bhanu Mehta (ed.) <i>The Oxford Companion to Politics in India</i>, New Delhi, pp 98-116</li> <li>• Norris, P. and Sanders, D. (2003) “Message or Medium? Campaign Learning During the 2001 British General Election”, <i>Political Communication</i>, 20 (3): 233-62.</li> <li>• Ornit Shani, <i>How India Became Democratic: Citizenship and the Making of the Universal Franchise</i>, Penguin, 2017.</li> <li>• Pai, Sudha, <i>State Politics, New Dimension: Party System Liberalization and Politics of Identity</i>, New Delhi, Shipra, 2000.</li> <li>• Pai, Sudha and Jagpal Singh, 1997, “Politicisation of Dalits and Most Backward Castes, Study of Social Conflict and Political Preferences in Four Villages of Meerut District”, <i>Economic and</i></li> </ul>
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		<p>Strong Leadership” in Paul Wallace (Ed.) India’s 2014 elections: A Modi-led BJP sweep. New Delhi: Sage.</p> <ul style="list-style-type: none"> <li>• Wilkinson, S. I. (2005) “Elections in India: behind the Congress comeback”. <i>Journal of Democracy</i>, 16(1), 153–167.</li> <li>• Riker, William H. and Peter Mair (2002) “Comparing party systems’, in Lawrence Le Duc, R. Niemi and P. Norris (eds) <i>Comparing Democracies 2: New challenges in the study of elections and voting</i>, London: Sage. pp. 88-107.</li> <li>• Riker, William H. “The Two-Party System and Duverger’s Law: An Essay on the History of Political Science”. <i>American Political Science Review</i>. Vol. 76, No. 4, Dec., 1982 (pp. 753-766).</li> <li>• Yadav, Y. &amp; S. Palshikar (2009). “Between Fortuna and Virtu: Explaining the Congress ambiguous victory in 2009”. <i>Economic and Political Weekly</i>, 44(39).</li> <li>• Yadav, Yogendra (2004). “The Elusive Mandate of 2004”. <i>Economic and Political Weekly</i>, Vol. 39, Issue No. 51.</li> </ul>
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<b>School: SHSS</b>		<b>Batch:2021-23</b>
<b>Program: MA</b>		<b>Current Academic Year:2021-22</b>
<b>Branch: Political Science</b>		<b>Semester: II</b>
1	Course Code	MPO 161
2	Course Title	<b>SOCIAL EXCLUSION: THEORY AND PRACTICE</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> <li>To familiarize them with the concept of social exclusion having dimensions ranging from the social to the political, economic and cultural.</li> <li>This paper would also look critically at the exclusion located of time and space.</li> </ul>
6	Course Outcomes	<p>CO1: To familiarize students with the idea of exclusion.</p> <p>CO2: To equip students in critically understanding multifaceted dimensions of social exclusion practiced in the Indian society.</p> <p>CO3: The students learn from this course the fundamental and key dimensions of social exclusion.</p> <p>CO4: This course will familiarize the students with social categories of exclusion.</p> <p>CO5: This course will give the students better grounding to understand issues related with exclusion.</p> <p>CO6: The course will facilitate the students in comprehending the myriad ways &amp; spheres in which exclusion is manifested.</p>
7	Course Description	<p>Social exclusion is a process that deprives individuals as well as groups from their due share in an unequal social order. Social categories of exclusion have become heterogeneous over the years. No longer are class and caste the only social cleavages. Issues like religion, gender, alternative sexuality have occupied an important space in the debates on exclusion. In these circumstances it becomes imperative to study, understand and explain social exclusion in its various dimensions. No linear understanding will do justice to the process of explaining exclusion. What is required is an understanding of the intersection of various social categories and their interdependence on each other.</p>
	Unit 1	<b>Social Exclusion: Theoretical Premises</b>
	A	Origin, Concept, Dimensions
	B	Theories and Debates

	C	Issues and Challenges		
	Unit 2	<b>Dimensions of Social Exclusion in India</b>		
	A	Socio and Cultural		
	B	Political and Economic		
	C	Sexual and Religious		
	Unit 3	<b>Social Categories and Social Exclusion</b>		
	A	Caste and Class		
	B	Gender		
	C	Religion		
	Unit 4	<b>Social Exclusion: Contextual Settings</b>		
	A	Media and NGOs		
	B	Time and Space		
	C	Body and Language		
	Unit 5	<b>Social Exclusion: Emerging Trends</b>		
	A	Alternative Sexuality		
	B	Migrants		
	C	Disability		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>• Jordan, Bill “<i>A Theory of Poverty and Social Exclusion</i>” Polity Press, Oxford (August, 1996).</li> <li>• Sen, Amartya, ‘<i>Development as Freedom</i>’ Oxford University Press, 1999.</li> <li>• Sen, Amartya, “<i>Social Exclusion-concept application scrutiny</i>”, <i>Critical Quest</i>, New Delhi.</li> <li>• Silver, Hilary, “<i>Social Exclusion: Comparative Analysis of Europe and Middle East Youth</i>,” Middle East Youth Initiative Working Paper (September 2007). De Haan, Arjan, “<i>Social Exclusion-towards a holistic understanding of deprivation</i>”, Arjan de Haan and Naila Kabeer, 2008, <i>Critical Quest</i>.</li> </ul>		

		<ul style="list-style-type: none"> <li>• Barry, B. (2002). “Social Exclusion, Social Isolation, and the Distribution of Income”, in Hills, Le Grand and Piachaud (eds.). Burchardt, T., J. Le Grand and Piachaud D.. (2002). “Degrees of Exclusion: Developing a Dynamic, Multidimensional Measure”. pp. 30-43 in Hills, Le Grand and Piachaud (Eds.).</li> <li>• Bhattacharyya Harihar, Partha Sarkar, Angshuman Kar ‘<i>The Politics of Social Exclusion in India-Democracy at the Crossroads</i>’ Routledge Publication, 2009.</li> <li>• H.S. Verma ,’<i>The OBCs and the Dynamics of Social Exclusion in India</i>’ Serials Publication, 2005.</li> <li>• Burman, J.J. Roy , ‘<i>Beyond Social Exclusion</i>’ Mainstream, Vol. XLVII, No 41, September 26, 2009. Gurusurthy, S., ‘<i>Is Caste the Economic Development Vehicle</i>’ –The Hindu 19 January 2009.</li> <li>• Thorat, Sukhadeo and S Newman, Katherine ‘<i>Caste and Economic Discrimination: causes, consequences and remedies</i>’ –; Economic and Political Weekly, 13 October 2007.</li> <li>• S Jodhka, Surinder S Newman, Katherine ‘In the name of Globalisation Meritocracy, Productivity and the Hidden language of Caste’–; Economic and Political Weekly, 13 October 2007.</li> <li>• Deshpande, Ashwini and Katherine S Newman, ‘Where the path leads, the role of Caste in post university employment expectations’- ; Economic and Political Weekly, 13 October 2007.</li> <li>• Thorat, Sukhadeo ‘Caste, Social Exclusion and Poverty linkages, concept measures and empirical evidences, 2005.</li> <li>• Thorat, Sukhadeo and Attewell, Paul ,’The legacy of Social Exclusion, A corresponding study of job discrimination in India’ -; Economic and Political Weekly, 13 October 2007.</li> <li>• Shah Ghanshyam, Mander Harsh, Thorat Sukhadeo, Deshpande Satish, Baviskar Amita U., ‘Untouchability in Rural India’, Sage publication, 2006.</li> <li>• Madheswaran S, Attewell, Paul, “Caste discrimination in the Indian urban labour market: evidence from national sample survey” –, Economic and Political Weekly, 13 October 2007.</li> </ul>
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		<ul style="list-style-type: none"> <li>• A.S Woodburne, “Can India’s Caste system survive in modern life?” The Journal of the Religion, vol.2 no.5 (September 1922), pp. 525-537.</li> <li>• Guru, Gopal, ‘Power of touch - The concept of untouchability travels from rural locations to the cities.’ Frontline, vol.23, issue 25, Dec16-29, 2006.</li> <li>• Thorat, Sukhadeo Caste, Social Exclusion And Poverty Linkages, Concept Measures And Empirical Evidences, 2005, working paper.</li> <li>• Omvedt, Gail, Dalit Vision-Tract Of The Times, Orient Longman Private Limited,1995.</li> <li>• Manoranjan Pal, Premananda Bharati, Bholanath Ghosh and T.S. Vasulu, Gender ‘Discrimination: Health, Nutritional Status, and Role of Women in India’, Oxford University Press, 2009.</li> <li>• Raju, Saraswati, ‘Locating women in social development in India’: Social Development Report, New Delhi: Oxford University Press, 2006.</li> <li>• Ranade Shilpa, “The way she moves: mapping the everyday production of Gender Space,” Economic and Political Weekly, April 28 May 4, 2007.</li> <li>• Hasan, Zoya, and Ritu Menon, ‘The Diversity of Muslim women’s lives in India’ New Delhi: Oxford University Press, 2005.</li> <li>• Hasan, Zoya, and Ritu Menon,’ Unequal Citizens: A Study of Muslim Women in India, New Delhi: Oxford University Press. Bhargava, Rajeev, ‘Inclusion and exclusion in India, Pakistan and Bangladesh: Role of Religion, Indian Journal of human Development’, vol.1:1, 2007.</li> <li>• Thorat, Sukhadeo, ‘Empowereing Marginalised Groups: Policies and change in India, Social Development Report’, New Delhi: Oxford University Press, 2006.</li> <li>• Azad Mulan, A.K, ‘India Wins Freedom’ Delhi, Orient Longman, 1998.</li> <li>• Chandoke, Neera, ‘Beyond Secularism: The Rights of religious</li> </ul>
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		<p>minorities’, Delhi: Oxford University Press, 1999</p> <ul style="list-style-type: none"><li>• Engineer, Asghar Ali, ed., ‘Role of Minorities in Freedom Struggle’, Delhi: 1986.</li><li>• Kabir, Humayun, ‘Minorities in a Democracy’ Calcutta: Firma KL, Mukhopadhyay, 1968.</li><li>• Guru, Gopal. 2000. ‘Dalits: Reflections on the Search for Inclusion’ in Peter Ronald de Souza (ed.), Contemporary India: Transitions. New Delhi: Sage Publications.</li><li>• Guru, Gopal. 2002. ‘How Egalitarian are the Social Sciences in India’, Economic and Political Weekly, 37 (60), 14-20 December.</li></ul> <p>Thomas Pantham, “Against Untouchability: The Discourses of Gandhi and Ambedkar”, in Humiliation: Claims and Context, edited by Gopal Guru, New Delhi, OUP, 2009 pp. 179-208</p>
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<b>School: SHSS</b>		<b>Batch:2021-23</b>
<b>Program: MA</b>		<b>Current Academic Year:2021-22</b>
<b>Branch: Political Science</b>		<b>Semester: II</b>
1	Course Code	MPO 162
2	Course Title	<b>TRIBAL STUDIES</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> <li>• This course aims to introduce certain key aspects of conceptual analysis of Tribes.</li> <li>• This course aims to imbibe the skills required to engage in debates surrounding the application of the concepts.</li> <li>• This course aims to blending the conceptual approach to tribes with both elements of the history of ideas and the application of ideas to political issues.</li> <li>• This course aims to develop the capacity to think critically in an analytically rigorous way.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to define tribes and concepts.</p> <p>CO2: The student will be able to understand, interpret and explain the relevance of tribes, its basic normative concepts.</p> <p>CO3: The student will be able to apply the knowledge of each concept to a political argument.</p> <p>CO4: The course will help the students to reflectively analyze and appraise social practices through the relevant conceptual tool kit.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p> <p>CO6: The student will be able to identify their research topic in and from this field.</p>
7	Course Description	This is an introductory paper trying to expose students to some basic ideas and concepts in Political Science. Effort has been made to orient students to the methodological and ideological traditions in political science.
	Unit 1	<b>Aspects of Tribal:I</b>
	A	Tribal Folklore, Educational Institutionalization in Tribal Children
	B	Contribution of Tribal Women to Household Economy

	C	Concept of Health and Healing Practices in Tribal Society		
	Unit 2	<b>Aspects of Tribal:II</b>		
	A	Interaction Between Tribes and Non-Tribes in India Policies on Tribal Resettlement and Rehabilitation		
	B	Approaches to and Strategy for Tribal Development Impact of Globalization and Industrialization on Tribals		
	C	Education and Dropout Issues in the Tribal Areas		
	Unit 3	<b>Constitutional Provisions for Tribes</b>		
	A	Constitutional Safeguards for the Tribes Work Participation and Economy of the Tribes in Odisha		
	B	Scheduling Tribal Communities in India		
	C	Geographical Distribution of Tribes in India		
	Unit 4	<b>Development: Tribe</b>		
	A	Concept of the Tribe & Tribal Worldview		
	B	An Overview of Tribal Development in Odisha & Life Cycle Rituals in Tribal Societies		
	C	Special Development Council for Tribal Development & Ways of Acquiring Mates in Tribal Society		
	Unit 5	<b>Issues related to Tribes</b>		
	A	Extremist Challenges in the Tribal Areas of India & Role of Governor in the Administration of Scheduled Areas		
	B	Religious Conversion Among The Tribes In India & Dance and Music in Tribal Society		
	C	Particularly Vulnerable Tribal Groups: Case Study of Birhor Multiple Health Care Practices of Tribal Communities		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>Berremen, G.D., 1963. The Hindus of the Himalayas. Berkeley: California University Press.</li> <li>Chattopadhyaya, K. D. 1978. Tribalism in India. New Delhi: Vikas Publishing House.</li> <li>Daqs, A.K. &amp; Banerjee, S.K., 1962. Impact of Industrialization on the Life of the Tribal of West Bengal, Cultural Research</li> </ul>		

		<p>Institute, Calcutta.</p> <ul style="list-style-type: none"> <li>• Doshi, S. 1995. Tribal India. Mumbai: Marg Publication.</li> <li>• Elwin, V. 1954. The Religion of an Indian Tribe (the Saora). London.</li> <li>• Elwin, V. 196. A Philosophy of NEFA, Shillong.</li> <li>• Hasnain, N. 2013 (reprinting 2016)). Indian Society and Culture : Continuity and Change (2 ed.). New Delhi, New Delhi: Jawahar Publishers &amp; Distributors .</li> <li>• Hasnain, N. 2001. Tribal India (6 ed.). Delhi, Delhi: Palaka Prakashan.</li> <li>• The Science of Man in the World Crises. Columbia University Press.</li> <li>• Majumdar, D. N. 1961. Races and Cultures of India. In rev. &amp; enl. (4 ed.). New York and Bombay: Asia Publications.</li> <li>• Nulkar, V. K., &amp; Muthumani, M. K. 2014. Tribal Development. New Delhi, New Delhi: Commonwealth Publishers Pvt. Ltd.</li> <li>• Paul (Mitra), K. 2004. Development Programmes and Tribals: Some Emerging Issues. Delhi, Delhi: Kalpaz Publications.</li> <li>• Russel, R. V., &amp; Hiralal. 1975. Tribes and castes of central provinces of India (Vol. III). Delhi: Cosmo Publication.</li> <li>• Sahu, C. 1998. Tribal Culture and Identity. New Delhi: Sarup and Sons.</li> <li>• Sharma, R. N. General Anthropology. Delhi: Surjeet Publications.</li> <li>• Singh, K. S. 1994. The Scheduled Tribes. Delhi: Oxford University Press.</li> <li>• Vidyarthi, L. P. 1981. Tribal Development and its Administration. New Delhi: Concept Publishers.</li> </ul> <p>Vidyarthi, L.P. &amp; Rai, B.K., 1976. The Tribal Culture of India. New Delhi: Concept Publishing Company.</p>
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**SEMESTER III**

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program : M.A.</b>		<b>Current Academic Year: 2022-2023</b>
<b>Branch: Political Science</b>		<b>Semester: III</b>
1	Course Code	
2	Course Title	<b>RESEARCH METHODS IN SOCIAL SCIENCES</b>
3	Credits	6
4	Contact Hours (L-T-P)	4-2-0
	Course Type	SEC
5	Course Objective	<ul style="list-style-type: none"> <li>• To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences.</li> <li>• To create awareness about the basics of scientific research in Social Sciences.</li> <li>• To understand methodology of quantitative and qualitative research.</li> <li>• To provide the theoretical orientation and background for research.</li> </ul>
6	Course Outcomes	CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences. CO2: The student will be able to explain the basics of scientific research. CO3: The student will be able to apply qualitative and quantitative methods in research. CO4: The student will be able to compare the methodology of quantitative and qualitative research. CO5: The student will be able to evaluate different data collection techniques. CO6: The student will be able to design research.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
	Unit 1	<b>Research in Social Sciences</b>
	A	<ul style="list-style-type: none"> <li>• Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; action research; Cross-cultural research; Need and benefits of interdisciplinary research</li> </ul>

	B	<ul style="list-style-type: none"> <li>• Process of defining and developing research problem; research questions, hypotheses; objectives</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Ethical Issues in data collection, conducting research and reporting research; Data Recording Procedures and Protocol.</li> </ul>
	Unit 2	<b>Steps involved in Research Process</b>
	A	<ul style="list-style-type: none"> <li>• Relevance of Literature Review; Definition and types of variables</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability.</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Research Designs: Exploratory, Causal, Descriptive</li> </ul>
	Unit 3	<b>Qualitative Research</b>
	A	<ul style="list-style-type: none"> <li>• Narrative Research: Types of Narratives; Procedures for Conducting Narrative Research;</li> <li>• Phenomenological Research: Features of Phenomenology; Types of Phenomenology; Procedures for Conducting Phenomenological Research</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Grounded Theory Research: Features of Grounded Theory; Types of Grounded Theory Studies; Procedures for Conducting Grounded Theory Research</li> <li>• Ethnographic Research: Features of Ethnographies; Types of Ethnographies; Procedures for Conducting an Ethnography</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Case Study Research: Features of Case Studies; Types of Case Studies; Procedures for Conducting a Case Study</li> <li>• Comparing the Five Approaches: Computer Software Programs for the Five Approaches; Writing a Qualitative Study; Reflexivity and Representations in Writing</li> </ul>
	Unit 4	<b>Data Collection methods</b>
	A	<ul style="list-style-type: none"> <li>• Qualitative Research: Interview method: Framing Interview questions, Dynamics Between Interviewer and Interviewee;</li> <li>• Observation method: Procedures for Preparing and Conducting Observations, Recording Procedures; Analysis Strategies</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Quantitative Research: Survey methods , Laboratory Vs Field Experiments</li> <li>• Controlling Extraneous Variables</li> </ul>

	C	<ul style="list-style-type: none"> <li>Field Issues, Social Desirability, Response Rate, Entry and Organization Name Access; Data Storage and Security; Ethical Considerations for Data Analysis</li> </ul>		
	Unit 5	<b>Data Analysis</b>		
	A	<ul style="list-style-type: none"> <li>Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs.</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Measures of Central Tendency: The Mode; the median; the an; Divergence from Normality (Skewness and Kurtosis).</li> <li>Measure of Variability: Standard Deviation, Quartile Deviation, Decline; Inter-quartile Range</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Types of correlation – positive, negative and zero; Graphic representations of correlation – Scatterplots. Uses and limitations of correlation coefficient, Correlation and Causation</li> <li>Pearson’s product-moment correlation coefficient and Spearman’s rank-difference thod</li> </ul>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). <i>Research thodology for Social Sciences</i>. London: Routledge India, <a href="https://doi.org/10.4324/9780367810344">https://doi.org/10.4324/9780367810344</a></li> <li>Cooper, D. R., &amp; Schindler, P. S. (2006). <i>Business research methods</i> . Boston: McGraw-Hill Irwin.</li> <li>Creswell, J. W. (2014). <i>Research design: qualitative, quantitative, and mixed methods approach</i>. 4th ed. Thousand Oaks, California: SAGE Publications.</li> <li>Creswell, J. W., &amp; Creswell, J. D. (2018). <i>Research designs (5th ed.)</i>. SAGE Publications.</li> <li>Deepak Chawla and NeeName Sondhi (2011). <i>Research thodology: Concepts and Cases</i>. New Delhi: Vikas Publishing House Pvt. Ltd, ISBN: 9788125952053.</li> <li>King, B.M. &amp; Minium, E.W, (2007). <i>Statistical Reasoning in the behavioral Sciences</i> USA: John Wiley &amp; Sons.</li> <li>Malhotra, N. K. (2007). <i>Marketing research: An applied orientation</i>. Upper Saddle River, NJ: Pearson/Prentice Hall.</li> </ul>		

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: MA</b>		<b>Current Academic Year: 2022-2023</b>
<b>Branch: Political Science</b>		<b>Semester: III</b>
1	Course Code	MPO
2	Course Title	<b>DISSERTATION I</b>
3	Credits	12
4	Contact Hours (L-T-P)	0-0-24
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>• To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences.</li> <li>• To create awareness about the basics of scientific research in Social Sciences.</li> <li>• To understand methodology of quantitative and qualitative research.</li> <li>• To provide the theoretical orientation and background for research.</li> </ul>
6	Course Outcomes	CO1: The student will be able to identify the nature of his research. CO2: The student will be able to describe different variables associated with his study. CO3: The student will be able to manipulate the variables to study their relevance and effect. CO4: The student will be able to point out the gap in his research topic. CO5: The student will be able to summarize his experimental findings CO6: The student will be able to design research.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct re- search projects of their own.
	Unit 1	<b>Developing Research Title</b>
		Developing research idea
	Unit 2	<b>Review of Related Research</b>
		Reviewing related researches, articles for gaps in re- search

	Unit 3	<b>Objectives</b>	
		Formulating aims, hypothesis, objectives	
	Unit 4	<b>Methodology</b>	
		Developing Research Design, Sampling, Inclusion & Exclusion Criteria, Ethical Clearance, Procuring Material for Conduction, Data capturing sheet, And Statistical Apparatus for Analysis	
	Unit 5	<b>Synopsis</b>	
		All the chapters will be defined, formatted in the standard format before presentation	
	Mode of examination	Practical /Viva	
	Weightage Distribution	IA	EA
		60%	40%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>• Relevant Journals</li> <li>• Books</li> </ul>	



<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: MA</b>		<b>Current Academic Year: 2022-2023</b>
<b>Branch: Political Science</b>		<b>Semester: IV</b>
1	Course Code	MPO
2	Course Title	<b>DISSERTATION II</b>
3	Credits	18
4	Contact Hours (L-T-P)	0-0-36
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>• To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences.</li> <li>• To create awareness about the basics of scientific research in Social Sciences.</li> <li>• To understand methodology of quantitative and qualitative research.</li> <li>• To provide the theoretical orientation and background for research.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to identify the nature of his research.</p> <p>CO2: The student will be able to describe different variables associated with his study.</p> <p>CO3: The student will be able to manipulate the variables to study their relevance and effect.</p> <p>CO4: The student will be able to point out the gap in his research topic.</p> <p>CO5: The student will be able to summarize his experimental findings</p> <p>CO6: The student will be able to design research.</p>
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
	Unit 1	<b>Data collection</b>
		Data collection, Analysis, developing graphs, pie charts
	Unit 2	<b>Results and interpretation</b>

		Analysis of findings, interpretation with supporting researches, merits and demerits	
	Unit 3	<b>References</b>	
		References as per APA	
	Unit 4	<b>Pre- submission</b>	
		Departmental presentation of research work, correction.	
	Unit 5	<b>Dissertation</b>	
		Submission and defending the research work, Sending paper for publication	
	Mode of examination	Practical/Viva	
	Weightage Distribution	IA	EA
		60%	40%
	Readings Text book*	<ul style="list-style-type: none"> <li>• Relevant Journals</li> <li>• Books</li> </ul>	