गोंय विद्यापीठ

ताळगांव पठार

गोंय - ४०३ २०६

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GU/Acad –PG/BoS -NEP/2023/100/2   Date:02.06.2023

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CIRCULAR

In supersession to the above referred Circular, the updated approved Syllabus with revised Course Codes of the **Master of Arts in Political Sciences** Programme is enclosed.

The Dean/ Vice-Deans of D.D. Kosambi School of Social Sciences and Behavioural Studies are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin Lawande)
Assistant Registrar – Academic-PG

To,
1. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies , Goa University.
2. The Vice-Deans, D.D. Kosambi School of Social Sciences and Behavioural Studies , Goa University.

Copy to:
1. The Chairperson, Board of Studies in Political Sciences.
2. The Programme Director, M.A. Political Sciences, Goa University.
3. The Controller of Examinations, Goa University.
4. The Assistant Registrar, PG Examinations, Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

Goa University
D.D. Kosambi School of Social Sciences and Behavioural Studies
Political Science Programme
MA Political Science Syllabus based on Choice Based Credit System as per the NEP 2020

Discipline Specific Core Courses Semester I & II

Serial No.	Course Code	Course Title	Credits
1	POL - 500	Political Theory: Concepts and Perspectives	4
2	POL - 501	International Relations	4
3	POL - 502	Public Administration:Theories and Concepts	4
4	POL - 503	Political Economy of India	4
5	POL - 504	Modern Indian Political Thought	4
6	POL - 505	Constitutional Governmentin India	4
7	POL - 506	Comparative Politics	4
8	POL - 507	Political Economy of Goa	4

Discipline Specific Elective Courses SemesterI and II

1	POL- 521	State and the Marginalized	4
2	POL-522	India's Foreign Policy: Structures and Processes	4
3	POL - 523	International Political Economy	4
4	POL- 524	Key Texts In Indian Political Thought	4
5	POL - 525	Politics in the Developing World	4

Research Specific Elective Courses Semester III & IV

Serial No.	Course Code	Course Title	Credits
1	POL - 600	Concepts and Theoretical Approaches in Political Science.	4
2	POL -601	Research Methods in Political Science.	4
3	POL - 602	Community Engagement and Rural Development	4
4	POL - 603	Critical Perspectives in Politics	4
5	POL - 604	Human Rights	4

Generic Elective Courses Semester III and IV

Serial No.	Course Code	Course Title	Credits
1	POL – 621	Government and Politics in South Asia	4
2	POL – 622	Urban Governance	4
3	POL – 623	Democratic Politics in India	4
4	POL – 624	Development Administration and Governance	4
5	POL – 625	Theories of Democracy	4
6	POL – 626	Politics in the Cyber Age	4
7	POL – 627	Regional Integration: Evolution and Dynamics	4
8	POL - 628	Human Rights of Vulnerable Groups and Jurisprudence	4
9	POL - 629	Democracy and Electoral Management	2

Discipline Specific Core Courses

Programme: M.A (PoliticalScience)
CourseCode: POL - 500
Title of the Course: Political Theory: Concepts and Perspectives
Number of Credits:4
Effective fromAY: 2022-23

<u>Prerequisites forthecourse:</u>	Students should have studied B.A. in Social Sciences or other disciplines with interest and knowledge of political concepts. It is assumed that students have a basic knowledge of Political Thought and Political Concepts.	
<u>Objective:</u>	The paper has two sections. The first deals with conceptsthat are both normative and explanatory and the second with perspectives that are very much part of the tradition of political argumentation. The paper intends to present the student with a map of the field of Political Theory and develop argumentative skills.	
<u>Content:</u>		No. of Hours
	Unit-1: Political Theory: Role and need	2 hours
	Unit-2: Power, Authority & Legitimacy	6 hours
	Unit-3: Liberty, Equality,Rights and Justice	10 hours
	Unit-4: Nation,Nation-State and Civil Society	10 hours
	Unit-5: Liberalism, Socialismand Feminism	14 hours
	Unit-6: The End of an Ideology, Postmodernism	8 hours
	Unit-7: Identity Politics: Consociationalism and Multiculturalism	10 hours
<u>Pedagogy:</u>	lectures/ tutorials/assignments/self-study (dialogic and participatory discussion, collective teaching and learning)	
<u>References/Readings</u>	**Single Author Books** Bhargava,Rajeev.(2012),*WhatisPoliticalTheoryandWhyDo WeNeed It?*New Delhi:OxfordUniversityPress. Gauba,O.P.(2010),*AnIntroductiontoPoliticalTheory*,NewDelhi: Macmillan. Heywood, Andrew.(2007*), Political Ideologies: An Introduction,* New York: Palgrave Macmillan	

	Heywood,Andrew.(2013),*Politics,* NewYork: Palgrave Macmillan	
	Heywood,Andrew.(2015),*PoliticalTheory:Introduction*,NewYork: PalgraveMacmillan	
	Heywood,Andrew.(2018),*EssentialsofPoliticalIdeas,* NewYork:PalgraveMacmillan.	
	Kymlicka, Will. (2005), *Contemporary Political Philosophy,* NewDelhi: OxfordUniversity Press.	
	Ramaswamy,Sushila.(2015),*PoliticalTheory:Ideas and Concepts,* New Delhi: PrenticeHall	
	Edited Books Bhargava,RajeevandAcharya,Ashok.(eds)(2008), *PoliticalTheory:AnIntroduction*, NewDelhi:Pearson	
	Two or More Authors Vinod,M.JandDeshpande,Meena(2013),*Contemporary PoliticalTheory*, New Delhi: PHILearning	

Programme:M.A.(PoliticalScience)

Course Code : POL-501

Title of the Course: International Relations

Number of Credits:4

Effective from AY: 2022-23

<u>Prerequisites forthecourse:</u>	Students may have studied at the undergraduate level in social sciences or other disciplines with interest and understanding of contemporary international politics.	
<u>Objective:</u>	The course intends to introduce estudents to a more advanced understanding of international institutions and processes by exposing them to both theoretical and practical concerns in the conduct of International Relations.	
<u>Content:</u>		**No. of Hours**
	Unit 1: Introducing International Relations: Meaning,EvolutionandscopeofInternationalRelations,Major Debates in IR (Classical-Scientific/ Realist-Idealist/Neo-Debate)Critique of mainstream theories of IR	10 hours
	Unit2: Actors in International Relations: State andNon-State,State and Globalization, Multilateral Institutions, Transnational Corporations, International NGOs.	10 hours
	Unit3: War and Conflict: Changing Nature of War, Non-Conventional War and Low Intensity Conflicts, Peace-making and Peace Building	10 hours
	Unit4: Information Order and International Relations: Information and IR, Information Revolution,I nformation warfare, New social media and its impact.	10 hours
	Unit5: Contemporary Global Concerns: Global Terrorism, Human Rights and Humanitarian intervention, Climate Change, Global Ethics	10 hours
	Unit 6: Global Order and Power Politics: Major Powers and Global Realignments with reference to UnitedStates, Europe, Russia and China	10 hours
<u>Pedagogy:</u>	lectures/assignments/self-study	
<u>References/Readings</u>	**Single Author Books** Clarke,Ian(1999),"*Globalization and International Relations Theory*", Oxford University Press, Oxford. Goldstein, Joshua (2016), "*International Relations", *Pearson	

Education, New Delhi.

Nicholson, Michael (1998), "*International Relations: A Concise Introduction*", Palgrave, NewYork.

Nicholson, Michael (1989), "*Formal Theories in InternationalRelations*", Cambridge University Press, Cambridge.

Oye, Kenneth (1986),"*Cooperation Under Anarchy*", Prince to University Press, Princeton.

Whittaker, David (1996), "*United Nations in the Contemporary world*", Routledge, London.

Edited Books

Baylis, John(2017), "*Globalization of World politics: An Introduction to International Relations*", Oxford University Press, London.

JohnVogler and MarkIngleeds. *The Environment and International Relations*, Routledge, London, 1996.

Teriff, Terry et. al (1999), "*Security Studies Today*", Polity Press Cambridge.

Vogler, Johnand Mark Ingleeds(1996),"*The Environment and International Relations*", Routledge, London.

LearningOutcomes	Students will be able to:	
	1. understandthe mannerinwhichinternational system works.	
	2. relate and analyse the theories andconceptswithactualprocessesininternationalrelations.	
	3. decipher the functioning of the global order and the role of the major powers in influencing the power politics.	
	4. evaluatethe emergence of new trends and issues that affect the overall international system.	

Programme: M.A.(PoliticalScience)

Course Code: POL-502

Title of the Course: Public Administration: Theories and Concepts

Number of Credits:4

Effective from AY: 2022-23

Prerequisites forthecourse:	Should have studied at the undergraduate level in social sciences or other disciplines having an interest in the subject. It is assumed that students have a basic working knowledge of public institutions, public policy and Governance.	
Objective:	Over a period of time Public Administration has moved from administrative centered view to public policy perspective.The course intends to introduce students to the basic concepts, theories and recent development in the subject with an intention to enhance their understanding and ability to analyse recent trends in the field.	
Content:		No. of Hours
	Unit1: PublicAdministration: Meaning, Nature & Scope; Evolution of Public Administration; New PublicAdministration; New Public Management	10hours
	Unit2: Theories: Classical; Human Relations; Bureaucratic; Public Choice	10hours
	Unit3: Approaches:Scientific Management; Behavioural; Systems; Structural Functional; Decision-Making	10hours
	Unit 4: Organization: Modern & Post-Modern Theories; Leadership; Role of Bureaucracy; Administrative Reforms	10hours
	Unit 5: Good Governance: Meaning, Principles; CitizenCharter; RTI; e-Governance	10hours
	Unit6: Public Policy & Analysis: Meaning & approaches; Formulation; Implementation; Evaluation of Public policy	10hours
		10hours
Pedagogy:	lectures/assignments/self-study	

References/Readings	**Single Author Book**	
	Bhattacharya, Mohit (2013), *New Horizons of Public Administration,* NewDelhi: Jawahar Publishers	
	Chakrabarty Bidyut (2003), *Public Administration*, New Delhi:Oxford University Press	
	Chakrabarty Bidyut (2007), *Reinventing Public Administration*, New Delhi:Orient Longman	
	Fredrickson George (2008), *Public Administration Theory Primer*, New Delhi: Rawat Publication	
	Herbert Simon (2010), *Public Administration*, U S: Transaction Publisher	
	Hyden G. (2005), *Making Sense of Governance*, New Delhi:Vikas Books Pvt.Ltd.,	
	NicholasHenry(2015),*PublicAdministration&PublicAffairs*,(12th edition), New York: Routledge	
	PetersGuy(2013),*PublicAdministration*,NewYork:Routledge	
	PrabhyC.S.R,(2004),*e-Governance*,PHI,Sage Publication	
	Sharma Laxmi (2010), *Bureaucracy in Public Administration: Theory & Challenges*, Jaipur:Prateeksha Publication	
	Two or More Authors	
	Chakrabarty,Bidyut&Bhattacharya,Mohit(2008),*TheGovernanceDiscourse:A Reader*, OUP,New Delhi	
	Cox Raymond, Buck Susan, & Morgan Betty (2011), *PublicAdministration:TheoryandPractice*,NewYork: Routledge	
	Peters,Guy&PierreJohn(2005),*HandbookofPublicAdministration*,London:SagePublication	
LearningOutcomes	After completing the course the students will be able to:	
	1. Enhance their ability to understand the theoretical and conceptual base of public institutions.	
	2. Comprehend the changing paradigms of public administration	
	3. Demonstrate knowledge and skill to comprehend major issues in todays public institutions	
	4. Demonstrate knowledge, skill and ethics necessary for understanding policy process.	

Programme: M.A. (Political Science)
Course Code: POL-503
Title of the Course: Political Economy of India
Number of Credits: 4
Effective from AY: 2022-23

Prerequisites forthe course:	Should have studied at the undergraduate level in socialsciences or other disciplines with interest and knowledge of contemporary Indian politics. It is assumed that students have a basic understanding of major issues confronting India's political and economic system.	
Objective:	The course intends tointroduce students to some of thekey issues relating to state and economic development inIndia from the independence period to the contemporary phase. It looks at both the aggregate and the sectoral spaces in India's public policy and performance with reference to the role of state, market and peoples' movements and concerns.	
Content:		**No. of Hours**
	Unit1:Understanding Political Economy: MeaningScope and Definition of Political Economy, Classical and Contemporary Approaches to Political Economy, New Political Economy	10 hours
	Unit2:State in India: Historical Evolution of State, Planning, Public Sector, State in the Contemporary Sphere.	10 hours
	Unit3: Agriculture: Agrarian Relations and Land Reforms, New Agricultural Strategy and Green Revolution, Agrarian Crisis	10 hours
	Unit4: Industry: InwardOriented/ Import SubstitutingIndustrialization and Licence Permit Raj, Industrial Policy Reforms, Economic Liberalization, Impact on Labour	10 hours
	Unit5: Social Movements in India: Tribals, Women, Dalits, Environment	10 hours
	Unit6: Contemporary Concerns: Conflicts over Water, Food Security, Digital Divide, Banking Crisis	10 hours
Pedagogy:	lectures/assignments/self-study	
References/Readings	**Single Author Book** Brass,PaulR.(1992),"*The Politics of India Since Independence*", Cambridge University Press, Cambridge. *Caporaso, JamesA, (1992), "Theories of Political Economy"*, Cambridge University Press.	

	Chatterjee, Partha(1997), *"A Possible India: Essays in Political Criticism"*, Oxford University Press, Delhi.	
	Das, Arvind N. (1994), *"India Invented: A Nation in theMaking"*, Manohar, NewDelhi.	
	Frankel, Francine R (2009),*"India's Political Economy:1947–2004"*, The Gradual Revolution, Princeton University Press, Princeton.	
	Khilnani,Sunil(1997),*"The Idea of India,* Hanush Hamilton", London.	
	Kohli, Atul (1990), *"Democracy and Discontent: India's Growing Crisis of Governability"*, Cambridge University Press, Cambridge.	
	Kohli, Atul(2012),*"Poverty amid Plenty in India"*, Cambridge UniversityPress, Cambridge.	
	M, McCartney (2009), *"India - The Political Economy ofGrowth,StagnationandtheState",1951-2007*,Routledge.	
	Nayyar, Deepak (1996), *"Economic Liberalisation in India:Analytics, Experience and Lessons"*, in *R.C.* Dutt Lectures on Political Economy, Orient Longman.	
	Panagariya, Aravind (2008), *"India the Emerging Giant"*,Oxford University Press.	
	Rudolph, L.l and S.H. (1987), *"In Pursuit of Lakshmi: The Political Economy of the Indian State"*, University of Chicago Press, Chicago.	
	Vanaik, Achin (1990),*"The Painful Transition: BourgeoisDemocracyin India"*, Verso,London.	
	Edited Book	
	Byres, Terence, J. (Ed) (1994), *"The State and Development Planningin India"*, Oxford *University Press, Delhi.*	
Learning Outcomes	Student would be able to:	
	1 Grasp the meaning and approaches to Political Economy.	
	2.Understand issues relating to state and economic development in India	
	3.Understand Indian economy from a sectoral perspective.	
	4.Critically evaluate some of the contemporary problems that India faces.	

Programme: M.A(PoliticalScience)

Course Code: POL-504

Title of the Course: Modern Indian Political Thought

Number of Credits:4

Effective from AY: 2022-23

Prerequisites for thecourse:	Students should have studied B.A in Social Sciences orany other disciplines with interest and knowledge ofIndian thinkers. It is assumed that students have a basicknowledge of Modern Indian Political thinkers and Their ideas and understandings.	
Objective:	The paper seeks to acquaint students with the Western impact on Indian society and intellectual traditions and the Indian response to the same. The Indian responseto the Western impact is understood by examining the thought of social reformers, liberals, cultural nationalists, Dalit-Bahujan thinkers, Muslim revival and indigenous socialists.	
Content:		**No. of Hours**
	Unit-1: Nature and Importance of the Study of Modern Indian Political Thought, Western Impact on Indian society and Intellectual Tradition.	8 hours
	Unit-2: Social Reformers: Raja Ram Mohan Roy, Dayanand Sarswati	6hours
	Unit-3: Liberal Constitutionalists: DadabhaiNaoroji, M.G.Ranade, G.K. Gokhale	6hours
	Unit 4: Cultural Nationalism and Hindu Assertion: Vivekananda, B. G. Tilak, Aurobindo Ghosh, M.M. Malviya., M.S. Golwalkar	10hours
	Unit-5: Muslim Assertion: Sir Syed Ahmed, Muhammad Iqbal and Muhammad Ali Jinnah,	8hours
	Unit-6: Dalit-Bahujan Perspectives: Jyotiba Phule and B.R. Ambedkar	8hours
	Unit-7: Indigenous Socialism: M. K. Gandhi, Jawaharlal Nehru, Rammanohar Lohia, and J.P. Narayan	8hours
	Unit-8: Radicalism:M.N.Roy and E.V.Ramasamy (Periyar)	6hours
Pedagogy:	lectures/ tutorials/assignments/self-study (dialogicandparticipatorycollective learningand teaching)	
References/Readings	**Single Author Books** Doctor,Adi.(1997),*Political Thinkers of Modern India,*	

	New Delhi: Mittal Publications. Guha, Ramachndra.(2012), *Makers of Modern India,* New Delhi:Penguin India Jaffrelot, Christophe. (2009), *Hindu Nationalism: A Reader,* Princeton University Press. Mehta,V.R.(1996),*Foundations of Indian Political Thought*, New Delhi: Manohar Rathore, Akash Singh. (2017), *Indian Political Theory:Laying the Ground work for Swaraj,* NewDeli: Routledge. Verma,V.P.(1961),*Modern Indian Political Thought,* Agra:Laxmi Narayan Agarwal Publications **Edited Books** Roy,Himanshu&Singh,M.P.(eds)(2017),*IndianPolitical Thought: Themes and Thinkers,* New Delhi:Pearson **Three or More Authors Books** Chakrabarty,Bidyut.andPandey,RejendraKumar.(2009), *ModernIndianPoliticalThought:TextandContext*, New Delhi: Sage Pantham,Thomas and Deutsch, Kenneth L.(1986), *Political Thought in Modern India,* New Delhi:Sage V.R. Mehta, V. R. and Pantham, Thomas. (2006), *Political Ideas in Modern India:Thematic Explorations,*NewDelhi: Sage.	
LearningOutcomes	1. Students will be able to understand the both negative and positive side of the narratives of Modern India. 2. Students demonstrate the ability to understand the aspirations of Modern Indian Political thought and the reality. 3. Students can use the narratives of modern Indian political thought in their future research on Indian political thought. 4. Students will be able to understand the alternative imaginations as envisaged by the thinkers whose ideas are sidelined by the mainstream.	

Programme: M.A. (PoliticalScience)

Course Code: POL-505

Title of the Course: Constitutional Government in India

Number of Credits: 4

Effective from AY: 2022-23

Prerequisites forthecourse:	Students should have studied at the undergraduate level insocial sciences or other disciplines having an interest in the subject. It is assumed that students have a basic knowledge Of constitution, forms of government & democracy	
Objective:	The course intends to introduce the student to the basicphilosophy of the Constitution. It seeks to examine variousprovisions of the Constitution in the context of India. The course will also discuss recent constitutional amendments.	
Content:		**No. of Hours**
	Unit1. ConstitutionalismandConstitutionalGovernment;IndianConstitutionalism,ConstitutionasIndianIdentity	10hours
	Unit 2. Constitution and Democracy, Secular Constitution,Consociational and Multicultural interpretation of IndianConstitution	10 hours
	Unit 3. Individual & Group Rights, Equality, Liberty&Privacy:FeministCritique,PublicInterestLitigation,SocialJustice,ConstitutionalJustice	10hours
	Unit4. Citizenship, Language,Elections,	08 hours
	Unit 5. Separation of Powers: Legislature, Executive andJudiciary, Centre – State Relations, Decentralization andLocalGovernment,	10 hours
	Unit 6. Working a Democratic Constitution, ConstitutionalAmendments, Constitutional Reforms, Constitution andBeyond	12 hours
Pedagogy:	lectures/assignments/self-study	
References/Readings	**Single Author Book** AustinGranville (2003),*Working a DemocraticConstitution*: A History of the Indian Experience, New York:OxfordUniversityPress Austin Granville (2000), *The Indian Constitution:Cornerstone*	

of a Nation, New York: Oxford UniversityPress

Basu D.D. (2007), *Introduction to the Constitution of India,*(22nd edition), Nagpur: Wadhawa and Company law Publisher

Bhargava, Rajeev (2009), *Politics and Ethics of IndianConstitution,* New Delhi:Oxford UniversityPress

NooraniA.(2000),*Constitutional Questions in India,* NewDelhi:Oxford UniversityPress

Edited Book

Sridharan E., Hasan Z., &Sudarshan R.(ed.,),(2004), *India'sLiving Constitution: Ideas, Practices, Controversies,*, Delhi:AnthemPress

Three or More Author Book

Choudhari S., Kosla M., and Mehta P., (2016), *The* Oxford Handbook *of the Indian Constitution*, New Delhi: Oxford University Press

Kashyap, Khann and Kueck (2000), *Reviewing the Constitution,* Delhi:Shipra Publication

Learning Outcomes	1. To enhance the ability of students to understand devolution and philosophy of Indian Constitution.
	2. To enhance the ability of the students to analyse working of Indian Constitution.
	3. Demonstrate the knowledge about the prevailing constitutional issues and debates.
	4. Help students to acquire ability to think rationally and critically the constitutional questions prevailing in India.

Programme: M.A. (PoliticalScience)
Course Code: POL-506
Title of the Course:Comparative Politics
Number of Credits:4
Effective from AY: 2022-23

<u>Prerequisites of the course:</u>	Students should have training in social sciences or otherdisciplines at undergraduate level.It is assumed that astudent have a basic understanding of the political modelsexistingin different partsoftheworld.	
<u>Objective:</u>	This course seeks to introduce the students to the methodologies of comparative politics to critically compare and analyse the political systems operating in different parts of the globe. The course studies the regional dynamics shaping political system of the advanced, developing and under developed nations. This course combines theoretical and empirical dimensions of comparative politics. By using the comparative methodology this course studies, the processes and institutions that shape the contemporary politics.	
<u>Content:</u>		**No. of Hours**
	Unit 1:Introduction to Comparative Politics: Comparative InquiryandComparativeMethods,Assessmentof Old Methodsand New Directions	06 hours
	Unit 2: Theories and Approaches of Comparative Politics: Institutional Approach, Structural-Functional Approach, System Theories, Theories of State, DependencyTheories	
	Unit 3: Key Concepts of Comparative Politics: Political Modernization, Political Socialization, Political Culture, Political Communication	12 hours
	Unit 4: Constitutionalism: Meaning, Evolution, Models of Constitutions, Problems and Prospects of Constitutionalism	
	Unit 5:Processes ofPolitical Mobilization: Emergenceand Development of Party System, Typologies of Electoral System, Political Clientelism, Political Activism	10hours
	Unit6: Governance in Comparative Politics: Social Policy Development in Advanced Democracies, Comparative Corporate Governance, Political Accountability and Government Stability in	12 hours

	New Democracies	10 hours
		10 hours
Pedagogy:	Lectures/Assignment/Quizzes/Group debates/ Group discussion/ Self Study	

Single Author Book

Claessens,S.(2006).CorporateGovernanceandDevelopment. *The World Bank Research Observer*,91-122.

Blondel,J.(1968).PartySystemsandPatternsofGovernmentinWestern Democracies.*CanadianJournalof Political Science*, 180-203.

Chandhoke,N.(1996).LimitsofComparativePoliticalAnalysis.*Economicand PoliticalWeekly*,PE2-PE8.

Chilcote,R.(2018).*TheoriesofComparativePolitics.*New York: Routledge

David, E. (1957). An Approach to the Analysis of PoliticalSystems.*David Easton*,383-400.

Heywood,A.(2011).*GlobalPolitics.*London:PalgraveMacmillan.

Johari,J.C.(2011).*ComparativePolitics.*NewDelhi:SterlingPublishers Pvt. Limited.

Katz,R.(1997).*DemocracyandElections.*NewYork:OxfordUniversity Press.

Keefer, P. (2007). Clientelism, Credibility, and the PolicyChoices of Young Democracies.*American JournalofPolitical Science*, 804-821.

Lijphart,A.(1971).ComparativePoliticsandtheComparativeMethod.*TheAmericanPoliticalScienceReview*, 682-693.

Radoslaw,M.(2006).PoliticalAccountabilityandInstitutionalDesign inNewDemocracies.*InternationalJournal of Sociology*, 45-75.

Sartori,G.(1969).FromtheSociologyofPoliticstoPoliticalSociology. *GovernmentandOpposition*,195-214.

Terence, C. (2016). *Constitutionalism.* Johannesburg:

SouthAfricanInstituteof International Affair.

Weale,A.(2011).NewModesofGovernance,PoliticalAccountability and Public Reason. *Government andOpposition*,58-80.

Two or More Author Books

BOIX,C.,&STOKES,S.C.(2007).*TheOxford HandbookofComparativePolitics.*NewYork:OxfordUniversityPress.

Rasch ,W.,&Knodt,E.M.(1994). SystemsTheoryand theSystemofTheory. *NewGerman Critique,*, 3-7.

Skocpol,T.,&Amenta,E.(1986).StatesandSocialPolicies.*Annual Reviewof Sociology*,131-157.

Adrian, C., &Apter , D. (1995). *Political Protest and SocialChange: Analyzing Politics.* New York: New YorkUniversityPress.

ALmond,G.,&Verba,S.(1963).*TheCivicCulture.* Princeton:PrincetonUniversityPress.

Beck, , T., Clarke, , G., Groff , A., Keefer , P., & Walsh, P.(2001).NewToolsinComparativePoliticalEconomy: The Database of Political Institutions. *TheWorldBankEconomicReview*, 165-176.

Keefer , P., &Vlaicu, R. (2008). Democracy, Credibility,andClientelism.*JournalofLaw,Economics,&Organization*,371-406.

Teubner,G.,&Beckers,A.(2013).ExpandingConstitutionalism. *Indiana Journal of Global LegalStudies*,523-550.

Valenzuela , S.,& Valenzuela, A. (1978). ModernizationandDependency:AlternativePerspectivesin theStudyof Latin.*ComparativePolitics*, 535-557.

LearningOutcome:	1. Students will learn to use comparative method to conductcritical inquiry to study the different aspect of politicalsystemfollowed in various partsof the world. 2. Students will be familiarized with the similarities anddifferencesofthedifferentmodelsofpoliticalsystem and enable them to solvethekeydebatesof publicpolicy.	

	3. Students will understand the values of the constitutionalism from the perspective of the comparative politics. 4. Students will learn the dimensions of the global governance.	

Programme: M.A.(PoliticalScience)

Course Code: POL-507

Title of the Course: Political Economy of Goa

Numberof Credits:4

Effective from AY: 2022-23

Prerequisites for thecourse:	Students should have studied undergraduate degree. It is assumed that students have a basic knowledge of political, social and economic aspects of Goa.The students areexpectedto haveknowledgeofcontemporaryissuesof Goa.	
Objective:	The course intends to introduce students to brief political history of Goa. It also provides knowledge about political economy of Goa by examining the recent issues related to Politics andeconomy.	
Content:		No. of Hours
	Unit 1: Goa: A Political Economy Framework, LateColonial Goa, Gaunkari/ Communidade System, Early Migration, The Struggle for Liberation,	10hours
	Unit 2: Government Formation under MGP, Opinion Poll, Development Planning in the Pre-Statehood Period, Land Reforms, Coalition and Power Sharing in the Post-Statehood Period,	10hours
	Unit 3: Post- Liberation Planning & Development: Town and Country Planning Act, Regional Plans of Goa, Outline Development Plans, Coastal Regulation Zones	10hours
	Unit 4: Economic Transition in Goa: Industrialisation, Tourism, Mining. Peoples' Movements: Tribals, Mahadei, Language,Womens',Ramponkars agitation.	10hours
	Unit 5: Land Use and Contestation, Regional PlanMovement,SEZs,PDAs,Mopa,Demand for Specials tatus	10hours
	Unit6:Local Empowerment and development: Local Institutions and Participatory Planning, Issues and Challenges to the State.	10hours
Pedagogy:	lectures/assignments/self-study	

References/Readings	**Single Author Book**
	Angle Prabhakar (1983). *Goa-An Economic Review*, Mumbai, Goa, Hindu Association.
	Almeida J.C. (2013), *Goa: Administration & Economy Before and After 1962,* Panjim- Goa, Broadway Publishing House.
	DeSouza Teotonioa (1989), *Goa Through the Ages,* New Delhi,Concept Publishing Company
	FernandesAureliano (2000), Political Transition in Post-Colonial Societies in Messiant, Christian(ed). Lusotopi, p341-358.
	Fernandes. Aureliano (2003). Goa's Democratic becoming and the absence of mass political violence Goirand, Camille(ed). Lusotopi.
	Gomes Olivinho (2004), *Goa,*New Delhi, National BookTrust.
	Gaitonde P (1987), *The Liberation of Goa.* Delhi, OxfordUniversityPress.
	KamatPratima (2009), *Goa,* Goa Chamber of Commerce &Industry,Goa
	Pareira Rus (1981), *Goa-Gaunkari,* A Gomes Pereira, Goa ParoboParag(2015),*India's First Democratic Revolution,* Orient Blackswan, NewDelhi.
	Salgaonkar,Seema(2006)Women Political Power and the State in Goa, New Delhi, Abhijeet Publications.
	Shirodkar P. (1988), *Goa's Struggle for Freedom,* AjantaPublication,Delhi.
	Edited Book
	FernandesAureliano (2003) Elections 1999 a yes vote fordefectors in Goa? in Wallace, Paul &Ramasamy Roy(eds).India's1999electionsand20thCenturyPolitics

	,NewDelhi,Sage. Savio, Abreu and Rudolf Heredia, (eds) (2011), Goa 2011:Reviewing and RecoveringfiftyYears, New Delhi,Concept Publishing Company Pvt.Ltd Economic Surveys Reports of Government ofGoa 1987-2020 Budgets Speeches/Budget of Government of Goa – 1990-2020	
LearningOutcomes	1. Students will be able to understand the developments (political&economic)thathavetakenplaceinthepost-liberationperiod. 2. Students will be able to understand development planning and processes. 3. Students will be able to enhance their knowledgeaboutcontemporaryissuesconcerningGoa. 4. Students will be able to conduct research projects on local issues in Goa. 5. Students will be able to develop a specific way in which contemporary challenges we face in Goa can be addressed peacefully.	

Programme: M.A.(PoliticalScience)

Course Code: POL-521

Title of the Course: State and the Marginalized

Number of Credits:4

Effective from AY: 2022-23

Prerequisites forthecourse:	Students should have a basic knowledge of Indian society.The students are expected to have knowledge of contemporary social issues concerning India.	
Objective:	This course seeks to enhance students understanding of certain sections of society which have remained marginalized in term of employment and economic empowerment,education and other opportunities which have further constrained their participation in mainstream Of society.	
Content:		No. of Hours
	Unit 1: Concept of Marginalisation, The Indian State &Liberal Ethos, marginalsations and Democratic Politics, dimensions of marginalisation (Caste, Class & Gender), Marginalisation and Political Representation.	10hours
	Unit 2: Caste and Politics, Caste in Census, ReservationPolicy,Dalit women inIndia	10hours
	Unit 3: Industrial Labour, Agrarian Classes and Tribals,Common property resources	10hours
	Unit 4: Religion and Indian Constitution, Affirmative action as inclusion. Religious Freedom and Minority rights.	10hours
	Unit5:The Welfare State. Markets, Globalisation and the poor.	10hours
	Unit6:The Secular state and the religious minorities, the Developmental State and the marginalised.	10hours

Pedagogy:	lectures/assignments/self-study	
References/Readings	**Single Author Book** Chandra G. (2006), *Tribal Development in India*, NewDelhi,SagePublication. HasaZoy(2011),*Politics ofInclusion*, NewDelhi, OUP. HasanZoya(2014),*DemocracyandtheCrisis of Inequality*,Delhi,Primus Books. KothariRajni(2010),*CasteinIndianPolitics*,NewDelhi,Orient Longman. MahajanGurpreet(1998*),IdentitiesandRights:AspectsofLiberalDemocracyinIndia*, Delhi, OUP. Seth D. (1999), *Minority Identity and Nation State*, NewDelhi,OUP. Shah Ghanshyam (2002), *Dalits and State,* New Delhi,ConceptPublishingCompany. ShahGhansyam(2002),*Caste&DemocraticPoliticsinIndia* ,NewDelhi, PermanentBlack. ShahGhansyam(2002),*SocialMovements &State*,NewDelhi,Sage Publication. Sharma Trilok (2011), *Dalit Women*, New Delhi, SonaliPublication.	
LearningOutcomes	1. The Students will gain an understanding of the major concepts related to marginalization. 2. Thestudentswillbeabletounderstandand analyzeissuesofmarginalsectionsinIndia. 3. Thestudentswillbeableto evaluate various constitutional and legal provisions for marginals in India. 4. The Students will be able to evaluate public policies and the response of the state toward marginal. 5. The Students will be able to apply constitutional and policy mechanisms for marginal.	

Programme:MA PoliticalScience
Course Code: POL-522
Title of the Course: India's Foreign Policy: Structures and Processes
Number of Credits:4
Effective fromAY: 2022-23

<u>Prerequisitesf orthecourse:</u>	Open to all under graduate students. A basic understanding of the major foreign policy issues is expected.	
<u>Objective:</u>	The course is intended to familiarize students with both the structural and functional dimensions of India'sForeignPolicy since its evolution to the present. It shall acquaint them with the nuances of foreign policy making as well asthe manner in which India has dealt with complex foreign policyissues since independence.	
<u>Content:</u>		**No. of Hours**
	Unit1: India'sForeignPolicy:OriginandEvolution:Historical Understanding of India's ForeignPolicy, Post-Independence Evolution, Determinants and Structures, Role of Ministry of External Affairs(MEA)and ThinkTanks	10hours
	Unit2: Non-Alignment to Multi Alignment: Ideological Changes and Continuities in India's Foreign Policy, Nehruvian Impact and its critical appraisal, Pragmatic transition since the 1990s.	10hours
	Unit 3: National Security and Foreign Policy: Interface of Security and Foreign Policy,India's Strategic Culture, Internal and External markers ofIndia's Security, Nuclear Dimension and debate in India'sForeign Policy.	10hours
	Unit 4: India and her Extended Neighbourhood: India andSouth Asian Subcontinent, India and South East Asia, India and West Asia	10hours
	Unit 5: India and Major Powers: Change and Continuity inIndia's foreign Policy with United States of America, Russia,China and Japan.	10hours
	Unit 6: India and Global Political Economy: India's positions on Global Trade, Climate Change, SDGs, Multilateral Financial Institutions, BRICS.	10hours

Pedagogy	Lectures/Tutorials/Assignments/Self-Study/ Discussions/ Audio-Visual	
References/Readings:	**Single Author Book** Bandyopadhyaya. J, (1970), *The Making of India's ForeignPolicy:Determinants,Institutions,Processes,andPersonalities*,Bombay:Allied Publishers. C.RajaMohan,(2005),*Crossing the Rubicon: TheShapingofIndia'sNewForeign Policy*,NewDelhi: PenguinBooks. Chopra,V.D,(2006),*India'sForeignPolicyinthe21stCentury*,New Delhi: Kalpaz Publications. Ganguly, Summit (2011), *India's Foreign Policy: RetrospectandProspect*, Oxford: Oxford UniversityPress. Jaishankar,S.(2020),*TheIndiaWay: StrategiesforanUncertainWorld*, NewDelhi:HarperCollins. Kanwal, Gurmeet (2016), *The New Arthashastra: A SecurityStrategyfor India*, NewYork: HarperCollins. Kumar,Yogendra,(2015),*DiplomaticDimensionsofMaritime Challenges for India in the 21stCentury*, New Delhi:PentagonPress. Kumar,Yogendra,(2017),*WhitheranIndianOceanMaritime Order"*, Contributions to a Seminar on *NarendraModi'sSAGAR Speech*.New Delhi:KWPublishers. Menon, Shiv Shankar, (2016), *Choices: Inside the Making ofIndia'sForeignPolicy*, NewDelhi:PenguinRandomHouse. Pande,Aparna(2017),*FromChanakyatoModi:TheEvolutionofIndia'sForeignPolicy*,NewYork:HarperCollins. Saran,Shyam(2017),*HowIndiaSeestheWorld:FromKautilyatothe21stCentury,New*Delhi.JuggernautPublishers. Sikri,Rajiv(2013),*Challenge and Strategy:Rethinking*	

	Edited Book Ghosh. Anjali, Tridib Chakrobroti, Anindyo Jyoti Majumdarand Shibashis Chatterjee ed. (2009), *India's Foreign Poli*cy, NewDelhi: Pearson Publishers. **Two or More Author Book** Bajpai, Kanti and Harsh Pant (2013), *India's Foreign Policy:AReader*", Oxford: OxfordUniversityPress. *India'sForeignPolicy*,NewDelhi:SageIndiaPublishers.	
Learning Outcomes	Students will be able to: 1. Have a comprehensive understanding of India's Foreign Policyandits predicaments. 2. Understand the major structure and determinants of India's Foreign Policy. 3. Analyse various issues and events that have led to shaping of India's Foreign Policy. 4. Evaluate and explore the relations between India and major regions and institutions of the world. 5. Analyse choices, decisions and actions India has adopted with major developments and issues affecting the global order.	

Programme: MA Political Science

Course Code: POL-523

Titleof the Course: International Political Economy

Number of Credits:4

Effective fromAY: 2022-23

Prerequisite s of the course:	Open to all students who have a B.A. in social sciences or related disciplines. A basic understanding of the major international economic issues is expected.	
Objective:	The course seeks to familiarize the students with the evolution, concepts and issues pertaining to International Political Economy, as avery dynamic field of enquiry within international relations.It helpsthe students to locate intersections between global power politics andeconomic interdependencies that shape not just bilateral, but regionaland multilateral global relations, with an appropriate mix of theoriesandcasestudies.	
Content:		**No. of Hours**
	Unit 1: International Political Economy: Definition and Theories (Liberalism, Realism, Marxism and their contemporary contexts), Critical IPE, Feminist IPE; Evolution and Schools of IPE.	10 Hours
	Unit 2: Multilateral Economic Institutions and Problems: WorldTrade Organization (WTO); IMF and World Bank, Structures,Evolution and Problems.	10Hours
	Unit 3: Political Economy of Regionalism: Theorizing Regionalism and its variants, European Union, ASEAN, NAFTA, RCEP, BRICS, Regionalism versus Globalism	10Hours
	Unit 4: Non-State Actors in International Political Economy: Transnational Corporations (TNCs); Non-Governmental Organizations(NGOs)—National and International;Protest Movements.	10Hours
	Unit 5: Transnational Issues: Migration, Climate Change; HumanRights,Poverty,Food Security,EnergySecurity.	10Hours
	Unit 6: Contemporary Debates in IPE: Globalization and itsdiscontents, Global Financial Crisis, Digital Technology and impact on IPE (VirtualCommunities, Artificial Intelligence, Crypto-currencies)	10 Hours

Pedagogy:	Lectures/ Tutorials/Assignments/Self-Study /Discussions/Audio-Visuals	
References/Readings	**Single Author Book** Adams, N.B. (1993), *Worlds Apart: The North-South Divideandthe International System*,London:Zed. Halperin,Sandra(2013)*Re-envisioning Global Development: A Horizontal Perspective*, London:Routledge. LiXing,Li(2014),*The BRICS and Beyond: The International Political Economy of the Emergence of a New World Order*, London: Routledge. Pettman, Ralph (2012), *Handbook on International PoliticalEconomy*,Singapore: World Scientific Publishing Co. Ravenhill, John (2011), *Global Political Economy*, Oxford:Oxford University Press. Veltmeyer,Henry,(2016),*NewPerspectivesonGlobalization and Antiglobalization: Prospects for a New World Order*?, London:Routledge. **Edited Book** Baldwin, D. ed. (1993), *Neorealism and Neoliberalism: The Contemporary Debate,* NewYork:Columbia University Press. Boyer, RandD. Drache Eds.(1996),*StatesAgainstMarkets:The Limits of Globalisation,*NewYork:Routledge. Cavahagh.Jetal.Eds.(1994),*BeyondBrettonWoods:Alternative s to the Global Economic Order*, London: PlutoPress. Cox, R.W. Ed. (1997), *The New Realism: Perspectives onMultilateralismand WorldOrder*,New York: St.Martins. MitchellSeligson,JohnTandPasseSmitheds.,(2013),*Developm entandUnderdevelopment:ThePoliticalEconomyofGlo balInequality*,Boulder:LynneRiennerPublishers. Shaw,TimothyandEmmanuelFantaEds.(2013),Comparative *Regionalisms for Development in the 21stCentury:Insights from the Global South*, London:Routledge. **Two or More Author Book**	

Barker, D. and J. Mander (1996), *Invisible Government: TheWorldTradeOrganisation:GlobalGovernmentfortheMillennium*,SanFrancisco,CA:InternationalForumon Globalisation.

Borzel, T. Lukas Goltermann and Kei Striebinger (2016),*RoadstoRegionalism:Genesis,Design,andEffectsofRegionalOrganizations*,London: Routledge.

Frieden,J,DavidLakeandJ.LawrenceBroz,(2017),*International PoliticalEconomy:PerspectivesonGlobalPowerandWealth*,NewYork:W.W. Norton&Co.

ThorstenOlesen,HelgePharoandKristianPaaskesen(2013), *Saints and Sinners: Official Development Aid and itsDynamicsinHistoricalandComparativePerspective*, Bergen,Norway:FagbokforlagetPublishers.

Learning Outcomes	1 Students would be able to understand the inter-linkages between international relations and international economics.
	2.Students would be able to compare the theories and approaches to study International Political Economy.
	3. Students would be able to analyse the role of both state and non state actors in IPE.
	4. Students would be able to critically analyse some contemporary issues in IPE.

Programme:M.A (PoliticalScience)
Course Code: POL-524
Title of the Course:Key Texts in Indian Political Thought
Number of Credits:4
Effective fromAY: 2022-23

Prerequisites forthecourse:	Students should have studied B.A. Political Scienceor BAin any Social Sciences. It is assumed that students have abasic knowledge of Indian Political thinkers and importanttexts written bythem.	
Objective:	The Course intends to present the students content and context of the key literature on Indian Political Thought penned by the Indian political thinkers. The core rationale ofthis paper is to make students to be well versed in the majorsocio- political debates of India which have their ontological and epistemological roots in these texts.	
Content:		**No. of Hours**
	Unit-1: Manu: Manusmriti	8hours
	Unit-2: Kautilya: Arthshastra	8hours
	Unit-3: M.K.Gandhi:HindSwaraj	8hours
	Unit-4: Jyotiba Phule:Gulamgiri	8hours
	Unit-5: B.R Ambedkar: Annihilation of Caste	8hours
	Unit-6: Pandita Ramabai Saraswati: The High-Caste Hindu Woman	8hours
	Unit-7:M.S.Golwalkar: Bunch of Thoughts	6hours
	Unit-8: Jawaharlal Nehru: The Discovery of India	6hours
Pedagogy:	lectures/tutorials/assignments/self-study(dialogicandparticipatorycollectiveteachingandlearning)	

References/Readings	**Single Author Book**	
	Ambedkar, B.R. (2014), *Annihilation of Caste*, New Delhi:Navayana.	
	Deshpande, G.P. (2002), *Selected Writings of JotiraoPhule*,NewDelhi:LeftWordBooks	
	Doniger, Wendy. (1992), "Rationalizing the Irrational Other:"Orientalism" and the Laws of Manu", *New Literary History*Vol.23, No. 1, VersionsofOtherness, pp.25-43	
	Doniger, Wendy. (2000), *The Laws of Manu,* New Delhi:Penguin	
	Fasana,Enrico.(1976),"BHIMRAORAMJIAMBEDKAR AND THE CASTE SYSTEM: The Social Thought of anIndian Political Leader", *Politico*, Vol. 41, No. 4, pp.747-759.	
	Gandhi,M.K.(2010),*Gandhi:HindSwarajandotherwritings*,NewDelhi:CambridgeUniversityPress.	
	Golwalakar,M.S. (2000),*Bunch ofThoughts,* Bangalore:SahityaSindhuPrakashana.	
	Heredia,Rudolf,C.(1999),'InterpretingGandhi'sHindSwaraj',*EconomicandPoliticalWeekly*,Vol.34,No.24.	
	Kautilya(1992),*TheArthshastra,*NewDelhi:Penguin	
	Kosambi,Meera.(1988),"Women,EmancipationandEquality: PanditaRamabai'sContributiontoWomen'sCause",*EconomicandPoliticalWeekly*,Vol.23,No.44,pp. WS38-WS49.	
	Modelski,George.(1964),'Kautilya:ForeignPolicy andInternationalSystemintheAncientHinduWorld',*TheAmerican Political Science Review,* Vol. 58, No. 3 pp.549-560	
	Nehru,J.N.(2008),*TheDiscoveryofIndia*,NewDelhi:PenguinIndia.	
	Omvedt, Gail. (1971), "JotiraoPhule and the Ideology ofSocial Revolution in India", *Economic and Political Weekly*,Vol. 6, No. 37, pp. 1969-1979.	
	Ramabai, Pandita. (1981), *The High-Caste Hindu*	

	Women,Bombay:MaharashtraStateBoardforLiteratur eand Culture.	
Learning Outcomes	1. Students will be able to understand the importance of reading of the texts written by thinkers. 2. Through construction and deconstruction, students, demonstrate the ability of narrating the text for their contemporary relevance. 3. Students will be able to apply the foundational ideas of the texts in their theoretical research. 4. Students will be able to understand continuation of certain ideas of the old text in our contemporary times.	

Programme: M.APoliticalScience

Course Code: POL-525

Title of the Course: Politics in the Developing World

Number of Credits: 4

Effective from AY: 2022-23

<u>Prerequisites for thecourse</u>	Students who have completed the undergraduate degree. It is assumed that students have a basic knowledge of International Relations and paradigms of the Developed, Developing and Least Developing Countries (LDCs).	
<u>Objective</u>	This paper will focus on different trajectories of development among the developing nations and assess the challenges of the globalization process. It will introduce students to the alternative discourse in International Relations which focuses on the politics revolving around developing countries of regions such as Africa, Asia, Latin America and Middle Eastand enables students to develop analytical skills to identify the key political, economic, social, cultural and ethnic factors that affect their developmental process and also differentiate between Developed and LDCs.	
Content:		**No. of Hours**
	Unit1: Developing World in International Politics: Introduction, issues in developing States, difference between developed and developing States.	10 hours
	Unit2:Theorising the State: International politics, inequality, institutionalism, global economy, south-south relations.	10 hours
	Unit 3: Ethno-politics and Nationalism: Colonialism, post-colonial development, state-building, nation-building.	10 hours
	Unit 4: State and Civil Conflict: The modern state, violent conflict, civil war, failed state.	10 hours
	Unit 5: Democratization and Human Rights: Social movements, fragile vs.strong state, regime change and human rights.	10 hours
	Unit 6: Policy Issues: Poverty and hunger, migration and internal displacements, environment, health.	10 hours
Pedagogy:	Lectures/Assignments/Self-Study	

References	**Single Author Book**	
	Bose,Sumantra(2004),*De-ColonizationandStateBuildinginSouthAsia*, Journalof International Affairs,58(1): 95-113.	
	Huntington, Samuel P. (1991), *The Third Wave: DemocratizationintheLateTwentieth Century*, Universityof Oklahoma Press.	
	Gosovic,Branislav(2016*),TheResurgenceofSouth-SouthCooperation,Third World Quarterly*, 37(4): 733-743.	
	HuysmansJef(2006),*ThePoliticsofInsecurity*,London:Routledge.	
	Payne,Anthony(2005),*TheGlobalPoliticsofUnequalDevelopment*,Hampshire, Palgrave-Macmillan.	
	PoggeT.,(2002),*WorldPovertyandHumanRights*,CambridgePress.	
	Ravenhill,John(1990),*TheNorth-South Balance of P*ower, International Affairs 66(4): 731-748.	
	Two or More Author Book	
	Acemoglu, Daron, James Robinson and Simon Johnson (2001),*The Colonial Origins of Comparative Development: An Empirical Investigation*, American Economic Review, 91(5):1369-1401.	
	Banerjee, Abhijit and Esther Duflo (2014), *Under the Thumb ofHistory? Political Institutions and the Scope for Action*, *AnnualReviewof Economics*6:951-971.	
Learning Outcome	Students will be able to: 1. understandthe political realities of the developingworld. 2. comprehensive understanding of the major differences between the Developed and the Developing World. 3. assessthemajorchallenges that developing nations face in the contemporary globalenvironment. 4. analysepolicies adopted to address the major challenges in the developing world.	

Research Specific Elective Courses

Programme: M. A Political Science
Course Code: POL-600
Title of the Course: Concepts and Theoretical Approaches in Political Science
Number of Credits: 4
Effective from Academic Year: 2023-2024

Prerequisites for the Course	Students should have studied at undergraduate level in social sciences and any other discipline having an interest in the subject. It is assumed that students have a basic knowledge of what is research and how socio-economic and political issues are understood through exploration and research	
Objectives	This paper intended to prepare the students to write a dissertation in the final year of M.A by first introducing them to the foundations of Political Science research.	
Contents	**Unit 1: Foundations of Research** a) What is Research? Pure and Applied b) Nature of Social Science Research: Forms of knowledge, laws, Explanation and interpretations in study of social world c) Problem of Objectivity in Social Research	**No. of Hours** 12 hours
	Unit 2: Positivist Approaches a) Institutional Analysis b) Behaviouralism c) Rational-Choice Theory	12 hours
	Unit 3: Post- Positivist Approaches a) Feminist Research Approach b) Marxist Approach c) Postmodern Approach	12 hours
	Unit 4: State of Political Science Research a) Big Issues in Political Science Research (Global Political Economy, New Public Management, Good Governance, Decline and Resurgence of Political Theory)	12 hours

	b) Research in the Subfield of Political Science	**12 hours**

	Unit 5:**Research Ethics**
	  a) The meaning of Research Ethics
	  b) Research with Human Subjects
	  c) Applying Ethics in Research Processes	

Pedagogy	Lectures, tutorials, assignments based on self-study, field studies (dialogic and participatory collective learning and teaching)	
References/Readings	**Single Author Books** Freire, Paulo (1996).*Pedagogy of the Oppressed,* New Delhi: Penguin Books Krishnaswamy, O.R. (2010). *Methodology of Research in Social Sciences*, New Delhi: Himalaya Publishing House Mahajan, Gurpreet (1992). *Explanation and understanding in the human science*, New Delhi: Oxford University Press McNabb, David (2004). *Research Methods for Political Science*, New Delhi: Prentice Hall Rai Praveen & Kumar Sanjay (2013). *Measuring Voting Behaviour in India*, New Delhi: Sage Publication **Two or More Authors** Guru, Gopal and SarukkaiSundar (2018), *The Cracked Mirror: An Indian debate on experience and theory*, New Delhi: Oxford University Press. Wilkinson, T.S. and Bhandarkar, P.L. (1994). *Methodology and Techniques of Social Research*, Delhi: Himalaya Publishing House	
Learning Outcomes	1. Students will be able to understand the process of social science research with the knowledge of basic tools and techniques. 2. Students will be able to apply research methods in their future pursuit of research. 3. Students will be able to explore the data related to theoretical research. 4. Students will be able to understand the importance of theories in social research.	

Programme: M. A. Political Science
Course Code: POL-601
Title of the Course: Research Methods in Political Science
Number of Credits: 4
Effective from Academic Year: 2023-2024

<u>Prerequisites for the Course</u>	Students should have studied at undergraduate level in social sciences and any other discipline having an interest in the subject. It is assumed that students have a basic knowledge of what is research and how socio-economic and political issues are understood through exploration and research.	
<u>Objectives</u>	This paper intended to prepare the students to write a dissertation in the final year of M.A. It provides an understanding of the research Process, research design, statistical techniques, leading to report writing.	
<u>Contents</u>		**No. of Hours**
	Unit 1: The Research Process - Major steps in Research	14 hours
	Unit 2: Research Topic and the Design of Research - Types of Quantitative and Qualitative Designs	12 hours
	Unit 3: Quantitative Research -a) Methods of Data collection b) Processing and Analysis of Data	12 hours
	Unit 4: **Qualitative Research-** a) Methods of Data Collection b) Processing and Analysis of Data	12 hours
	Unit 5: **Report writing -** a) Its Significance b) Steps in writing research report.	10 hours
<u>Pedagogy</u>	lectures/ tutorials/assignments/self-study/ field studies (dialogic and participatory collective learning and teaching)	
<u>References/Readings</u>	**Single Author Books** BhattacherjeeAnol (2012), *Social Science Research: Principles, Methods and Practices,*Florida, University of South Florida Flick, Uwe(2017). *An Introduction to Qualitative Research*, New Delhi, Sage Freire Paulo (1996). *Pedagogy of the Oppressed*, New Delhi: Penguin Books	

	Krishnaswamy. O.R. (2010). *Methodology of Research in Social Sciences,* New Delhi, Himalaya Publishing House MahajanGurpreet (1992). *Explanation and understanding in the human science*, New Delhi: Oxford University Press McNabb, David (2004), *Research Methods for Political Science*, New Delhi: Prentice Hall **Two or More Authors** Rai Praveen & Kumar Sanjay (2013). *Measuring Voting Behavour in India,* New Delhi: Sage Publication Wilkinson, T.S. and Bhandarkar P.L. (1994). *Methodology and Techniques of Social Research*, Delhi: Himalaya Publishing House	
Learning Outcomes	1. Students will be able to understand the process of social science research with the knowledge of basic tools and techniques. 2. Students will be able to apply research methods in their future pursuit of research. 3. Students will be able to undertake surveys such as poll surveys. 4. Students will be able to employ ethical practices in their future research.	

Programme:M. A. Political Science

Course Code: POL-602

Title of the Course: Community Engagement and Rural Development

Number of Credits: 4

Effective from Academic Year: 2023 – 2024

Prerequisitefor the course	Under Graduate Degree in any discipline.	
Objectives	The Objectives are: 1. to enable students to understand ruralsociety; 2. to familiarize students with community development programmes and train them to prepare proposals for communitydevelopment; 3. to train students in participatory researchmethods; 4. to enable students to understand rural institutions and their functioning by engaging with theseinstitutions; and 5. to enable students to understand Human Rights based approach to RuralDevelopment.	
Contents		**No. of Hours**
	Unit 1: Meaning and Characteristics of Rural Society and Rural Development, Distinction between rural and urban	04 hours
SECTION -A Theory	**Unit 2:**Participatory Rural Appraisal Methods & Techniques – Transect Walk, Seasonal Calendar, Venn Diagram, Daily Routine Charts, Timeline, Flow Diagram, Interviewing, Preference ranking, Mapping and Modelling (Social, Resource and Topical Mapping & other methods)	06 hours
	Unit 3: Rural Resilience in relation to Environmental and Livelihood issues: Climate Change, Habitat degradation, Water conservation and Waste management.	04 hours
	Unit 4: Local Bodies: Panchayats, Gram Sabhas, Village Committees; Gram Panchayat Development Plan (GPDP).	04 hours
	Unit 5: Institutions in Rural Development: Schools, Health Centres, Self Help Groups, Cooperatives, Farmers Clubs.	04 hours
	Unit 6: Human Rights and Rural Development; Rural Poverty – nature and extent	04 hours
	Unit7: Community Development: Introduction, Objectives, Approaches, Programmes	04 hours

SECTION -B Practical	**Field Component** -Planning for Community Development, Gram Panchayat Development Plan (GPDP), Situational Analysis, Participatory Rural Appraisal (PRA), visits to model Panchayats, attending and reporting on Gram Sabha meeting and other activities planned from time to time	60 hours
Pedagogy	Lectures, assignments, field visits, learning by engaging with the rural community	

Recommended Reading	**Single Author Books**
	
	Chatterjee, Shankar (2011)., *Implementation of Rural Development,*
	    New Delhi: Serials Publication Pvt. Ltd.
	Desai, A.R. (2009). *Rural Sociology in India*, Mumbai: Popular Prakashan.
	Desai, Vasant (2012). *Rural Development in India*, Mumbai: Himalaya Publishing House.
	Mukerjee, Neela (2003). *Participatory Rural Appraisal*, New Delhi: Concept Publisher
	Narayanaswamy, N. (2009). *Participatory Rural Appraisal: Methods and Application*, New Delhi: Sage Publication
	Rani, K.S. (2011). *Peoples Participation in Development*, New Delhi: Discovery Publishing House.
	Singh,Preeti (2010). *Panchayati Raj Institutions and Rural Development*, Delhi: AxisPublication
	Somesh Kumar (2002). *Methods for Community Participation: A complete guide for practitioners.*Vistaar
	
	Edited Book
	Sudharshu, Shekhar (ed.) (2003), *Regional Planning in India,*vol-I and II, New Delhi: Anmol Publications.
	
	Two or More Authors
	    M.J. Vinod and MeenaDeshpande (2013). *Contemporary Political Theory*, New Delhi: Axis Publications.
	Vijayakumar, K. (2011). *Empowerment of weaker section future planning and strategies for Rural Development in India,* New Delhi: Serials Publication Pvt. Ltd.
	
	E-book
	The Human Rights based approach to development in the era of globalisation,

	(https://www.ohchr.org/Documents/Issues/Development/RTDBook/PartIIChapter8.pdf)
	Journal Article in Scholarly Journal Government Reports on *Rural Development of Goa and India* EPW Issue on Rural Affairs Vol. 53, Issue No. 51, 29 Dec, 2018 Participation Pays by Praxis (http://www.praxisindia.org/PARTICIPATIONPAYS.php) National Council of RuralInstitute, *Rural Community Engagement,* Department of Higher Education, MHRD
<u>**Learning Outcomes**</u>	At the end of the course students will be able to: 1. Understand theoretical and practical aspects of rural planning and development. 2. Enhance the skill to prepare community developmentplans. 3. Demonstarte the ability and skill to carry out research on rural development and engage with rural institutions. 4. Demonstrate capacity and skill for planning, ethical decision-making and inter-disciplinary work in diverse context of community engagemtnt

Programme: M.A Political Science
Course Code: POL-603
Title of the Course: Critical Perspectives in Politics
Number of Credits: 4
Effective from Academic Year: 2023-2024

Prerequisites for the course	Basic understanding of Political Theory	
Objectives	This course introduces the students to the methodologies of critical perspectives. It covers Utilitarian, Libertarian, Communitarian, Marxist, Feminist and Ambedkarite perspectives to help students develop a theoretical understanding to strengthen their critical aptitude.	
Contents	**Unit 1: Utilitarian Perspective** - Jeremy Bentham, J.S. Mill	10 hours
	Unit 2: Libertarian and Communitarian Perspective - Robert Nozick, John Rawls, Alasdair MacIntyre, Michael Sandel	10 hours
	Unit 3: Marxist Perspective- Karl Marx, Antonio Gramsci, Hannah Arendt	10 hours
	Unit 4: Feminist Perspective - Betty Friedan, Simone de Beauvoir, Anne Philips	10 hours
	Unit 5: Biopolitics - Michael Foucault	10 hours
	Unit 6: Ambedkarite Perspective - John Dewey's Pragmatism and Ambedkar, Concept of Dhamma	10 hours
Pedagogy	Lectures, Debates, Group Discussion Assignment based on self study	
References/ Reading	**Single Author Books** Hannah, A. (1964*). Eichmann in Jerusalem: A Report on the Banality of Evil.* New York: Viking Press. MacIntyre, A. (1981). *After Virtue: A Study in Moral Theory*. London: Gerald Duckworth & Co. Ltd. Michael, S. (2012). *What Money Can't Buy The Moral Limits of Market*. London: Penguin. Mill, J. S. (1863). *Utilitarianism.* London: Parker, Son, And, Bourn, West, Stand. Millett, K. (1970). *Sexual politics*. UK: Rupert Hart-Davis. Nozick, R. (1974). *Anarchy, State and Utopia*. New York: Basic Books.	

	Phillips, A. (1991). *Engendering Democracy*. Cambridge: Polity Press. Rawls, J. (1971). *Theory of Justice*. United States of America: President and Fellows of Harvard College. Rawls, J. (1993*). Political Liberalism*. New York: Columbia University Press. Rawls, J. (2001). *Justice As Faireness A Restatement*. Cambridge: The Belknap Press of Harvard University Press. Russell, B. (1917). *Principles of Social Reconstruction.* London: G. Allen & Unwin Limited. Sandel, M. (1998). *Democracy's Discontent America in Search of a Public Philosophy*. Cambridge: The Belknap Press of Harvard University Press. Sandel, M. (2009). *Justice What's the Right Thing To Do?* .London: Penguin Books. Simone, B. d. (1949). *The Second Sex*. Paris: Editions Gallimard. **Edited Books** Gramsci, A. (1994). *Gramsci: Pre-Prison Writings*. (R. Bellamy, Ed., & V. Cox, Trans.) New York: Cambridge University Press.	
Learning Outcomes	1. Students will be able to develop a broadunderstanding of the critical perspectives in politics. 2. The Students are familiarised to various methodologies of the critical perspectives which will enable them to solve the difficult debates of the public policy. 3. Students will be able to conduct critical inquiry in their subject of study using the approaches discussed in this course. 4. Students will develop contextual reasoning.	

Programme: M.A. Political Science

CourseCode: POL-604

Title of the Code: Human Rights

NumberofCredits: 4

Effective from:Academic Year 2023-24

Prerequisitesforthe course	Students should have a general understanding of human rights issues, as they relate to ourdaily lives and must be aware of thebasic rightsand duties.	
Objective	The course intends to not only introduce thestudents to the concepts and practices of Humanrights in the global and local domain, but also exposes them to certain recent issues confronting the human rights debates.	
		No. of Hours
Contents	**Unit1**: **Concept of Human Rights-**The Origin of Human Rights, Types of Rights, Debate on Universalism and Relativism in HumanRights	08 hours
	Unit2:The U.N. and Human Rights- HumanRights In UN Charter and Treaty Based Bodies,Critical Appraisal of UN Human Rights Commission/ Council, UN Humanitarian Missions	08 hours
	Unit3:State and Human Rights in India- Constitutional provisions, NHRC and its role,State As Violator of Human Rights	08 hours
	Unit4:Civil Liberty Movements inIndia -Origin, Role during Emergency, Present Challenges	08 hours
	Unit5:Globalization and Human Rights -Global Human Rights NGOs, Global Protest Movements, MNCs and Human Rights implications, Climate Change	10 hours
	Unit6: **Women and Human Rights -** Gendered DiscourseonHumanRights,Women'smovement, Contemporaryconcerns relatingto Women'srights	08 hours
	Unit7: **Human Rights and Marginal Groups-** Minorities,Dalits,Tribals,Children, Disabled	10 hours

Pedagogy	Lecture, Group Discussions, Assignment based on self study	
References/Readings	**Single Author Books** Acharya,B.C. (2011). *AHandbookofWomen'sHumanRights*, NewDelhi:Wisdom Press. Craston, M. (1973). *What are Human Rights*, London: BodelyHead. Donelly, Jack (2005). *Universal Human Rights in TheoryandPractice*, New Delhi:Manas. Gerwith*, (1982). Human Rights: Essays on JustificationandApplication*, Chicago: University ofChicagoPress. Khan, Mumtaz Ali, (1995).*Human Rights and the Dalits*, NewDelhi: Uppal Publishing House. Lillich,R. (1991).*InternationalHumanRights:LawPolicyand Practice*, Boston:Little Brownand Co BrownandCo. SouthAsiaHumanRightsDocumentationCentre (2006), *Introducing Human Rights*, New Delhi: Oxford Twinning,William (2009).*HumanRights*,SouthernVoices, Cambridge: CambridgeUniversityPress. **Edited Books** BaxiUpendra (1987). (ed.), *The Right to be Human*, NewDelhi: Lancer International Crawford. Donelly, Jack and Rhoda Howard (1987). (ed).),*International Handbook of Human Rights*,Westport, Connecticut: greenwood Press James (1998), (ed.), *The Rights of People*, New York: Oxford. NCERT, (1996).*Human Rights: A Source Book*, NewDelhi.	
Learning Outcomes	1. Students will be able to explain the basic conceptofhumanrights. 2. Students will be able to understand international human rights standards and processes. 3. Students will be able to analyze human rights situations around them. 4. Students will be able to apply the knowledge of human rights mechanism to handle daily life situations.	

Generic Elective Courses for Semester III

Programme:M.A. Political Science

Course Code: POL-621

Title of the Course: Government and Politics in South Asia

Number of Credits: 4

Effective from Academic Year: 2023-2024

Prerequisites for the course	Open for all Postgraduate Students.	
Objectives	1. The course intends to introduce students to a basic understanding of governments and political processes in the South Asian countries including Pakistan, Bangladesh, Sri Lanka and Nepal. 2. The course shall seek to do a mix of comparative as well as country specific analysis of these countries, where India may figure as a domestic political factor rather than a foreign policy concern in these countries.	
Pedagogy	Lectures, assignments based on self study	
Contents		**No. of Hours**
	Unit 1: Introducing South Asia- Ethnic and Geographic and Geopolitical significance of South Asia in terms of Land and its people, Colonialism and Nationalism in South Asia	10 Hours
	Unit 2: Political Institutions in South Asia- Parliamentary Democracy, Presidential System, Monarchy in Nepal, Military in Pakistan, Monarchy in Nepal.	10 Hours
	Unit 3: Political Processes in South Asia- Ethnicity and Nation building, Religion and Sectarianism, Political Parties and Party System	10 Hours
	Unit 4: Decentralization and Governance- Centre-Provincial Relations, Local Governance Reforms, Decentralization, Citizens' Participation and Civil Society.	10 Hours
	Unit 5: Regional Cooperation in South Asia-Origin and Evolution of SAARC, Major Impediments, Future Prospects	10 Hours

	Unit 6:Political Economy of South Asia- South Asia as a Human development challenge and opportunity, Economic Reforms and Growth in South Asia, Select Case Studies of Human Empowerment.	10 Hours
References/Readings	**Single Author Books** Baxter, Craig et. al. (2000), *Government and Politics in South Asia*, Westview Press: Boulder. Bhutto, Zulfikar Ali (1979), *If I am Assassinated*, New Delhi:Vikas Publishing House Pvt Ltd Brass, Paul and AchinVanaik (eds.) (2002), *Competing Nationalism in South Asia*, Delhi: Orient Longman. Chadda, Maya (2000), *Building Democracy in South Asia*, New Delhi: Lynne Rienner Publication. Chand, Attar (1991), *Party Politics, Pressure Groups and Minorities*, New Delhi: Commonwealth Publishers, New Delhi. Chakraborty, S. K. (1978), *The Evolution of Politics in Bangladesh*, New Delhi: Associated Publishing. Haqqani, Hussain (2005), *Pakistan Between the Mosque and the Military*, New York: Carnegie Endowment for International Peace. Hewitt, Vernon (1997), *The New International Politics of South Asia*, Manchester University Press. Jalal, Ayesha (1995), *Democracy and Authoritarianism in South Asia: A Comparative-Historical Perspective*, New Delhi:Cambridge University Press. Lamb, Christina (1991), *Waiting for Allah: Pakistan's Struggle for Democracy*, New Delhi:Viking. Mallick, Ross (1998), *Development, Ethnicity and Human Rights in South Asia*, New Delhi:Sage Publication. Oberst, Robert (2018), *Government and Politics in South Asia*, New York:Routledge. Puchkov, V.P. (1989), *Political Economy of Bangladesh*, New Delhi:Patriot Publishers. Raghavan, Srinath (2018), *The Most Dangerous Place: A History of the United Sates in South*	

Asia, New Delhi:Penguin Allen Lane Press.

Rothermund, Dietmar (2000), *Role of State in South Asia and other Essays*, Delhi: Manohar Publication.

Stern, Robert (2001), *Democracy and Dictatorship in South Asia: Dominant Classes and Political outcomes in India, Pakistan, Bangladesh*,New Delhi: India Research Press.

Edited Book

Mitra, Subrata and Alison Lewis eds. (1978), *Sub national Movements in South Asia*, New Delhi: Routledge.

Two or More Authors

Gardezi, Hassan and Jamil Rashid (1983), *Pakistan: Roots of Dictatorship. The Political Economy of a Praetorian State*, London: Oxford University Press.

Phadnis, Urmila and RajatGanguly (2002), *Nation Building in South Asia*, New Delhi: Sage Publication: New Delhi.

Learning Outcomes	Students will be able to:	
	1. understand South Asia as a Region.	
	2. analyse the dynamics of South Asian Politics from a comparative and country specific perspective.	
	3. comprehend the challenges of Nation-Building and State-Building in South Asia.	
	4. evaluate different processes of governmental systems, governance and economic reforms in South Asia.	
	5. Analyse the relevance of SAARC as a regional grouping of South Asia.	

Programme: M.A. Political Science

Course Code: POL-622

Title of the Course: Urban Governance

Number of Credits: 4

Effective from Academic Year: 2023 -2024

<u>**Prerequisites for thecourse**</u>	Open to all postgraduate students	
<u>**Objectives**</u>	The Objectives of the course are: 1.to provide a democratic understanding of the issues of urban governance by making 'political' a key aspect in governance of the city; 2.to enhance the theoretical understanding among students to identify the problems of urban management and also to overcome it; and 3. tofamiliarize the constitutional and legal provisions in making the urban spaces inclusive and sustainable.	
<u>**Contents**</u>		**No. of Hours**
	Unit 1: Introduction to Urbanization- Meaning and Scope, Historical Development of Urbanization, Urbanization in International Perspective, City in Indian context	12 hours
	Unit 2: Right to the City- Women's Right to the City, Class and Caste in Indian Cities, Migrant's Right to the City, City and the Exclusion of the Nomadic and De-notified Tribes	12 hours
	Unit 3: Challenges in City Governance- Transport Management in City, Water management, Sanitation and the Rights of the Scavengers,Urban Insecurity, Urban Housing, Urban Poverty.	12 hours
	Unit 4: City and Climate change- Understanding Climate Change, Pollution, Climate Change and Displacement,	09 hours

	Natural disastermanagement in Urban Areas	
	Unit 5: Constitutional Provisions for City Management- 74th Constitutional Amendment and its Implementation, Smart City	09 hours
	Unit 6: Accountability in urban services-Good Governance, Use of Geographic Information System (GIS) in urban management, Citizen's Initiatives	06 hours
Pedagogy	Lectures, tutorials, assignments based on self-study	
References/Readings	**Single Author Books** Addink, H. (2019). *Good Governance*. Oxford: Oxford University Press. Ahluvalia, I. J. (2019). *Urban Governance in India*. Journal Urban Affairs, 83-102. Berry, B. (1980). *Urbanization and Counter Urbanization in US.* The Annals of the Political Academy of Political and Social Science, 13-20. Blessing, M. (2005). *Who moves and who stays? Rural Out Migration in Nigeria*. Journal of Population Research, 141-161. Ramachandran, M. (2016). *Reforming Urban Transport in India.* Ghaziabad: Copal Publishing Group. **Two or More Authors** Bhandari, L., &Bajpai, P. (2001). *Ensuring Access to Water in Urban Household.* Economic and Political Weekly, 3774-3778. Francesco, P. A., Lima, M., &Sotirios , P. (2019). *Understanding Smart Cities: Innovation ecosystems, technological advancement and societal challenges.* Technological Forcasting and Social Change, 1-14. Maarseveen, M., Martinez, J., &Flacke, J. (2019). *GIS in Sustainable Urban Planning and Management.* London: Taylor and Fransis Group. Zérah, M. H., Dupont, V., &Rewal, S. T. (2011). *Urban Policies and Right to the City in India.* New Delhi: United Nations Educational, Scientific and Cultural organization.	

	Journal Article in Scholarly Journal Gupta, S., &Sachdeva, R. (2021). *Waste Management and Cleanliness in Cities.* Economic and Political Weekly. Ogra, A. (2022). *The National Disaster Management Plan 2019.* Economic and PolitcalWeely, 16-18. Pawar, D. (2021, September 04). *Addressing the Exclusion of Nomadic and Denotified Tribes in Urban India.* Retrieved from Economic and Political Weekly Engage: https://www.epw.in/node/158802/pdf Prakash, B. (2020, July 17). *Why I won't live in my Village and Won't Live the City Till Forced To?* Outlook. Retrieved from https://www.outlookindia.com/magazine/story/india-news-opinion-why-i-wont-live-in-my-village-and-wont-leave-the-city-till-forced-to/303456 Schenk, H. (1984). *Residential Immobility in Urban India.* Geographical Review, 184-194. Singh, S. (2014). *Decentralizing Water Services in India.* Asian Survey, 674-699. Tacoli, C. (2003). *The Links Between urban and Rural Development.* Environment and Urbanization, 3-12. Vivek, K. (2014). *Whose Cleanliness?* Economic and Political Weekly, 13-15.	
Learning Outcomes	1. Students will get the comprehensive knowledge about the dynamics and challenges of Urban Governance in contemporaryIndia. 2. Analyze the political dynamic of being Urban. 3. Development of holistic approach among the students to solve the key issues of public policy related to the management of urban spaces. 4. Learning of the constitutional aspect of urban management.	

Programme: M. A. Political Science
Course Code: POL-623
Title of the Course: Democratic Politics in India
Number of Credits: 4
Effective from Academic Year:2023-2024

Prerequisites for the Course	Open to all postgraduate students	
Objective	The paper deals with certain critical questions relating to the processes and functions of democracy in India. The thematic deals with the key factors shaping the democratic debate and plurality of voices that inform them	
Content	**Unit 1: Contextualizing Indian Democracy-**A. Pre-colonial democratic experiences. B. Democratic experiences under colonial rule. C. Constituent Assembly and the idea of democracy	04 hours
	Unit 2: .Political Parties in Indian Democracy- A. Party system B. National Parties C. Regional Political Parties	10 hours
	Unit 3: Democracy and Elections in India- A. Concerned Issues B. Electoral Reforms	10 hours
	Unit 4: Debate on Secularism in India- A. The Concept of Secularism: The Indian Legacy B. Principal advocates of secularism C. Recent questions on secularism D. Alternative conception of secularism.	10 hours
	Unit 5: People's Movements and Civil Society in India- A. Evolution of the idea of voluntary service in India B. Interface between the state and people's movements before the introduction of New Economic Policy C. Ideas and approaches of new social movements.	10 hours
	Unit 6: Interface between Democracy and Economic Development in India- A. Problems of underdevelopment. B. Need for balance development C. Development Strategy: Break with the Past in the 1990s	06 hours
	Unit 7: Question of identity and political participation-Caste, Religion, Language, Ethnicity and Gender in Indian politics	10 hours
Pedagogy	Lectures/ tutorials/assignments/self-study (dialogic and participatory collective learning and teaching)	

References and Readings	**Single Author Books** Bhambhri, C.P. (2007).*Democracy in India,* New Delhi: National Book Trust, India. DeSouza, Peter R.(2018).*In the Hall of Mirrors: Reflections on Indian Democracy*, New Delhi: Orient Blackswan. DeSouza, Peter Ronald.andSridhran, E. (2006). *India's Political Parties,* New Delhi: Sage. Fadia, B.L. (2017). Indian Government and Politics, Jaipur: SahityaBhavan. Mehta,B.Pratap,(2003). Burden of Democracy, New Delhi: Penguin Books. Sanghvi, Sajay (2007).*The New people's Movements in India,* Economic and Political Weekly, Vol.42, No.50, pp.111-117. Sheth, D.L. (2017).*At Home with Democracy*: A Theory of Indian Politics, New Delhi: Palgrave. **Edited Books** Jayal, Niraja and Mehta, Pratap(eds) (2012). Politics in India, New Delhi: Oxford University Press. **Two or More Authors** Chandra,Bipin;Mukharje,Mridula; and Mukhajee, Aditya (2000)*India after Independence*, New Delhi: Penguin Books. Chakrabarty, Bidyut and Pandey, R. K.(2008).*Indian Government and Politics,* New Delhi: Sage. Ganguly,Sumit and Mukherji, Rahul (2011). India Since 1980, New Delhi: Cambridge University Press. Vora,Rajendra and Palshikar,Suhas(2004).*Indian Democracy: Meanings and Practices*, New Delhi: Sage.	
Learning Outcomes:	1. Students demonstrate the ability of critical analysis of democratic process. 2. Students become more analytical in textual and contextual understanding of debates on democracy. 3. Students will be able to understand the importance of debate and discussion in nation building. 4. Students will be able to understand the interface between claims and realities.	

Programme:M.A.(PoliticalScience)

Course Code: POL- 624

Title of the Course:Development Administration and Governance

Number of Credits:4

Effective from Academic Year:2023-2024

<u>Prerequisitesforthec ourse</u>	Open to all postgraduate students	
<u>Objectives</u>	The objectives of the course are: 1. to examine the ideas of developmentand governance and the interplay between the two in thelight of recent liberalization and globalization agenda; and 2. to introduce the students tovarious conceptsof developmentandgovernance.	
<u>Contents</u>	**Unit1:DevelopmentAdministration-** Meaning,Nature,Approaches and theories	12 hours
	Unit2:Governance:Governance - Meaning,Theories:Rational Choice, Interpretative, Organizational,Institutional;Governance and Development	12hours
	Unit3:Human Development - Human Development Index (HDI), Sustainable Development, Sustainable Development Goals (SDGs),Participatory Development	1 2 hours
	Unit4:Development and Opportunities- Entitlement vsEmpowermentapproach, Poverty and PovertyAlleviation Programmes, Education Policies, HealthPolicies	12hours
	Unit 5: Contemporary Case Studies- Digital India, SkillIndia, Universal Basic Income, Automation	12hours
<u>Pedagogy</u>	Lectures, assignments based on self-study	

References/Readings	**Single Author Books**	
	Bevir,Mark(2011),*HandbookofGovernance,*SagePublications	
	Dwivedi,O(1994),*DevelopmentAdministration,*	
	Goel,S.(2009),*DevelopmentAdministration,*New Delhi: Deep&DeepPublications	
	Mahajan, Anupama (2019), Development Administration in India, New Delhi: Sage Publication	
	Mathur,Kuldeep(1996),*DevelopmentPolicyandAdministration,* New Delhi:SagePublications	
	Mitra, Subrata (2006), *The Puzzle of India'sGovernance,*Routledge, New Delhi: PalgraveMacmillanNew Delhi:SterlingPublisher	
	Palekar S.A. (2012), Development Administration, New Delhi: PHI Learning	
	Rathod, R. (2004), *Elements of DevelopmentAdministration,* ABDPublisher	
	Saptru,R(2008),*Development Administration,*	
	Sen,Amartya(1999),*DevelopmentasFreedom,*New Delhi: Oxford University Press.	
	Edited Books	
	Singh, Shivani (ed.,) (2016), *Governance: Issues &Challenges,*New Delhi:SagePublication	
	Two or More Authors	
	Sen&Dereze(1998),TheAmartyaSenandJeanDrezeOmnibus, New Delhi: Oxford University Press.	
	United Nations (2004), *Reconstructing Governanceand Public Administration for Peaceful SustainableDevelopment,* United NationsCollection	

Learning Outcomes	After completing the course the students will be able to	
	1. Demonstrate knowledge and ability to understand the idea of development and Governance. 2. Enhance their knowledge about development administration and governance and related concepts for better evaluation of development administration programmes and policies. 3. To help students understand challenges of development administration and governance. 4. Demonstrate rational and critical thinking applied to the complex questions of development administration.	

Programme: Political Science

Course Code: POL-625

Title of the Course: Theories of Democracy

Number of Credits:4

Effective from Academic Year:2023-2024

Prerequisites for the course	Open to all postgraduate students	
Objectives	1. The course examines the origin of the idea of democracy,and evolution of the concept and theories of democracy. 2. The course also introduce students to the actual workings of democracy in western and non-western societies.	
Contents	**Unit 1: Idea of Democracy** - Athenian Origin, Protectiveand Developmental Democracy, Deliberative democracy&Defenceof Public Realm	10 hours
	Unit 2: **Key Concepts**- Freedom & Autonomy, Equality,MajorityRule,Citizenship	10 hours
	Unit3:Theories- Liberal,Socialist,Representative,Participatory	10 hours
	Unit4:Critique- Marxist&Socialist,Elitist,Feminist	10 hours
	Unit 5: Contemporary Issues - Rational Choice Nationalism,Multiculturalism, CivilSociety	10 hours
	Unit6:Democracyinnon-WesternWorld-Case studies from Asia, Africa and Latin America	10 hours
Pedagogy	Lectures, Groupdiscussion, assignments based on self-study	
References/Readings	**Single Author Books** Beetham,David(2001),*Democracy*,New Delhi, NationalBookTrust Cunningham Frank (2001), *Theories*	

	*ofDemocracy:ACriticalIntroduction,*London*,* Routledge. Dahl,Robert,(1986), *Democracy,Liberty&Equality,*New York, Oxford University Press Held,David(2006),*ModelsofDemocracy,*Cambridge,CUP Lipset,Saymour(1995),*EncyclopaediaofDemocracy,*London*,* RoutledgeNorwegianUniversityPress Schumpeter,Joseph(1987),*Capitalism,Socialism&Democracy,* London,UnwinPaperback Tilly,Charles(2009),*Democracy,*Cambridge: CUP **Edited Book** Blaug&Schwarzmantel (ed.)(1998),*Democracy:AReader*, Edinburgh UniversityPress	
<u>Learning Outcomes</u>	After completing the course the students will be able to: 1. Understand the basic concepts and theories of democracy. 2. The course equipsthestudents to investigate interface between theory and practice of democracy. 3. Comprehend the cotemporary issues associated with democracy. 4. Understand the working of democracy in western and non-western societies.	

Programme: M.A. (PoliticalScience)

Course Code: POL-626

Title of the Course: Politics in the Cyber Age

Number of Credits:4

Effective from Academic Year: 2023-2024

Prerequisites for thecourse:	Open to all postgraduate students	
Objective:	The course intends: 1. to enable an understanding of emerging developments in the cyber-domain and its impact in domestic as well as international politics; 2. to define the basics of cyber-politics and address deeper questions relating to politics of information, digital divide, cyber-freedom and restriction, cyber-warfare and global cyber-governance; and 3. tofocus on the role of big tech and social media in changing the landscape of cyber-politics today.	
Contents	**Unit 1: Introduction to Cyber-Politics:** Meaning, evolution of cyber-politics, and its impact on domestic politics and international relations, Digital Divide.	12 hours
	Unit 2: Technological Advancement and Politics in Information Age: Understanding application of technologies like Artificial Intelligence (AI), Big Data, Information Warfare, New Social Media and its impact in influencing politics and international relations.	12 hours
	Unit 3: Digital Geopolitics and Foreign Policy: understanding use of cyber power in influencing geopolitics and shaping foreign policy, Cyber-warfare, case studies of use of digital revolutions in domestic and international politics: Pegasus spyware, Arab Spring, Umbrella Revolution, Me Too Movement, Climate Change Movements.	1 2 hours
	Unit 4: State and Cyber security: Politics of Cyber security, historical developments of Cyber security Policy,	

	role of the state in Cyber security. Security Versus Freedom in Cyberdomain.	
		12 hours
	Unit5: Global Cyber-governance: Debates on Multilateral , Regional and national approaches to Cyber-governance, Cases of UN, the EU, OECD, African Union.	
		12 hours
Pedagogy:	lectures/assignments/self-study	
References/Readings	**Single Author Books** Adam Segal (2016), *The Hacked World Order How Nations Fight, Trade, Maneuver, and Manipulate in the Digital Age,* PublicAffairs Wilhelm Anthony (2020), *Democracy in the Digital Age: Challenges to Political Life in Cyberspace ,*Routledge Ben Buchanan (2020), *The Hacker and the State Cyber Attacks and the New Normal of Geopolitics,* Harvard University Press Chadwick, Andrew (2006)*Internet Politics: States, Citizens, and New Communication Technologies*, Oxford University Press Chris Atton (2004) *An Alternative Internet: Radical Media, Politics and Creativity*, Edinburgh University Press Ghernaouti, S. (2013). Cybercrime and cybersecurity issues: Stakes and Challenges for 21st Century, in *Cyberpower: Crime, conflict and security in the cyberspace*, EPFL Press. Mark Zachary Taylor ·(2016), *The Politics of Innovation Why Some Countries Are Better Than Others at Science and Technology,* Oxford University Press. MikkelFlyverbom (2011), *The Power of Networks Organizing the Global Politics of the Internet,* Edward Elgar Moore Martin (2018), *Democracy Hacked*, Oneworld Publications, *Surveillance, Secret Wars, and a Global Security State in a Single-Superpower World*, Haymarket Books. Tom Engelhardt (2014) *Shadow Government:*	

	Two or More Authors Chadwick, Andrew Howard, Philip N.(2008) *Handbook of Internet Politics,*Routledge. Choucri, N. Clark, D. (2019), Cybersecurity and International Complexities, International Relations in the *Cyber Age: The Co-Evolution Dilemma*, MITP, pp.209-245. Guy Lachapelle, Philippe Maarek (2015), *Political Parties in the Digital Age The Impact of New Technologies in Politics,* De Gruyter Hindman, Matthew (2009), *The Myth of Digital Democracy.,*Princeton University Press. Hood Christopher, Margetts Helen Z.(2007), Tools of Government in the Digital Age. 2007. Palgrave. Michael Margolis & David Resnick(2000), *Politics as Usual: The Cyberspace "Revolution"*, SAGE Publications, Inc.	
Learning Outcomes	1.Student would be able to understand the meaning and concept of cyberpolitics. 2. Student would be able to identify the latest advancements in the digital domain that impact politics. 3. Students would be able to analyse the role of the state in context of cyber-security. 4.Students would be able to analyse various governance mechanisms in place in the global cyber-domain.	

Programme: M.A Political Science
CourseCode: POL-627
Title of the Course: Regional Integration: Evolution and Dynamics
Number of Credits: 4
Effective from Academic Year: 2023-2024

Prerequisites for the course	Open to all postgraduate students	
Objectives	The course intends: 1. to introduce the students to the deeper understanding and contemporary debates of processes in International Relations, Regionalism and Multilateralism;and 2. to examine the relevance of Regional Integration in the current world order and analyze the evolution, theories, functioning and significance of various regional groupings in the global political and economic domain.	
Contents	**Unit 1: Historical Development and Debates**: Introduction to regional integration: historical perspectives of integration, comparative analysis of regional integration, Regionalism versus Globalism.	10 hours
	Unit 2: Theories and Scope of Regional Integration: Theoretical understanding of Regionalism: Realism, Liberalism, Constructivism, scope of Regional Integration.	10 hours
	Unit 3: Regional Integration in Europe: the EU as a role model for regional integration, the government and politics of the European Union, impact of BREXIT on European Integration.	10 hours
	Unit 4: Regional Integration in North, South America, Asia and Sub-Saharan Africa: International Cooperations: MERCOSUR, North American Free Trade Agreement (NAFTA), ASEAN Regional Forum (ARF), East Asian Regionalism (EAR), Asia Pacific Economic Cooperation (APEC).	10 hours
	Unit 5: Regionalism and Multilateralism: bipolarity, unipolarity, multipolarity, international financial institutions-	10 hours

	GATT, World Trade Organisation (WTO), Group of 20 (G20), Group of 7 (G7), Brazil-Russia, India-China-South Africa (BRICS), Shanghai Cooperation Organisation (SCO), Quadrilateral Security Dialogue (QUAD) **Unit 6: Political and Economic Consequences of Regional Integration:**power politics in international organisation, rise of supranational organisations, institutions trade blocs, trade flows, and international conflict.	10 hours
Pedagogy:	Lectures, Assignments based on self-study	
References/ Reading	**Single Author Books** Narlikar, Amrita (2003), *International Trade and Developing Countries: Bargaining Coalitions in the GATT and WTO*, Oxon: Routledge. Page, Sheila (2000), *Regionalism among Developing Countries*, London: Macmillan Press Ltd. Shaun, Breslin et.al. (2003), *New Regionalism in the Global Political Economy*, Oxon: Routledge. Waltz, Kenneth (1979), *Theory of International Politics*, U.S.A: Addison-Wesley. **Edited Book** Baldwin, Richard and Patrick Low (eds.) (2009), *Multilateralizing Regionalism*, Cambridge: Cambridge University Press. Padoan, Pier Carlo (1997), "Regional Agreements as Clubs: The European Case." in Edward D. Mansfield and Helen V. Milner, 1997: *The Political Economy of Regionalism*, New York: Columbia University Press. **Two or More Authors** Edward D. Mansfield and Helen V. Milner (1997), *The Political Economy of Regionalism,* New York: Columbia University Press. McCarthy, M. P. Dennis (2006) "International Economic Integration in Historical Perspective", London: Routledge.	

Stone Sweet, Alex and Wayne Sandholtz (1998), *European Integration and the Institutionalization of the European Polity*, Oxford: Oxford University Press.

E-book

Farrel, Marry et. Al. (2005), *Global Politics of Regionalism: Theory and Practice*, London: Pluto Press.

Haggard, Stephen (1997) "Regionalism in Asia and the Americas." in Edward D. Mansfield and Helen V. Milner, 1997: *The Political Economy of Regionalism*, New York: Columbia University Press.

Journal Article in Scholarly Journal

B¨orzel, Tanja (2001), "Comparative Regionalism: A New Research Agenda", *KFG Working Paper*.

Balasa, Bel (1961), *The Theory of Economic Integration*, Homewood, IL: Irwin.

Bhagwati, Jagdish (2007), "Regionalism vs. Multilateralism." *World Economy* 15(5): 535-556.

Haas, Ernst (1970), "The Study of Regional Integration: Reflections on the Joy and Anguish of Pretheorizing", *International Organization* 24(4): 607-646.

Hettne, Bjorn et.al. (1999), Globalism and the New Regionalism, Hampshire: Macmillan Press Ltd.

Mansfield, Edward D., and Etel Solingen (2010), "Regionalism", *Annual Review of Political Science* 13: 145-163.

Mansfield, Edward. D and Helen V. Milner (1999), "The New Wave of Regionalism, *International Organization*, 53(3): 589-627.

Nye, Joseph (1968) "Comparative Regional Integration: Concept and Measurement" *International Organization,* 22(4): 855-880.

Shaun Breslin and Richard Higgott, (2000) "Studying Regions: Learning from the Old, Constructing the New" *New Political Economy* 5(3): 333-352.

Special issue on Regional Integration in *InternationalOrganization* (1970), Vol. 24(4).

Learning Outcome:	Students will be able to: 1. understand the historical developments of the process of regionalism and regional integration. 2. enhance the ability of the students to understand the emergence of discourse on Multilateralism and Regionalism in International Studies. 3. analyse the significance of the process of Regional Integration and its impacts on the Global Polity and Economy. 4. relate theories of regionalism to various regional groups and evaluate their relevance in the current world order.	

Programme: MA (Political Science)
Course Code: POL-628
Title of the Course: Human Rights of Vulnerable Groups and Jurisprudence
Numberof Credits:4
Effective from Academic Year: 2023-24

Prerequisites for the Course	Open to all postgraduate students	
Objective	The course introduces thestudents to the concepts and important international human rights standards and mechanism and legislations for the protections and promotions of human rights.	
Contents		**No. of Hours**
	Unit 1: Understanding Human Rights: Meaning, Nature, Evolution of Human Rights, Types of Human Rights, Different Perspectives of Human Rights, Importance of Duties, Rights verses Duties	12 hours
	Unit 2: International Human Rights Standards: Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR).	12 hours
	Unit 3: Vulnerable Groups and Standards: Convention on the Elimination of all forms of Discriminations against Women (CADAW, Conventions on the Rights of the Child (CRC), Convention on the Rights of Person with Disabilities (CRPD), ILO Conventions and Declaration of Rights of Indigenous People.	12 hours
	Unit 4: Legislation and Human Rights: The Protection of Human Rights Act 1993, The	12

	Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act 1989, The Rights of Persons with Disabilities Act 2016, The Mental Health Care Act 2017, The Protection of Women from Domestic Violence Act, 2005.	hours
	Unit 5: **Protection and Enforcement of Human Rights**: Role of Judiciary, National Human Rights Commission (NHRC), National Commission for Women (NCW), National Commission for Scheduled Caste &Scheduled Tribe (NCSC&ST), National Commission for Minorities (NCM).	12 hours
Pedagogy	Lectures, Tutorials, Assignments based on self-study	
References/Readings	**Single Author Books** *Agarwal H.O.* (2020), *Human Rights,* Central Law Publications *Ahuja V.K.* (2019), *Human Rights: Contemporary Issues*, Delhi, Eastern Book Company *Ann Marie Clark* (2022), Demands of justice: The Creation of a Global Human Rights Practice, New York, Cambridge University press Godara, I. (2012). *Human Rights and International Politics.* Jaipur, Adi Publication. *Johannes Morsink Philadelphia*, 2021, *The Universal Declaration of Human Rights for a New Generation*, University of Pennsylvania Press Joshi K.C. (4th Edition, 2019), *International Law And Human Rights*, *Eastern Book Company* Karimova.Tahmina (2016), *Human Rights and Development in International Law,*Routledge O'Halloran Kerry, (2018), *Adoption Law and Human Rights International Perspectives,*Routledge O'Halloran Kerry, (2019), *Human Rights, Religion and International Law,*London, Routledge O'Halloran Kerry, (2019), *Sexual Orientation, Gender Identity and International Human Rights Law*	

*Common Law Perspectives,*London, Routledge

Palmer E , (2009) ,Protecting socio-economic rights through the European Convention on Human Rights, Erasmus L Rev

Pushpavalli. K, (2016), *Human Rights: An Overview*, S Chand & Co Ltd

*Vanessa Walke*r, (2020), *Principles in Power: Latin America and the Politics of U.S. Human Rights Diplomacy by Ithaca and London*, Cornell University Press.

Two or More Authors

Alston. Philip & Goodman. Ryan, (2012), *International Human Rights,* New York*,* Oxford

Joseph Sarah & McBeth Adam*. (2010),Research Handbook on International Human Rights Law*, Edward Elgar Publishing Limited

Journal Article in Scholarly Journal

Johan Vorland Wibye,(2022), Beyond Acts and Omissions — Distinguishing Positive and Negative Duties at the European Court of Human Rights, Human Rights Review.

E-books

Payne M, (2008),*Henry Shue on basic rights. Essays in Philosophy*https://core.ac.uk/ download/pdf/48856387.pdf

Learning Outcomes	1. Students will acquire conceptual clarity and respect for human rights. 2. Students will recognize the importance of various important human rights standards, legislations and mechanism for the protection and promotion of human Rights.

Programme: MA (Political Science)

Course Code: POL - 629

Title of the Course: Democracy and Electoral Management

Number of Credits: 2

Effective from AY: 2023-24

Pre-requisites	Any student who is eligible for a Post Graduate Programme
Course Objectives	The course , designed jointly with the Chief Electoral Officer Goa and approved by Election Commission of India seeks to: 1. Familiarize students with the critical linkages between democracy and elections. 2. Enable them to understand the significance of Election Commission of India and the entire electoral machinery. 3. Understand the challenges faced during the conduct of elections by the different levels of officers and the ways to handle them. 4. Know the remedies available to address the issues pertaining to electoral malpractices.
Content	**1. Introduction to the Course:** Scope Rationale, Outcome **2**. **Democracy and Elections**: Concept, Linkages, Challenges, **3**. **Electoral Management in India**: Institutions, Structure, Function, Mandate **4. Electronic Voting Machine:** Operational Dimensions, Procedures, Remedials**.** **5**. **Case Studies from Polling Station**: Oath of Secrecy, Start of Poll, Mock Poll, Challenged Votes, People with disability, Tendered ballot, VVPAT related issues, Identification, NOTA, Sealing of Voting Machine.	4 8 6 4 8
Pedagogy	Lectures/Discussions/Practical Demonstration/Field visit
References/Readings	Bidyut Chakrawarty and Rajendra K Pandey "Reconceptualizing Indian Democracy: The Changing Electorate" Sage, New Delhi 2020 Election Commission of India Handbooks, https://eci.gov.in/files/category/3-handbooks/. Election Commission of India Training Material,

	https://eci.gov.in/training-material/.
	Robin Age , Elections in India: Everything you need to know, Harper Collins, Children's Books, 2020. S.Y.Quraishi ed. , Great March of Democracy: Seven Decades of Indian Elections, Penguin, New Delhi 2019
Course Outcomes	1 The student will be able to understand the linkage between democracy and elections 2 The student will know the working of Election Commission of India 3 The student will be able to identify the electoral malparactices and the remedies. 4 The student will get a functional knowledge of Electronic voting Machine