



# गोंय विद्यापीठ

ताळगांव पठार

गोंय - ४०३ २०६

फोन: +९१-८६६९६०९०४८



(Accredited by NAAC)

## Goa University

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GU/Acad –PG/BoS -NEP/2023/100/2

Date:02.06.2023

Ref: GU/Acad –PG/BoS -NEP/2022/339/28 dated 20.08.2022

### 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**

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

**Discipline Specific Elective Courses SemesterI and II**

<b>1</b>	<a href="#"><u>POL- 521</u></a>	State and the Marginalized	4
<b>2</b>	<a href="#"><u>POL-522</u></a>	India's Foreign Policy: Structures and Processes	4
<b>3</b>	<a href="#"><u>POL - 523</u></a>	International Political Economy	4
<b>4</b>	<a href="#"><u>POL- 524</u></a>	Key Texts In Indian Political Thought	4
<b>5</b>	<a href="#"><u>POL - 525</u></a>	Politics in the Developing World	4

**Research Specific Elective Courses Semester III & IV**

<b>Serial No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>1</b>	<a href="#"><u>POL - 600</u></a>	Concepts and Theoretical Approaches in Political Science.	<b>4</b>
<b>2</b>	<a href="#"><u>POL -601</u></a>	Research Methods in Political Science.	<b>4</b>
<b>3</b>	<a href="#"><u>POL - 602</u></a>	Community Engagement and Rural Development	<b>4</b>
<b>4</b>	<a href="#"><u>POL - 603</u></a>	Critical Perspectives in Politics	<b>4</b>
<b>5</b>	<a href="#"><u>POL - 604</u></a>	Human Rights	<b>4</b>

**Generic Elective Courses Semester III and IV**

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

## Discipline Specific Core Courses

**Programme: M.A (Political Science)**

**Course Code: POL - 500**

**Title of the Course: Political Theory: Concepts and Perspectives**

**Number of Credits: 4**

**Effective from AY: 2022-23**

<b><u>Prerequisites for the course:</u></b>	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.	
<b><u>Objective:</u></b>	The paper has two sections. The first deals with concepts that 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.	
<b><u>Content:</u></b>	<p><b>Unit-1:</b> Political Theory: Role and need</p> <p><b>Unit-2:</b> Power, Authority &amp; Legitimacy</p> <p><b>Unit-3:</b> Liberty, Equality, Rights and Justice</p> <p><b>Unit-4:</b> Nation, Nation-State and Civil Society</p> <p><b>Unit-5:</b> Liberalism, Socialism and Feminism</p> <p><b>Unit-6:</b> The End of an Ideology, Postmodernism</p> <p><b>Unit-7:</b> Identity Politics: Consociationalism and Multiculturalism</p>	<p><b>No. of Hours</b></p> <p>2 hours</p> <p>6 hours</p> <p>10 hours</p> <p>10 hours</p> <p>14 hours</p> <p>8 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	lectures/ tutorials/assignments/self-study (dialogic and participatory discussion, collective teaching and learning)	
<b><u>References/Readings</u></b>	<p><b>Single Author Books</b></p> <p>Bhargava, Rajeev. (2012), <i>What is Political Theory and Why Do We Need It?</i> New Delhi: Oxford University Press.</p> <p>Gauba, O.P. (2010), <i>An Introduction to Political Theory</i>, New Delhi: Macmillan.</p> <p>Heywood, Andrew. (2007), <i>Political Ideologies: An Introduction</i>, New York: Palgrave Macmillan</p>	

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

Course Code : POL-501

Title of the Course: International Relations

Number of Credits:4

Effective from AY: 2022-23

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

	<p>Education, New Delhi.</p> <p>Nicholson, Michael (1998), <i>"International Relations: A Concise Introduction"</i>, Palgrave, New York.</p> <p>Nicholson, Michael (1989), <i>"Formal Theories in International Relations"</i>, Cambridge University Press, Cambridge.</p> <p>Oye, Kenneth (1986), <i>"Cooperation Under Anarchy"</i>, Princeton University Press, Princeton.</p> <p>Whittaker, David (1996), <i>"United Nations in the Contemporary world"</i>, Routledge, London.</p> <p><b>Edited Books</b></p> <p>Baylis, John (2017), <i>"Globalization of World politics: An Introduction to International Relations"</i>, Oxford University Press, London.</p> <p>John Vogler and Mark Ingleeds. <i>The Environment and International Relations</i>, Routledge, London, 1996.</p> <p>Teriff, Terry et. al (1999), <i>"Security Studies Today"</i>, Polity Press Cambridge.</p> <p>Vogler, John and Mark Ingleeds (1996), <i>"The Environment and International Relations"</i>, Routledge, London.</p>	
<b><u>Learning Outcomes</u></b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the manner in which international system works.</li> <li>2. relate and analyse the theories and concepts with actual processes in international relations.</li> <li>3. decipher the functioning of the global order and the role of the major powers in influencing the power politics.</li> <li>4. evaluate the emergence of new trends and issues that affect the overall international system.</li> </ol>	



**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**

<b><u>Prerequisites forthecourse:</u></b>	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.	
<b><u>Objective:</u></b>	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.	
<b><u>Content:</u></b>	<p><b>Unit1:</b> PublicAdministration: Meaning, Nature &amp; Scope; Evolution of Public Administration; New PublicAdministration; New Public Management</p> <p><b>Unit2:</b> Theories: Classical; Human Relations; Bureaucratic; Public Choice</p> <p><b>Unit3:</b> Approaches:Scientific Management; Behavioural; Systems; Structural Functional; Decision-Making</p> <p><b>Unit 4:</b> Organization: Modern &amp; Post-Modern Theories; Leadership; Role of Bureaucracy; Administrative Reforms</p> <p><b>Unit 5:</b> Good Governance: Meaning, Principles; CitizenCharter; RTI; e-Governance</p> <p><b>Unit6:</b> Public Policy &amp; Analysis: Meaning &amp; approaches; Formulation; Implementation; Evaluation of Public policy</p>	<p><b>No. of Hours</b></p> <p>10hours</p> <p>10hours</p> <p>10hours</p> <p>10hours</p> <p>10hours</p> <p>10hours</p>
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study	

<p><b><u>References/Readings</u></b></p>	<p><b>Single Author Book</b></p> <p>Bhattacharya, Mohit (2013), <i>New Horizons of Public Administration</i>, New Delhi: Jawahar Publishers</p> <p>Chakrabarty Bidyut (2003), <i>Public Administration</i>, New Delhi: Oxford University Press</p> <p>Chakrabarty Bidyut (2007), <i>Reinventing Public Administration</i>, New Delhi: Orient Longman</p> <p>Fredrickson George (2008), <i>Public Administration Theory Primer</i>, New Delhi: Rawat Publication</p> <p>Herbert Simon (2010), <i>Public Administration</i>, U S: Transaction Publisher</p> <p>Hyden G. (2005), <i>Making Sense of Governance</i>, New Delhi: Vikas Books Pvt.Ltd.,</p> <p>Nicholas Henry (2015), <i>Public Administration &amp; Public Affairs</i>, (12<sup>th</sup> edition), New York: Routledge</p> <p>Peters Guy (2013), <i>Public Administration</i>, New York: Routledge</p> <p>Prabhy C.S.R. (2004), <i>e-Governance</i>, PHI, Sage Publication</p> <p>Sharma Laxmi (2010), <i>Bureaucracy in Public Administration: Theory &amp; Challenges</i>, Jaipur: Prateeksha Publication</p> <p><b>Two or More Authors</b></p> <p>Chakrabarty, Bidyut &amp; Bhattacharya, Mohit (2008), <i>The Governance Discourse: A Reader</i>, OUP, New Delhi</p> <p>Cox Raymond, Buck Susan, &amp; Morgan Betty (2011), <i>Public Administration: Theory and Practice</i>, New York: Routledge</p> <p>Peters, Guy &amp; Pierre John (2005), <i>Handbook of Public Administration</i>, London: Sage Publication</p>	
<p><b><u>Learning Outcomes</u></b></p>	<p>After completing the course the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Enhance their ability to understand the theoretical and conceptual base of public institutions.</li> <li>2. Comprehend the changing paradigms of public administration</li> <li>3. Demonstrate knowledge and skill to comprehend major issues in today's public institutions</li> <li>4. Demonstrate knowledge, skill and ethics necessary for understanding policy process.</li> </ol>	

Programme:M.A.(PoliticalScience)

Course Code: POL-503

Title of the Course: Political Economy of India

Number of Credits:4

Effective from AY: 2022-23

<b><u>Prerequisites forthe course:</u></b>	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.	
<b><u>Objective:</u></b>	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.	
<b><u>Content:</u></b>	<b>Unit1:Understanding Political Economy:</b> MeaningScope and Definition of Political Economy, Classical and Contemporary Approaches to Political Economy, New Political Economy <b>Unit2:State in India:</b> Historical Evolution of State, Planning, Public Sector, State in the Contemporary Sphere. <b>Unit3: Agriculture:</b> Agrarian Relations and Land Reforms, New Agricultural Strategy and Green Revolution, Agrarian Crisis <b>Unit4: Industry:</b> InwardOriented/ Import Substitutingl ndustrialization and Licence Permit Raj, Industrial Policy Reforms, Economic Liberalization, Impact on Labour <b>Unit5: Social Movements in India:</b> Tribals, Women, Dalits, Environment <b>Unit6: Contemporary Concerns:</b> Conflicts over Water, Food Security, Digital Divide, Banking Crisis	<b>No. of Hours</b> 10 hours 10 hours 10 hours 10 hours 10 hours 10 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study	
<b>References/Readings</b>	<b>Single Author Book</b> Brass,PaulR.(1992), <i>"The Politics of India Since Independence"</i> , Cambridge University Press, Cambridge. <i>Caporaso, JamesA, (1992), "Theories of Political Economy"</i> , Cambridge University Press.	

	<p>Chatterjee, Partha(1997), <i>"A Possible India: Essays in Political Criticism"</i>, Oxford University Press, Delhi.</p> <p>Das, Arvind N. (1994), <i>"India Invented: A Nation in the Making"</i>, Manohar, New Delhi.</p> <p>Frankel, Francine R (2009), <i>"India's Political Economy: 1947–2004"</i>, The Gradual Revolution, Princeton University Press, Princeton.</p> <p>Khilnani, Sunil(1997), <i>"The Idea of India"</i>, Hanush Hamilton", London.</p> <p>Kohli, Atul (1990), <i>"Democracy and Discontent: India's Growing Crisis of Governability"</i>, Cambridge University Press, Cambridge.</p> <p>Kohli, Atul(2012), <i>"Poverty amid Plenty in India"</i>, Cambridge University Press, Cambridge.</p> <p>M, McCartney (2009), <i>"India - The Political Economy of Growth, Stagnation and the State", 1951-2007</i>, Routledge.</p> <p>Nayyar, Deepak (1996), <i>"Economic Liberalisation in India: Analytics, Experience and Lessons"</i>, in R.C. Dutt Lectures on Political Economy, Orient Longman.</p> <p>Panagariya, Aravind (2008), <i>"India the Emerging Giant"</i>, Oxford University Press.</p> <p>Rudolph, L.I and S.H. (1987), <i>"In Pursuit of Lakshmi: The Political Economy of the Indian State"</i>, University of Chicago Press, Chicago.</p> <p>Vanaik, Achin (1990), <i>"The Painful Transition: Bourgeois Democracy in India"</i>, Verso, London.</p> <p><b>Edited Book</b></p> <p>Byres, Terence, J. (Ed) (1994), <i>"The State and Development Planning in India"</i>, Oxford University Press, Delhi.</p>	
<b><u>Learning Outcomes</u></b>	<p>Student would be able to:</p> <ol style="list-style-type: none"> <li>1 Grasp the meaning and approaches to Political Economy.</li> <li>2. Understand issues relating to state and economic development in India</li> <li>3. Understand Indian economy from a sectoral perspective.</li> <li>4. Critically evaluate some of the contemporary problems that India faces.</li> </ol>	

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

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

	<p>New Delhi: Mittal Publications.</p> <p>Guha, Ramachandra.(2012), <i>Makers of Modern India</i>, New Delhi:Penguin India</p> <p>Jaffrelot, Christophe. (2009), <i>Hindu Nationalism: A Reader</i>, Princeton University Press.</p> <p>Mehta,V.R.(1996),<i>Foundations of Indian Political Thought</i>, New Delhi: Manohar</p> <p>Rathore, Akash Singh. (2017), <i>Indian Political Theory:Laying the Ground work for Swaraj</i>, NewDeli: Routledge.</p> <p>Verma,V.P.(1961),<i>Modern Indian Political Thought</i>, Agra:Laxmi Narayan Agarwal Publications</p> <p><b>Edited Books</b></p> <p>Roy,Himanshu&amp;Singh,M.P.(eds)(2017),<i>Indian Political Thought: Themes and Thinkers</i>, New Delhi:Pearson</p> <p><b>Three or More Authors Books</b></p> <p>Chakrabarty,Bidyut.andPandey,RejendraKumar.(2009), <i>ModernIndianPoliticalThought:TextandContext</i>, New Delhi: Sage</p> <p>Pantham,Thomas and Deutsch, Kenneth L.(1986), <i>Political Thought in Modern India</i>, New Delhi:Sage</p> <p>V.R. Mehta, V. R. and Pantham, Thomas. (2006), <i>Political Ideas in Modern India:Thematic Explorations</i>,NewDelhi: Sage.</p>	
<b><u>LearningOutcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to understand the both negative and positive side of the narratives of Modern India.</li> <li>2. Students demonstrate the ability to understand the aspirations of Modern Indian Political thought and the reality.</li> <li>3. Students can use the narratives of modern Indian political thought in their future research on Indian political thought.</li> <li>4. Students will be able to understand the alternative imaginations as envisaged by the thinkers whose ideas are sidelined by the mainstream.</li> </ol>	

Programme: M.A. (Political Science)

Course Code: POL-505

Title of the Course: Constitutional Government in India

Number of Credits: 4

Effective from AY: 2022-23

<b><u>Prerequisites for the course:</u></b>	Students 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 knowledge of constitution, forms of government & democracy	
<b><u>Objective:</u></b>	The course intends to introduce the student to the basic philosophy of the Constitution. It seeks to examine various provisions of the Constitution in the context of India. The course will also discuss recent constitutional amendments.	
<b><u>Content:</u></b>	<p><b>Unit 1.</b> Constitutionalism and Constitutional Government; Indian Constitutionalism, Constitution as Indian Identity</p> <p><b>Unit 2.</b> Constitution and Democracy, Secular Constitution, Consociational and Multicultural interpretation of Indian Constitution</p> <p><b>Unit 3.</b> Individual &amp; Group Rights, Equality, Liberty &amp; Privacy: Feminist Critique, Public Interest Litigation, Social Justice, Constitutional Justice</p> <p><b>Unit 4.</b> Citizenship, Language, Elections,</p> <p><b>Unit 5.</b> Separation of Powers: Legislature, Executive and Judiciary, Centre – State Relations, Decentralization and Local Government,</p> <p><b>Unit 6.</b> Working a Democratic Constitution, Constitutional Amendments, Constitutional Reforms, Constitution and Beyond</p>	<p><b>No. of Hours</b></p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>08 hours</p> <p>10 hours</p> <p>12 hours</p>
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study	
<b><u>References/Readings</u></b>	<p><b>Single Author Book</b></p> <p>Austin Granville (2003), <i>Working a Democratic Constitution: A History of the Indian Experience</i>, New York: Oxford University Press</p> <p>Austin Granville (2000), <i>The Indian Constitution: Cornerstone</i></p>	

	<p><i>of a Nation</i>, New York: Oxford University Press</p> <p>Basu D.D. (2007), <i>Introduction to the Constitution of India</i>, (22<sup>nd</sup> edition), Nagpur: Wadhawa and Company law Publisher</p> <p>Bhargava, Rajeev (2009), <i>Politics and Ethics of Indian Constitution</i>, New Delhi: Oxford University Press</p> <p>Noorani A. (2000), <i>Constitutional Questions in India</i>, New Delhi: Oxford University Press</p> <p><b>Edited Book</b></p> <p>Sridharan E., Hasan Z., &amp; Sudarshan R. (ed.), (2004), <i>India's Living Constitution: Ideas, Practices, Controversies</i>, Delhi: Anthem Press</p> <p><b>Three or More Author Book</b></p> <p>Choudhary S., Kosla M., and Mehta P., (2016), <i>The Oxford Handbook of the Indian Constitution</i>, New Delhi: Oxford University Press</p> <p>Kashyap, Khanna and Kueck (2000), <i>Reviewing the Constitution</i>, Delhi: Shipra Publication</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. To enhance the ability of students to understand devolution and philosophy of Indian Constitution.</li> <li>2. To enhance the ability of the students to analyse working of Indian Constitution.</li> <li>3. Demonstrate the knowledge about the prevailing constitutional issues and debates.</li> <li>4. Help students to acquire ability to think rationally and critically the constitutional questions prevailing in India.</li> </ol>	



**Programme: M.A. (Political Science)**

**Course Code: POL-506**

**Title of the Course: Comparative Politics**

**Number of Credits: 4**

**Effective from AY: 2022-23**

<b><u>Prerequisites of the course:</u></b>	Students should have training in social sciences or other disciplines at undergraduate level. It is assumed that a student have a basic understanding of the political models existing in different parts of the world.	
<b><u>Objective:</u></b>	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.	
<b><u>Content:</u></b>	<p><b>Unit 1: Introduction to Comparative Politics:</b> Comparative Inquiry and Comparative Methods, Assessment of Old Methods and New Directions</p> <p><b>Unit 2: Theories and Approaches of Comparative Politics:</b> Institutional Approach, Structural-Functional Approach, System Theories, Theories of State, Dependency Theories</p> <p><b>Unit 3: Key Concepts of Comparative Politics:</b> Political Modernization, Political Socialization, Political Culture, Political Communication</p> <p><b>Unit 4: Constitutionalism:</b> Meaning, Evolution, Models of Constitutions, Problems and Prospects of Constitutionalism</p> <p><b>Unit 5: Processes of Political Mobilization:</b> Emergence and Development of Party System, Typologies of Electoral System, Political Clientelism, Political Activism</p> <p><b>Unit 6: Governance in Comparative Politics:</b> Social Policy Development in Advanced Democracies, Comparative Corporate Governance, Political Accountability and Government Stability in</p>	<p><b>No. of Hours</b></p> <p>06 hours</p> <p>12 hours</p> <p>10 hours</p> <p>12 hours</p>

	New Democracies	10 hours
		10 hours
<b>Pedagogy:</b>	Lectures/Assignment/Quizzes/Group debates/ Group discussion/ Self Study	
	<p><b>Single Author Book</b></p> <p>Claessens, S. (2006). Corporate Governance and Development. <i>The World Bank Research Observer</i>, 91-122.</p> <p>Blondel, J. (1968). Party Systems and Patterns of Government in Western Democracies. <i>Canadian Journal of Political Science</i>, 180-203.</p> <p>Chandhoke, N. (1996). Limits of Comparative Political Analysis. <i>Economic and Political Weekly</i>, PE2-PE8.</p> <p>Chilcote, R. (2018). <i>Theories of Comparative Politics</i>. New York: Routledge</p> <p>David, E. (1957). An Approach to the Analysis of Political Systems. <i>David Easton</i>, 383-400.</p> <p>Heywood, A. (2011). <i>Global Politics</i>. London: Palgrave Macmillan.</p> <p>Johari, J. C. (2011). <i>Comparative Politics</i>. New Delhi: Sterling Publishers Pvt. Limited.</p> <p>Katz, R. (1997). <i>Democracy and Elections</i>. New York: Oxford University Press.</p> <p>Keefer, P. (2007). Clientelism, Credibility, and the Policy Choices of Young Democracies. <i>American Journal of Political Science</i>, 804-821.</p> <p>Lijphart, A. (1971). Comparative Politics and the Comparative Method. <i>The American Political Science Review</i>, 682-693.</p> <p>Radoslaw, M. (2006). Political Accountability and Institutional Design in New Democracies. <i>International Journal of Sociology</i>, 45-75.</p> <p>Sartori, G. (1969). From the Sociology of Politics to Political Sociology. <i>Government and Opposition</i>, 195-214.</p> <p>Terence, C. (2016). <i>Constitutionalism</i>. Johannesburg:</p>	

	<p>South African Institute of International Affairs.</p> <p>Weale, A. (2011). <i>New Modes of Governance, Political Accountability and Public Reason. Government and Opposition</i>, 58-80.</p> <p><b>Two or More Author Books</b></p> <p>BOIX, C., &amp; STOKES, S. C. (2007). <i>The Oxford Handbook of Comparative Politics</i>. New York: Oxford University Press.</p> <p>Rasch, W., &amp; Knodt, E. M. (1994). Systems Theory and the System of Theory. <i>New German Critique</i>, 3-7.</p> <p>Skocpol, T., &amp; Amenta, E. (1986). States and Social Policies. <i>Annual Review of Sociology</i>, 131-157.</p> <p>Adrian, C., &amp; Apter, D. (1995). <i>Political Protest and Social Change: Analyzing Politics</i>. New York: New York University Press.</p> <p>Almond, G., &amp; Verba, S. (1963). <i>The Civic Culture</i>. Princeton: Princeton University Press.</p> <p>Beck, T., Clarke, G., Groff, A., Keefer, P., &amp; Walsh, P. (2001). New Tools in Comparative Political Economy: The Database of Political Institutions. <i>The World Bank Economic Review</i>, 165-176.</p> <p>Keefer, P., &amp; Vlaicu, R. (2008). Democracy, Credibility, and Clientelism. <i>Journal of Law, Economics, &amp; Organization</i>, 371-406.</p> <p>Teubner, G., &amp; Beckers, A. (2013). Expanding Constitutionalism. <i>Indiana Journal of Global Legal Studies</i>, 523-550.</p> <p>Valenzuela, S., &amp; Valenzuela, A. (1978). Modernization and Dependency: Alternative Perspectives in the Study of Latin America. <i>Comparative Politics</i>, 535-557.</p>	
<b>Learning Outcome:</b>	<p>1. Students will learn to use comparative method to conduct critical inquiry to study the different aspects of political systems followed in various parts of the world.</p> <p>2. Students will be familiarized with the similarities and differences of the different models of political systems and enable them to solve the key debates of public policy.</p>	

	<p>3. Students will understand the values of the constitutionalism from the perspective of the comparative politics.</p> <p>4. Students will learn the dimensions of the global governance.</p>	
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**Programme: M.A.(PoliticalScience)**

**Course Code: POL-507**

**Title of the Course: Political Economy of Goa**

**Numberof Credits:4**

**Effective from AY: 2022-23**

<b><u>Prerequisites for thecourse:</u></b>	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.	
<b><u>Objective:</u></b>	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.	
<b><u>Content:</u></b>	<p><b>Unit 1:</b> Goa: A Political Economy Framework, LateColonial Goa, Gaunkari/ Comunidade System, Early Migration, The Struggle for Liberation,</p> <p><b>Unit 2:</b> Government Formation under MGP, Opinion Poll, Development Planning in the Pre-Statehood Period, Land Reforms, Coalition and Power Sharing in the Post-Statehood Period,</p> <p><b>Unit 3:</b> Post- Liberation Planning &amp; Development: Town and Country Planning Act, Regional Plans of Goa, Outline Development Plans, Coastal Regulation Zones</p> <p><b>Unit 4:</b> Economic Transition in Goa: Industrialisation, Tourism, Mining. Peoples' Movements: Tribals, Mahadei, Language,Womens',Ramponkars agitation.</p>	<p><b>No. of Hours</b></p> <p>10hours</p> <p>10hours</p> <p>10hours</p> <p>10hours</p>
	<p><b>Unit 5:</b> Land Use and Contestation, Regional PlanMovement,SEZs,PDA's,Mopa,Demand for Specials tatus</p> <p><b>Unit6:</b>Local Empowerment and development: Local Institutions and Participatory Planning, Issues and Challenges to the State.</p>	<p>10hours</p> <p>10hours</p>
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study	

<b><u>References/Readings</u></b>	<p><b>Single Author Book</b></p> <p>Angle Prabhakar (1983). <i>Goa-An Economic Review</i>, Mumbai, Goa, Hindu Association.</p> <p>Almeida J.C. (2013), <i>Goa: Administration &amp; Economy Before and After 1962</i>, Panjim- Goa, Broadway Publishing House.</p> <p>DeSouza Teotonioa (1989), <i>Goa Through the Ages</i>, New Delhi, Concept Publishing Company</p> <p>FernandesAureliano (2000), Political Transition in Post-Colonial Societies in Messiant, Christian(ed). Lusotopi, p341-358.</p> <p>Fernandes. Aureliano (2003). Goa's Democratic becoming and the absence of mass political violence Goirand, Camille(ed). Lusotopi.</p> <p>Gomes Olivinho (2004), <i>Goa</i>, New Delhi, National BookTrust.</p> <p>Gaitonde P (1987), <i>The Liberation of Goa</i>. Delhi, OxfordUniversityPress.</p> <p>KamatPratima (2009), <i>Goa</i>, Goa Chamber of Commerce &amp; Industry, Goa</p> <p>Pareira Rus (1981), <i>Goa-Gaunkari</i>, A Gomes Pereira, Goa</p> <p>ParagoParag(2015), <i>India's First Democratic Revolution</i>, Orient Blackswan, NewDelhi.</p> <p>Salgaonkar, Seema(2006) Women Political Power and the State in Goa, New Delhi, Abhijeet Publications.</p> <p>Shirodkar P. (1988), <i>Goa's Struggle for Freedom</i>, AjantaPublication, Delhi.</p> <p><b>Edited Book</b></p> <p>FernandesAureliano (2003) Elections 1999 a yes vote fordefectors in Goa? in Wallace, Paul &amp; Ramasamy Roy(eds). <i>India's 1999 elections and 20th Century Politics</i></p>	

	<p>,NewDelhi,Sage.</p> <p>Savio, Abreu and Rudolf Heredia, (eds) (2011), Goa 2011:Reviewing and RecoveringfiftyYears, New Delhi,Concept Publishing Company Pvt.Ltd</p> <p>Economic Surveys Reports of Government ofGoa 1987-2020</p> <p>Budgets Speeches/Budget of Government of Goa – 1990- 2020</p>	
<b><u>LearningOutcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to understand the developments (political&amp;economic)thathavetakenplaceinthepost-liberationperiod.</li> <li>2. Students will be able to understand development planning and processes.</li> <li>3. Students will be able to enhance their knowledgeaboutcontemporaryissuesconcerningGoa.</li> <li>4. Students will be able to conduct research projects on local issues in Goa.</li> <li>5. Students will be able to develop a specific way in which contemporary challenges we face in Goa can be addressed peacefully.</li> </ol>	

### Discipline Specific Elective Courses

**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**

<b><u>Prerequisites forthecourse:</u></b>	Students should have a basic knowledge of Indian society.The students are expected to have knowledge of contemporary social issues concerning India.	
<b><u>Objective:</u></b>	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.	
<b><u>Content:</u></b>	<p><b>Unit 1:</b> Concept of Marginalisation, The Indian State &amp; Liberal Ethos, marginalisations and Democratic Politics, dimensions of marginalisation (Caste, Class &amp; Gender), Marginalisation and Political Representation.</p> <p><b>Unit 2:</b> Caste and Politics, Caste in Census, Reservation Policy, Dalit women in India</p> <p><b>Unit 3:</b> Industrial Labour, Agrarian Classes and Tribals, Common property resources</p> <p><b>Unit 4:</b> Religion and Indian Constitution, Affirmative action as inclusion. Religious Freedom and Minority rights.</p> <p><b>Unit 5:</b> The Welfare State. Markets, Globalisation and the poor.</p> <p><b>Unit 6:</b> The Secular state and the religious minorities, the Developmental State and the marginalised.</p>	<p><b>No. of Hours</b></p> <p>10hours</p> <p>10hours</p> <p>10hours</p> <p>10hours</p> <p>10hours</p> <p>10hours</p>



<b><u>Pedagogy:</u></b>	lectures/assignments/self-study	
<b><u>References/Readings</u></b>	<p><b>Single Author Book</b></p> <p>Chandra G. (2006), <i>Tribal Development in India</i>, New Delhi, Sage Publication.</p> <p>Hasa Zoy (2011), <i>Politics of Inclusion</i>, New Delhi, OUP.</p> <p>Hasan Zoya (2014), <i>Democracy and the Crisis of Inequality</i>, Delhi, Primus Books.</p> <p>Kothari Rajni (2010), <i>Caste in Indian Politics</i>, New Delhi, Orient Longman.</p> <p>Mahajan Gurpreet (1998), <i>Identities and Rights: Aspects of Liberal Democracy in India</i>, Delhi, OUP.</p> <p>Seth D. (1999), <i>Minority Identity and Nation State</i>, New Delhi, OUP.</p> <p>Shah Ghanshyam (2002), <i>Dalits and State</i>, New Delhi, Concept Publishing Company.</p> <p>Shah Ghansyam (2002), <i>Caste &amp; Democratic Politics in India</i>, New Delhi, Permanent Black.</p> <p>Shah Ghansyam (2002), <i>Social Movements &amp; State</i>, New Delhi, Sage Publication.</p> <p>Sharma Trilok (2011), <i>Dalit Women</i>, New Delhi, Sonali Publication.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. The Students will gain an understanding of the major concepts related to marginalization.</li> <li>2. The students will be able to understand and analyze issues of marginal sections in India.</li> <li>3. The students will be able to evaluate various constitutional and legal provisions for marginals in India.</li> <li>4. The Students will be able to evaluate public policies and the response of the state toward marginal.</li> <li>5. The Students will be able to apply constitutional and policy mechanisms for marginal.</li> </ol>	

**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**

<b><u>Prerequisitesf orthecourse:</u></b>	Open to all under graduate students. A basic understanding of the major foreign policy issues is expected.	
<b><u>Objective:</u></b>	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.	
<b><u>Content:</u></b>	<p><b>Unit1:</b>India'sForeignPolicy:OriginandEvolution:Historical Understanding of India's ForeignPolicy, Post-Independence Evolution, Determinants and Structures, Role of Ministry of External Affairs(MEA)and ThinkTanks</p> <p><b>Unit2:</b>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.</p> <p><b>Unit 3:</b> 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.</p> <p><b>Unit 4:</b> India and her Extended Neighbourhood: India andSouth Asian Subcontinent, India and South East Asia, India and West Asia</p> <p><b>Unit 5:</b> India and Major Powers: Change and Continuity inIndia's foreign Policy with United States of America, Russia,China and Japan.</p>	<b>No. of Hours</b>  10hours  10hours  10hours  10hours  10hours
	<p><b>Unit 6:</b> India and Global Political Economy: India's positions on Global Trade, Climate Change, SDGs, Multilateral Financial Institutions, BRICS.</p>	10hours

<b>Pedagogy</b>	Lectures/Tutorials/Assignments/Self-Study/ Discussions/ Audio-Visual	
<b>References/Readings:</b>	<p><b>Single Author Book</b></p> <p>Bandyopadhyaya. J, (1970), <i>The Making of India's Foreign Policy: Determinants, Institutions, Processes, and Personalities</i>, Bombay: Allied Publishers.</p> <p>C. Raja Mohan, (2005), <i>Crossing the Rubicon: The Shaping of India's New Foreign Policy</i>, New Delhi: Penguin Books.</p> <p>Chopra, V.D, (2006), <i>India's Foreign Policy in the 21<sup>st</sup> Century</i>, New Delhi: Kalpaz Publications.</p> <p>Ganguly, Summit (2011), <i>India's Foreign Policy: Retrospect and Prospect</i>, Oxford: Oxford University Press.</p> <p>Jaishankar, S. (2020), <i>The India Way: Strategies for an Uncertain World</i>, New Delhi: HarperCollins.</p> <p>Kanwal, Gurmeet (2016), <i>The New Arthashastra: A Security Strategy for India</i>, New York: HarperCollins.</p> <p>Kumar, Yogendra, (2015), <i>Diplomatic Dimensions of Maritime Challenges for India in the 21<sup>st</sup> Century</i>, New Delhi: Pentagon Press.</p> <p>Kumar, Yogendra, (2017), <i>Whither an Indian Ocean Maritime Order? Contributions to a Seminar on Narendra Modi's SAGAR Speech</i>. New Delhi: KW Publishers.</p> <p>Menon, Shiv Shankar, (2016), <i>Choices: Inside the Making of India's Foreign Policy</i>, New Delhi: Penguin Random House.</p> <p>Pande, Aparna (2017), <i>From Chanakya to Modi: The Evolution of India's Foreign Policy</i>, New York: HarperCollins.</p> <p>Saran, Shyam (2017), <i>How India Sees the World: From Kautilya to the 21<sup>st</sup> Century</i>, New Delhi: Juggernaut Publishers.</p> <p>Sikri, Rajiv (2013), <i>Challenge and Strategy: Rethinking</i></p>	

	<p><b>Edited Book</b>  Ghosh. Anjali, Tridib Chakrobroti, Anindyo Jyoti Majumdar and Shibashis Chatterjee ed. (2009), <i>India's Foreign Policy</i>, New Delhi: Pearson Publishers.</p> <p><b>Two or More Author Book</b>  Bajpai, Kanti and Harsh Pant (2013), <i>India's Foreign Policy: A Reader</i>, Oxford: Oxford University Press.</p> <p><i>India's Foreign Policy</i>, New Delhi: Sage India Publishers.</p>	
<b><u>Learning Outcomes</u></b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Have a comprehensive understanding of India's Foreign Policy and its predicaments.</li> <li>2. Understand the major structure and determinants of India's Foreign Policy.</li> <li>3. Analyse various issues and events that have led to shaping of India's Foreign Policy.</li> <li>4. Evaluate and explore the relations between India and major regions and institutions of the world.</li> <li>5. Analyse choices, decisions and actions India has adopted with major developments and issues affecting the global order.</li> </ol>	

**Programme: MA Political Science**

**Course Code: POL-523**

**Title of the Course: International Political Economy**

**Number of Credits:4**

**Effective from AY: 2022-23**

<b><u>Prerequisite s of the course:</u></b>	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.	
<b><u>Objective:</u></b>	The course seeks to familiarize the students with the evolution, concepts and issues pertaining to International Political Economy, as a very dynamic field of enquiry within international relations. It helps the students to locate intersections between global power politics and economic interdependencies that shape not just bilateral, but regional and multilateral global relations, with an appropriate mix of theories and case studies.	
<b>Content:</b>	<p><b>Unit 1: International Political Economy:</b> Definition and Theories (Liberalism, Realism, Marxism and their contemporary contexts), Critical IPE, Feminist IPE; Evolution and Schools of IPE.</p> <p><b>Unit 2: Multilateral Economic Institutions and Problems:</b> World Trade Organization (WTO); IMF and World Bank, Structures, Evolution and Problems.</p> <p><b>Unit 3: Political Economy of Regionalism:</b> Theorizing Regionalism and its variants, European Union, ASEAN, NAFTA, RCEP, BRICS, Regionalism versus Globalism</p> <p><b>Unit 4: Non-State Actors in International Political Economy:</b> Transnational Corporations (TNCs); Non-Governmental Organizations (NGOs)—National and International; Protest Movements.</p> <p><b>Unit 5: Transnational Issues:</b> Migration, Climate Change; Human Rights, Poverty, Food Security, Energy Security.</p> <p><b>Unit 6: Contemporary Debates in IPE:</b> Globalization and its discontents, Global Financial Crisis, Digital Technology and impact on IPE (Virtual Communities, Artificial Intelligence, Cryptocurrencies)</p>	<b>No. of Hours</b>  10 Hours  10 Hours  10 Hours  10 Hours  10 Hours

<b><u>Pedagogy:</u></b>	Lectures/ Tutorials/Assignments/Self-Study /Discussions/Audio-Visuals	
<b><u>References/Readings</u></b>	<p><b>Single Author Book</b></p> <p>Adams, N.B. (1993), <i>Worlds Apart: The North-South Divide and the International System</i>, London: Zed.</p> <p>Halperin, Sandra (2013) <i>Re-envisioning Global Development: A Horizontal Perspective</i>, London: Routledge.</p> <p>Li Xing, Li (2014), <i>The BRICS and Beyond: The International Political Economy of the Emergence of a New World Order</i>, London: Routledge.</p> <p>Pettman, Ralph (2012), <i>Handbook on International Political Economy</i>, Singapore: World Scientific Publishing Co.</p> <p>Ravenhill, John (2011), <i>Global Political Economy</i>, Oxford: Oxford University Press.</p> <p>Veltmeyer, Henry, (2016), <i>New Perspectives on Globalization and Antiglobalization: Prospects for a New World Order?</i>, London: Routledge.</p> <p><b>Edited Book</b></p> <p>Baldwin, D. ed. (1993), <i>Neorealism and Neoliberalism: The Contemporary Debate</i>, New York: Columbia University Press.</p> <p>Boyer, Rand D. Drache Eds. (1996), <i>States Against Markets: The Limits of Globalisation</i>, New York: Routledge.</p> <p>Cavahagh, J. et al. Eds. (1994), <i>Beyond Bretton Woods: Alternatives to the Global Economic Order</i>, London: Pluto Press.</p> <p>Cox, R.W. Ed. (1997), <i>The New Realism: Perspectives on Multilateralism and World Order</i>, New York: St. Martins.</p> <p>Mitchell Seligson, John T. and Passet Smith eds., (2013), <i>Development and Underdevelopment: The Political Economy of Global Inequality</i>, Boulder: Lynne Rienner Publishers.</p> <p>Shaw, Timothy and Emmanuel Fanta Eds. (2013), <i>Comparative Regionalisms for Development in the 21st Century: Insights from the Global South</i>, London: Routledge.</p> <p><b>Two or More Author Book</b></p>	

	<p>Barker, D. and J. Mander (1996), <i>Invisible Government: The World Trade Organisation: Global Government for the Millennium</i>, San Francisco, CA: International Forum on Globalisation.</p> <p>Borzel, T. Lukas Goltermann and Kei Striebing (2016), <i>Roads to Regionalism: Genesis, Design, and Effects of Regional Organizations</i>, London: Routledge.</p> <p>Frieden, J., David Lake and J. Lawrence Broz, (2017), <i>International Political Economy: Perspectives on Global Power and Wealth</i>, New York: W.W. Norton &amp; Co.</p> <p>Thorsten Olesen, Helge Pharo and Kristian Paaskesen (2013), <i>Saints and Sinners: Official Development Aid and its Dynamics in Historical and Comparative Perspective</i>, Bergen, Norway: Fagbokforlaget Publishers.</p>	
<b><u>Learning Outcomes</u></b>	<p>1 Students would be able to understand the inter-linkages between international relations and international economics.</p> <p>2. Students would be able to compare the theories and approaches to study International Political Economy.</p> <p>3. Students would be able to analyse the role of both state and non state actors in IPE.</p> <p>4. Students would be able to critically analyse some contemporary issues in IPE.</p>	

**Programme: M.A (Political Science)**

**Course Code: POL-524**

**Title of the Course: Key Texts in Indian Political Thought**

**Number of Credits: 4**

**Effective from AY: 2022-23**

<b><u>Prerequisites for the course:</u></b>	Students should have studied B.A. Political Science or BA in any Social Sciences. It is assumed that students have a basic knowledge of Indian Political thinkers and important texts written by them.	
<b><u>Objective:</u></b>	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 of this paper is to make students to be well versed in the major socio- political debates of India which have their ontological and epistemological roots in these texts.	
<b><u>Content:</u></b>	<p><b>Unit-1:</b> Manu: Manusmriti</p> <p><b>Unit-2:</b> Kautilya: Arthshastra</p> <p><b>Unit-3:</b> M.K.Gandhi: Hind Swaraj</p> <p><b>Unit-4:</b> Jyotiba Phule: Gulamgiri</p> <p><b>Unit-5:</b> B.R Ambedkar: Annihilation of Caste</p> <p><b>Unit-6:</b> Pandita Ramabai Saraswati: The High-Caste Hindu Woman</p> <p><b>Unit-7:</b> M.S.Golwalkar: Bunch of Thoughts</p> <p><b>Unit-8:</b> Jawaharlal Nehru: The Discovery of India</p>	<b>No. of Hours</b>  8 hours  8 hours  8 hours  8 hours  8 hours  6 hours  6 hours
<b><u>Pedagogy:</u></b>	lectures/tutorials/assignments/self-study(dialogic and participatory collective teaching and learning)	



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

	<i>Women, Bombay: Maharashtra State Board for Literature and Culture.</i>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to understand the importance of reading of the texts written by thinkers.</li> <li>2. Through construction and deconstruction, students, demonstrate the ability of narrating the text for their contemporary relevance.</li> <li>3. Students will be able to apply the foundational ideas of the texts in their theoretical research.</li> <li>4. Students will be able to understand continuation of certain ideas of the old text in our contemporary times.</li> </ol>	

Programme: M.A Political Science

Course Code: POL-525

Title of the Course: Politics in the Developing World

Number of Credits: 4

Effective from AY: 2022-23

<b><u>Prerequisites for the course</u></b>	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).	
<b><u>Objective</u></b>	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 East and 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.	
<b>Content:</b>	<p><b>Unit1: Developing World in International Politics:</b> Introduction, issues in developing States, difference between developed and developing States.</p> <p><b>Unit2: Theorising the State:</b> International politics, inequality, institutionalism, global economy, south-south relations.</p> <p><b>Unit 3: Ethno-politics and Nationalism:</b> Colonialism, post-colonial development, state-building, nation-building.</p> <p><b>Unit 4: State and Civil Conflict:</b> The modern state, violent conflict, civil war, failed state.</p> <p><b>Unit 5: Democratization and Human Rights:</b> Social movements, fragile vs. strong state, regime change and human rights.</p> <p><b>Unit 6: Policy Issues:</b> Poverty and hunger, migration and internal displacements, environment, health.</p>	<p><b>No. of Hours</b></p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p>
<b>Pedagogy:</b>	Lectures/Assignments/Self-Study	

References	<p><b>Single Author Book</b></p> <p>Bose, Sumantra (2004), <i>De-Colonization and State Building in South Asia</i>, Journal of International Affairs, 58(1): 95-113.</p> <p>Huntington, Samuel P. (1991), <i>The Third Wave: Democratization in the Late Twentieth Century</i>, University of Oklahoma Press.</p> <p>Gosovic, Branislav (2016), <i>The Resurgence of South-South Cooperation</i>, <i>Third World Quarterly</i>, 37(4): 733-743.</p> <p>Huysmans Jef (2006), <i>The Politics of Insecurity</i>, London: Routledge.</p> <p>Payne, Anthony (2005), <i>The Global Politics of Unequal Development</i>, Hampshire, Palgrave-Macmillan.</p> <p>Pogge T., (2002), <i>World Poverty and Human Rights</i>, Cambridge Press.</p> <p>Ravenhill, John (1990), <i>The North-South Balance of Power</i>, <i>International Affairs</i> 66(4): 731-748.</p> <p><b>Two or More Author Book</b></p> <p>Acemoglu, Daron, James Robinson and Simon Johnson (2001), <i>The Colonial Origins of Comparative Development: An Empirical Investigation</i>, <i>American Economic Review</i>, 91(5): 1369-1401.</p> <p>Banerjee, Abhijit and Esther Duflo (2014), <i>Under the Thumb of History? Political Institutions and the Scope for Action</i>, <i>Annual Review of Economics</i> 6: 951-971.</p>	
Learning Outcome	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the political realities of the developing world.</li> <li>2. comprehensive understanding of the major differences between the Developed and the Developing World.</li> <li>3. assess the major challenges that developing nations face in the contemporary global environment.</li> <li>4. analyse policies adopted to address the major challenges in the developing world.</li> </ol>	

## 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**

<b><u>Prerequisites for the Course</u></b>	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	
<b><u>Objectives</u></b>	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.	
<b><u>Contents</u></b>	<p><b>Unit 1: Foundations of Research</b></p> <p>a) What is Research? Pure and Applied</p> <p>b) Nature of Social Science Research: Forms of knowledge, laws, Explanation and interpretations in study of social world</p> <p>c) Problem of Objectivity in Social Research</p> <p><b>Unit 2: Positivist Approaches</b></p> <p>a) Institutional Analysis</p> <p>b) Behaviouralism</p> <p>c) Rational-Choice Theory</p> <p><b>Unit 3: Post- Positivist Approaches</b></p> <p>a) Feminist Research Approach</p> <p>b) Marxist Approach</p> <p>c) Postmodern Approach</p> <p><b>Unit 4: State of Political Science Research</b></p> <p>a) Big Issues in Political Science Research (Global Political Economy, New Public Management, Good Governance, Decline and Resurgence of Political Theory)</p>	<p><b>No. of Hours</b></p> <p><b>12 hours</b></p> <p><b>12 hours</b></p> <p><b>12 hours</b></p> <p><b>12 hours</b></p>

	<p>b) Research in the Subfield of Political Science</p> <p><b>Unit 5: Research Ethics</b></p> <p>a) The meaning of Research Ethics</p> <p>b) Research with Human Subjects</p> <p>c) Applying Ethics in Research Processes</p>	<b>12 hours</b>
<b><u>Pedagogy</u></b>	Lectures, tutorials, assignments based on self-study, field studies (dialogic and participatory collective learning and teaching)	
<b><u>References/Readings</u></b>	<p><b>Single Author Books</b></p> <p>Freire, Paulo (1996). <i>Pedagogy of the Oppressed</i>, New Delhi: Penguin Books</p> <p>Krishnaswamy, O.R. (2010). <i>Methodology of Research in Social Sciences</i>, New Delhi: Himalaya Publishing House</p> <p>Mahajan, Gurpreet (1992). <i>Explanation and understanding in the human science</i>, New Delhi: Oxford University Press</p> <p>McNabb, David (2004). <i>Research Methods for Political Science</i>, New Delhi: Prentice Hall</p> <p>Rai Praveen &amp; Kumar Sanjay (2013). <i>Measuring Voting Behaviour in India</i>, New Delhi: Sage Publication</p> <p><b>Two or More Authors</b></p> <p>Guru, Gopal and SarukkaiSundar (2018), <i>The Cracked Mirror: An Indian debate on experience and theory</i>, New Delhi: Oxford University Press.</p> <p>Wilkinson, T.S. and Bhandarkar, P.L. (1994). <i>Methodology and Techniques of Social Research</i>, Delhi: Himalaya Publishing House</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to understand the process of social science research with the knowledge of basic tools and techniques.</li> <li>2. Students will be able to apply research methods in their future pursuit of research.</li> <li>3. Students will be able to explore the data related to theoretical research.</li> <li>4. Students will be able to understand the importance of theories in social research.</li> </ol>	

**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**

<b><u>Prerequisites for the Course</u></b>	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.	
<b><u>Objectives</u></b>	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.	
<b><u>Contents</u></b>	<p><b>Unit 1: The Research Process</b> - Major steps in Research</p> <p><b>Unit 2: Research Topic and the Design of Research</b> - Types of Quantitative and Qualitative Designs</p> <p><b>Unit 3: Quantitative Research</b> -a) Methods of Data collection b) Processing and Analysis of Data</p> <p><b>Unit 4: Qualitative Research-</b> a) Methods of Data Collection b) Processing and Analysis of Data</p> <p><b>Unit 5: Report writing</b> - a) Its Significance b) Steps in writing research report.</p>	<p><b>No. of Hours</b></p> <p>14 hours</p> <p>12 hours</p> <p>12 hours</p> <p>12 hours</p> <p>10 hours</p>
<b><u>Pedagogy</u></b>	lectures/ tutorials/assignments/self-study/ field studies (dialogic and participatory collective learning and teaching)	
<b><u>References/Readings</u></b>	<p><b>Single Author Books</b></p> <p>BhattacharjeeAnol (2012), <i>Social Science Research: Principles, Methods and Practices</i>,Florida, University of South Florida</p> <p>Flick, Uwe(2017). <i>An Introduction to Qualitative Research</i>, New Delhi, Sage</p> <p>Freire Paulo (1996). <i>Pedagogy of the Oppressed</i>, New Delhi: Penguin Books</p>	

	<p>Krishnaswamy. O.R. (2010). <i>Methodology of Research in Social Sciences</i>, New Delhi, Himalaya Publishing House</p> <p>MahajanGurpreet (1992). <i>Explanation and understanding in the human science</i>, New Delhi: Oxford University Press</p> <p>McNabb, David (2004), <i>Research Methods for Political Science</i>, New Delhi: Prentice Hall</p> <p><b>Two or More Authors</b></p> <p>Rai Praveen &amp; Kumar Sanjay (2013). <i>Measuring Voting Behaviour in India</i>, New Delhi: Sage Publication</p> <p>Wilkinson, T.S. and Bhandarkar P.L. (1994). <i>Methodology and Techniques of Social Research</i>, Delhi: Himalaya Publishing House</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to understand the process of social science research with the knowledge of basic tools and techniques.</li> <li>2. Students will be able to apply research methods in their future pursuit of research.</li> <li>3. Students will be able to undertake surveys such as poll surveys.</li> <li>4. Students will be able to employ ethical practices in their future research.</li> </ol>	



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

<b><u>Prerequisite for the course</u></b>	Under Graduate Degree in any discipline.	
<b><u>Objectives</u></b>	The Objectives are: 1. to enable students to understand rural society; 2. to familiarize students with community development programmes and train them to prepare proposals for community development; 3. to train students in participatory research methods; 4. to enable students to understand rural institutions and their functioning by engaging with these institutions; and 5. to enable students to understand Human Rights based approach to Rural Development.	
<b><u>Contents</u></b>	<b>Unit 1:</b> Meaning and Characteristics of Rural Society and Rural Development, Distinction between rural and urban	<b>No. of Hours</b> 04 hours
<b><u>SECTION -A</u></b> <b>Theory</b>	<b>Unit 2:</b> 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
	<b>Unit 3:</b> Rural Resilience in relation to Environmental and Livelihood issues: Climate Change, Habitat degradation, Water conservation and Waste management.	04 hours
	<b>Unit 4:</b> Local Bodies: Panchayats, Gram Sabhas, Village Committees; Gram Panchayat Development Plan (GPDP).	04 hours
	<b>Unit 5:</b> Institutions in Rural Development: Schools, Health Centres, Self Help Groups, Cooperatives, Farmers Clubs.	04 hours
	<b>Unit 6:</b> Human Rights and Rural Development; Rural Poverty – nature and extent	04 hours
	<b>Unit 7:</b> Community Development: Introduction, Objectives, Approaches, Programmes	04 hours

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

	<p>(<a href="https://www.ohchr.org/Documents/Issues/Development/RTDBook/PartIIChapter8.pdf">https://www.ohchr.org/Documents/Issues/Development/RTDBook/PartIIChapter8.pdf</a>)</p> <p><b>Journal Article in Scholarly Journal</b></p> <p>Government Reports on <i>Rural Development of Goa and India</i></p> <p>EPW Issue on Rural Affairs Vol. 53, Issue No. 51, 29 Dec, 2018</p> <p>Participation Pays by Praxis</p> <p>(<a href="http://www.praxisindia.org/PARTICIPATIONPAYS.php">http://www.praxisindia.org/PARTICIPATIONPAYS.php</a>)</p> <p>National Council of Rural Institute, <i>Rural Community Engagement</i>, Department of Higher Education, MHRD</p>
<p><b><u>Learning Outcomes</u></b></p>	<p>At the end of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand theoretical and practical aspects of rural planning and development.</li> <li>2. Enhance the skill to prepare community development plans.</li> <li>3. Demonstrate the ability and skill to carry out research on rural development and engage with rural institutions.</li> <li>4. Demonstrate capacity and skill for planning, ethical decision-making and inter-disciplinary work in diverse context of community engagement</li> </ol>

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

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

	<p>Phillips, A. (1991). <i>Engendering Democracy</i>. Cambridge: Polity Press.</p> <p>Rawls, J. (1971). <i>Theory of Justice</i>. United States of America: President and Fellows of Harvard College.</p> <p>Rawls, J. (1993). <i>Political Liberalism</i>. New York: Columbia University Press.</p> <p>Rawls, J. (2001). <i>Justice As Fairness A Restatement</i>. Cambridge: The Belknap Press of Harvard University Press.</p> <p>Russell, B. (1917). <i>Principles of Social Reconstruction</i>. London: G. Allen &amp; Unwin Limited.</p> <p>Sandel, M. (1998). <i>Democracy's Discontent America in Search of a Public Philosophy</i>. Cambridge: The Belknap Press of Harvard University Press.</p> <p>Sandel, M. (2009). <i>Justice What's the Right Thing To Do?</i>. London: Penguin Books.</p> <p>Simone, B. d. (1949). <i>The Second Sex</i>. Paris: Editions Gallimard.</p> <p><b>Edited Books</b></p> <p>Gramsci, A. (1994). <i>Gramsci: Pre-Prison Writings</i>. (R. Bellamy, Ed., &amp; V. Cox, Trans.) New York: Cambridge University Press.</p>	
<p><b><u>Learning Outcomes</u></b></p>	<ol style="list-style-type: none"> <li>1. Students will be able to develop a broad understanding of the critical perspectives in politics.</li> <li>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.</li> <li>3. Students will be able to conduct critical inquiry in their subject of study using the approaches discussed in this course.</li> <li>4. Students will develop contextual reasoning.</li> </ol>	

**Programme: M.A. Political Science**

**CourseCode: POL-604**

**Title of the Code: Human Rights**

**NumberofCredits: 4**

**Effective from:Academic Year 2023-24**

<b><u>Prerequisitesforthe course</u></b>	Students should have a general understanding of human rights issues, as they relate to ourdaily lives and must be aware of thebasic rightsand duties.	
<b><u>Objective</u></b>	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.	
<b><u>Contents</u></b>	<b>Unit1: Concept of Human Rights</b> -The Origin of Human Rights, Types of Rights, Debate on Universalism and Relativism in HumanRights  <b>Unit2:The U.N. and Human Rights</b> - HumanRights In UN Charter and Treaty Based Bodies,Critical Appraisal of UN Human Rights Commission/ Council, UN Humanitarian Missions  <b>Unit3:State and Human Rights in India</b> - Constitutional provisions, NHRC and its role,State As Violator of Human Rights  <b>Unit4:Civil Liberty Movements inIndia</b> -Origin, Role during Emergency, Present Challenges  <b>Unit5:Globalization and Human Rights</b> -Global Human Rights NGOs, Global Protest Movements, MNCs and Human Rights implications, Climate Change  <b>Unit6: Women and Human Rights</b> - Gendered DiscourseonHumanRights,Women'smovement, Contemporaryconcerns relatingto Women'srights  <b>Unit7: Human Rights and Marginal Groups</b> - Minorities,Dalits,Tribals,Children, Disabled	<b>No. of Hours</b>  08 hours  08 hours  08 hours  08 hours  10 hours  08 hours  10 hours

<b><u>Pedagogy</u></b>	Lecture, Group Discussions, Assignment based on self study	
<b><u>References/Readings</u></b>	<p><b>Single Author Books</b></p> <p>Acharya, B.C. (2011). <i>A Handbook of Women's Human Rights</i>, New Delhi: Wisdom Press.</p> <p>Craston, M. (1973). <i>What are Human Rights</i>, London: Bodely Head.</p> <p>Donnelly, Jack (2005). <i>Universal Human Rights in Theory and Practice</i>, New Delhi: Manas.</p> <p>Gerwith, (1982). <i>Human Rights: Essays on Justification and Application</i>, Chicago: University of Chicago Press.</p> <p>Khan, Mumtaz Ali, (1995). <i>Human Rights and the Dalits</i>, New Delhi: Uppal Publishing House.</p> <p>Lillich, R. (1991). <i>International Human Rights: Law Policy and Practice</i>, Boston: Little Brown and Co Brown and Co.</p> <p>South Asia Human Rights Documentation Centre (2006), <i>Introducing Human Rights</i>, New Delhi: Oxford</p> <p>Twinning, William (2009). <i>Human Rights</i>, Southern Voices, Cambridge: Cambridge University Press.</p> <p><b>Edited Books</b></p> <p>Baxi Upendra (1987). (ed.), <i>The Right to be Human</i>, New Delhi: Lancer International Crawford.</p> <p>Donnelly, Jack and Rhoda Howard (1987). (ed.), <i>International Handbook of Human Rights</i>, Westport, Connecticut: Greenwood Press</p> <p>James (1998), (ed.), <i>The Rights of People</i>, New York: Oxford.</p> <p>NCERT, (1996). <i>Human Rights: A Source Book</i>, New Delhi.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to explain the basic concept of human rights.</li> <li>2. Students will be able to understand international human rights standards and processes.</li> <li>3. Students will be able to analyze human rights situations around them.</li> <li>4. Students will be able to apply the knowledge of human rights mechanism to handle daily life situations.</li> </ol>	

### 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

<b><u>Prerequisites for the course</u></b>	Open for all Postgraduate Students.	
<b><u>Objectives</u></b>	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.	
<b><u>Pedagogy</u></b>	Lectures, assignments based on self study	
<b><u>Contents</u></b>	<p><b>Unit 1: Introducing South Asia-</b> Ethnic and Geographic and Geopolitical significance of South Asia in terms of Land and its people, Colonialism and Nationalism in South Asia</p> <p><b>Unit 2: Political Institutions in South Asia-</b> Parliamentary Democracy, Presidential System, Monarchy in Nepal, Military in Pakistan, Monarchy in Nepal.</p> <p><b>Unit 3: Political Processes in South Asia-</b> Ethnicity and Nation building, Religion and Sectarianism, Political Parties and Party System</p> <p><b>Unit 4: Decentralization and Governance-</b> Centre-Provincial Relations, Local Governance Reforms, Decentralization, Citizens' Participation and Civil Society.</p> <p><b>Unit 5: Regional Cooperation in South Asia-</b>Origin and Evolution of SAARC, Major Impediments, Future Prospects</p>	<p><b>No. of Hours</b></p> <p>10 Hours</p> <p>10 Hours</p> <p>10 Hours</p> <p>10 Hours</p> <p>10 Hours</p>



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

	<p><i>Asia</i>, New Delhi:Penguin Allen Lane Press.</p> <p>Rothermund, Dietmar (2000), <i>Role of State in South Asia and other Essays</i>, Delhi: Manohar Publication.</p> <p>Stern, Robert (2001), <i>Democracy and Dictatorship in South Asia: Dominant Classes and Political outcomes in India, Pakistan, Bangladesh</i>, New Delhi: India Research Press.</p> <p><b>Edited Book</b></p> <p>Mitra, Subrata and Alison Lewis eds. (1978), <i>Sub national Movements in South Asia</i>, New Delhi: Routledge.</p> <p><b>Two or More Authors</b></p> <p>Gardezi, Hassan and Jamil Rashid (1983), <i>Pakistan: Roots of Dictatorship. The Political Economy of a Praetorian State</i>, London: Oxford University Press.</p> <p>Phadnis, Urmila and RajatGanguly (2002), <i>Nation Building in South Asia</i>, New Delhi: Sage Publication: New Delhi.</p>	
<b><u>Learning Outcomes</u></b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand South Asia as a Region.</li> <li>2. analyse the dynamics of South Asian Politics from a comparative and country specific perspective.</li> <li>3. comprehend the challenges of Nation-Building and State-Building in South Asia.</li> <li>4. evaluate different processes of governmental systems, governance and economic reforms in South Asia.</li> <li>5. Analyse the relevance of SAARC as a regional grouping of South Asia.</li> </ol>	

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

<b><u>Prerequisites for the course</u></b>	Open to all postgraduate students	
<b><u>Objectives</u></b>	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. to familiarize the constitutional and legal provisions in making the urban spaces inclusive and sustainable.	
<b><u>Contents</u></b>	<b>Unit 1: Introduction to Urbanization-</b> Meaning and Scope, Historical Development of Urbanization, Urbanization in International Perspective, City in Indian context  <b>Unit 2: Right to the City-</b> 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  <b>Unit 3: Challenges in City Governance-</b> Transport Management in City, Water management, Sanitation and the Rights of the Scavengers, Urban Insecurity, Urban Housing, Urban Poverty.  <b>Unit 4: City and Climate change-</b> Understanding Climate Change, Pollution, Climate Change and Displacement,	<b>No. of Hours</b>  12 hours  12 hours  12 hours  09 hours

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

	<p><b>Journal Article in Scholarly Journal</b></p> <p>Gupta, S., &amp; Sachdeva, R. (2021). <i>Waste Management and Cleanliness in Cities</i>. Economic and Political Weekly.</p> <p>Ogra, A. (2022). <i>The National Disaster Management Plan 2019</i>. Economic and Political Weekly, 16-18.</p> <p>Pawar, D. (2021, September 04). <i>Addressing the Exclusion of Nomadic and Denotified Tribes in Urban India</i>. Retrieved from Economic and Political Weekly Engage: <a href="https://www.epw.in/node/158802/pdf">https://www.epw.in/node/158802/pdf</a></p> <p>Prakash, B. (2020, July 17). <i>Why I won't live in my Village and Won't Live the City Till Forced To?</i> Outlook. Retrieved from <a href="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">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</a></p> <p>Schenk, H. (1984). <i>Residential Immobility in Urban India</i>. Geographical Review, 184-194.</p> <p>Singh, S. (2014). <i>Decentralizing Water Services in India</i>. Asian Survey, 674-699.</p> <p>Tacoli, C. (2003). <i>The Links Between urban and Rural Development</i>. Environment and Urbanization, 3-12.</p> <p>Vivek, K. (2014). <i>Whose Cleanliness?</i> Economic and Political Weekly, 13-15.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will get the comprehensive knowledge about the dynamics and challenges of Urban Governance in contemporary India.</li> <li>2. Analyze the political dynamic of being Urban.</li> <li>3. Development of holistic approach among the students to solve the key issues of public policy related to the management of urban spaces.</li> <li>4. Learning of the constitutional aspect of urban management.</li> </ol>	

**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**

<b><u>Prerequisites for the Course</u></b>	Open to all postgraduate students	
<b><u>Objective</u></b>	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	
<b><u>Content</u></b>	<p><b>Unit 1: Contextualizing Indian Democracy-</b>A. Pre-colonial democratic experiences. B. Democratic experiences under colonial rule. C. Constituent Assembly and the idea of democracy</p> <p><b>Unit 2: .Political Parties in Indian Democracy-</b> A. Party system B. National Parties C. Regional Political Parties</p> <p><b>Unit 3: Democracy and Elections in India-</b> A. Concerned Issues B. Electoral Reforms</p> <p><b>Unit 4: Debate on Secularism in India-</b> A. The Concept of Secularism: The Indian Legacy B. Principal advocates of secularism C. Recent questions on secularism D. Alternative conception of secularism.</p> <p><b>Unit 5: People's Movements and Civil Society in India-</b> 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.</p> <p><b>Unit 6: Interface between Democracy and Economic Development in India-</b> A. Problems of underdevelopment. B. Need for balance development C. Development Strategy: Break with the Past in the 1990s</p> <p><b>Unit 7: Question of identity and political participation-</b>Caste, Religion, Language, Ethnicity and Gender in Indian politics</p>	<p>04 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>06 hours</p> <p>10 hours</p>
<b><u>Pedagogy</u></b>	Lectures/ tutorials/assignments/self-study (dialogic and participatory collective learning and teaching)	

<b><u>References and Readings</u></b>	<p><b>Single Author Books</b></p> <p>Bhambhri, C.P. (2007). <i>Democracy in India</i>, New Delhi: National Book Trust, India.</p> <p>DeSouza, Peter R.(2018). <i>In the Hall of Mirrors: Reflections on Indian Democracy</i>, New Delhi: Orient Blackswan.</p> <p>DeSouza, Peter Ronald.andSridhran, E. (2006). <i>India's Political Parties</i>, New Delhi: Sage.</p> <p>Fadia, B.L. (2017). <i>Indian Government and Politics</i>, Jaipur: SahityaBhavan.</p> <p>Mehta,B.Pratap,(2003). <i>Burden of Democracy</i>, New Delhi: Penguin Books.</p> <p>Sanghvi, Sajay (2007). <i>The New people's Movements in India</i>, Economic and Political Weekly, Vol.42, No.50, pp.111-117.</p> <p>Sheth, D.L. (2017). <i>At Home with Democracy: A Theory of Indian Politics</i>, New Delhi: Palgrave.</p> <p><b>Edited Books</b></p> <p>Jayal, Niraja and Mehta, Pratap(eds) (2012). <i>Politics in India</i>, New Delhi: Oxford University Press.</p> <p><b>Two or More Authors</b></p> <p>Chandra,Bipin;Mukharje,Mridula; and Mukhajee, Aditya (2000) <i>India after Independence</i>, New Delhi: Penguin Books.</p> <p>Chakrabarty, Bidyut and Pandey, R. K.(2008). <i>Indian Government and Politics</i>, New Delhi: Sage.</p> <p>Ganguly,Sumit and Mukherji, Rahul (2011). <i>India Since 1980</i>, New Delhi: Cambridge University Press.</p> <p>Vora,Rajendra and Palshikar,Suhas(2004). <i>Indian Democracy: Meanings and Practices</i>, New Delhi: Sage.</p>	
<b><u>Learning Outcomes:</u></b>	<ol style="list-style-type: none"> <li>1. Students demonstrate the ability of critical analysis of democratic process.</li> <li>2. Students become more analytical in textual and contextual understanding of debates on democracy.</li> <li>3. Students will be able to understand the importance of debate and discussion in nation building.</li> <li>4. Students will be able to understand the interface between claims and realities.</li> </ol>	

**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**

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



<u>References/Readings</u>	<p><b>Single Author Books</b></p> <p>Bevir, Mark (2011), <i>Handbook of Governance</i>, Sage Publications</p> <p>Dwivedi, O (1994), <i>Development Administration</i>,</p> <p>Goel, S. (2009), <i>Development Administration</i>, New Delhi: Deep &amp; Deep Publications</p> <p>Mahajan, Anupama (2019), <i>Development Administration in India</i>, New Delhi: Sage Publication</p> <p>Mathur, Kuldeep (1996), <i>Development Policy and Administration</i>, New Delhi: Sage Publications</p> <p>Mitra, Subrata (2006), <i>The Puzzle of India's Governance</i>, Routledge, New Delhi: Palgrave Macmillan New Delhi: Sterling Publisher</p> <p>Palekar S.A. (2012), <i>Development Administration</i>, New Delhi: PHI Learning</p> <p>Rathod, R. (2004), <i>Elements of Development Administration</i>, ABD Publisher</p> <p>Saptru, R (2008), <i>Development Administration</i>,</p> <p>Sen, Amartya (1999), <i>Development as Freedom</i>, New Delhi: Oxford University Press.</p> <p><b>Edited Books</b></p> <p>Singh, Shivani (ed.) (2016), <i>Governance: Issues &amp; Challenges</i>, New Delhi: Sage Publication</p> <p><b>Two or More Authors</b></p> <p>Sen &amp; Drezze (1998), <i>The Amartya Sen and Jean Drezze Omnibus</i>, New Delhi: Oxford University Press.</p> <p>United Nations (2004), <i>Reconstructing Governance and Public Administration for Peaceful Sustainable Development</i>, United Nations Collection</p>	
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<p><b><u>Learning Outcomes</u></b></p>	<p>After completing the course the students will be able to</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and ability to understand the idea of development and Governance.</li> <li>2. Enhance their knowledge about development administration and governance and related concepts for better evaluation of development administration programmes and policies.</li> <li>3. To help students understand challenges of development administration and governance.</li> <li>4. Demonstrate rational and critical thinking applied to the complex questions of development administration.</li> </ol>	
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**Programme: Political Science**

**Course Code: POL-625**

**Title of the Course: Theories of Democracy**

**Number of Credits:4**

**Effective from Academic Year:2023-2024**

<b><u>Prerequisites for the course</u></b>	Open to all postgraduate students	
<b><u>Objectives</u></b>	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.	
<b><u>Contents</u></b>	<b>Unit 1: Idea of Democracy</b> - Athenian Origin, Protective and Developmental Democracy, Deliberative democracy & Defence of Public Realm  <b>Unit 2: Key Concepts</b> - Freedom & Autonomy, Equality, Majority Rule, Citizenship  <b>Unit 3: Theories</b> - Liberal, Socialist, Representative, Participatory  <b>Unit 4: Critique</b> - Marxist & Socialist, Elitist, Feminist  <b>Unit 5: Contemporary Issues</b> - Rational Choice Nationalism, Multiculturalism, Civil Society  <b>Unit 6: Democracy in non-Western World</b> - Case studies from Asia, Africa and Latin America	10 hours  10 hours  10 hours  10 hours  10 hours
<b><u>Pedagogy</u></b>	Lectures, Group discussion, assignments based on self-study	
<b><u>References/Readings</u></b>	<b>Single Author Books</b> Beetham, David (2001), <i>Democracy</i> , New Delhi, National Book Trust Cunningham Frank (2001), <i>Theories</i>	

	<p><i>of Democracy: A Critical Introduction</i>, London, Routledge.</p> <p>Dahl, Robert, (1986), <i>Democracy, Liberty &amp; Equality</i>, New York, Oxford University Press</p> <p>Held, David (2006), <i>Models of Democracy</i>, Cambridge, CUP</p> <p>Lipset, Seymour (1995), <i>Encyclopedia of Democracy</i>, London, Routledge Norwegian University Press</p> <p>Schumpeter, Joseph (1987), <i>Capitalism, Socialism &amp; Democracy</i>, London, Unwin Paperback</p> <p>Tilly, Charles (2009), <i>Democracy</i>, Cambridge: CUP</p> <p><b>Edited Book</b></p> <p>Blaug &amp; Schwarzmantel (ed.) (1998), <i>Democracy: A Reader</i>, Edinburgh University Press</p>	
<b><u>Learning Outcomes</u></b>	<p>After completing the course the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the basic concepts and theories of democracy.</li> <li>2. The course equips the students to investigate interface between theory and practice of democracy.</li> <li>3. Comprehend the contemporary issues associated with democracy.</li> <li>4. Understand the working of democracy in western and non-western societies.</li> </ol>	

**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**

<b><u>Prerequisites for thecourse:</u></b>	Open to all postgraduate students	
<b><u>Objective:</u></b>	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. to focus on the role of big tech and social media in changing the landscape of cyber-politics today.	
<b><u>Contents</u></b>	<b>Unit 1: Introduction to Cyber-Politics:</b> Meaning, evolution of cyber-politics, and its impact on domestic politics and international relations, Digital Divide.  <b>Unit 2: Technological Advancement and Politics in Information Age:</b> Understanding application of technologies like Artificial Intelligence (AI), Big Data, Information Warfare, New Social Media and its impact in influencing politics and international relations.  <b>Unit 3: Digital Geopolitics and Foreign Policy:</b> 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.  <b>Unit 4: State and Cyber security:</b> Politics of Cyber security, historical developments of Cyber security Policy,	12 hours  12 hours  12 hours

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

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

**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**

<b><u>Prerequisites for the course</u></b>	Open to all postgraduate students	
<b><u>Objectives</u></b>	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.	
<b><u>Contents</u></b>	<b>Unit 1: Historical Development and Debates:</b> Introduction to regional integration: historical perspectives of integration, comparative analysis of regional integration, Regionalism versus Globalism.	10 hours
	<b>Unit 2: Theories and Scope of Regional Integration:</b> Theoretical understanding of Regionalism: Realism, Liberalism, Constructivism, scope of Regional Integration.	10 hours
	<b>Unit 3: Regional Integration in Europe:</b> 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
	<b>Unit 4: Regional Integration in North, South America, Asia and Sub-Saharan Africa:</b> International Cooperations: MERCOSUR, North American Free Trade Agreement (NAFTA), ASEAN Regional Forum (ARF), East Asian Regionalism (EAR), Asia Pacific Economic Cooperation (APEC).	10 hours
	<b>Unit 5: Regionalism and Multilateralism:</b> bipolarity, unipolarity, multipolarity, international financial institutions-	10 hours



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

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**

Börzel, 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 *International Organization* (1970), Vol. 24(4).

<b><u>Learning Outcome:</u></b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the historical developments of the process of regionalism and regional integration.</li> <li>2. enhance the ability of the students to understand the emergence of discourse on Multilateralism and Regionalism in International Studies.</li> <li>3. analyse the significance of the process of Regional Integration and its impacts on the Global Polity and Economy.</li> <li>4. relate theories of regionalism to various regional groups and evaluate their relevance in the current world order.</li> </ol>	

**Programme: MA (Political Science)**

**Course Code: POL-628**

**Title of the Course: Human Rights of Vulnerable Groups and Jurisprudence**

**Number of Credits: 4**

**Effective from Academic Year: 2023-24**

<b><u>Prerequisites for the Course</u></b>	Open to all postgraduate students	
<b><u>Objective</u></b>	The course introduces the students to the concepts and important international human rights standards and mechanism and legislations for the protections and promotions of human rights.	
<b><u>Contents</u></b>	<p><b>Unit 1: Understanding Human Rights:</b> Meaning, Nature, Evolution of Human Rights, Types of Human Rights, Different Perspectives of Human Rights, Importance of Duties, Rights versus Duties</p> <p><b>Unit 2: International Human Rights Standards:</b> Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR).</p> <p><b>Unit 3: Vulnerable Groups and Standards:</b> Convention on the Elimination of all forms of Discriminations against Women (CEDAW), 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.</p> <p><b>Unit 4: Legislation and Human Rights:</b> The Protection of Human Rights Act 1993, The</p>	<p><b>No. of Hours</b></p> <p>12 hours</p> <p>12 hours</p> <p>12 hours</p> <p>12</p>

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

	<p><i>Common Law Perspectives</i>, London, Routledge</p> <p>Palmer E , (2009) ,<i>Protecting socio-economic rights through the European Convention on Human Rights</i>, Erasmus L Rev</p> <p>Pushpavalli. K, ( 2016), <i>Human Rights: An Overview</i>, S Chand &amp; Co Ltd</p> <p>Vanessa Walker, (2020), <i>Principles in Power: Latin America and the Politics of U.S. Human Rights Diplomacy</i> by Ithaca and London, Cornell University Press.</p> <p><b>Two or More Authors</b></p> <p>Alston. Philip &amp; Goodman. Ryan, (2012), <i>International Human Rights</i>, New York, Oxford</p> <p>Joseph Sarah &amp; McBeth Adam. (2010),<i>Research Handbook on International Human Rights Law</i>, Edward Elgar Publishing Limited</p> <p><b>Journal Article in Scholarly Journal</b></p> <p>Johan Vorland Wibye,(2022), <i>Beyond Acts and Omissions — Distinguishing Positive and Negative Duties at the European Court of Human Rights</i>, Human Rights Review.</p> <p><b>E-books</b></p> <p>Payne M, (2008),<i>Henry Shue on basic rights. Essays in Philosophy</i><a href="https://core.ac.uk/download/pdf/48856387.pdf">https://core.ac.uk/download/pdf/48856387.pdf</a></p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will acquire conceptual clarity and respect for human rights.</li> <li>2. Students will recognize the importance of various important human rights standards, legislations and mechanism for the protection and promotion of human Rights.</li> </ol>	

**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**

<b>Pre-requisites</b>	Any student who is eligible for a Post Graduate Programme	
<b>Course Objectives</b>	The course , designed jointly with the Chief Electoral Officer Goa and approved by Election Commission of India seeks to: <ol style="list-style-type: none"><li>1. Familiarize students with the critical linkages between democracy and elections.</li><li>2. Enable them to understand the significance of Election Commission of India and the entire electoral machinery.</li><li>3. Understand the challenges faced during the conduct of elections by the different levels of officers and the ways to handle them.</li><li>4. Know the remedies available to address the issues pertaining to electoral malpractices.</li></ol>	
<b>Content</b>	<b>1. Introduction to the Course:</b> Scope Rationale, Outcome <b>2. Democracy and Elections:</b> Concept, Linkages, Challenges, <b>3. Electoral Management in India:</b> Institutions, Structure, Function, Mandate  <b>4. Electronic Voting Machine:</b> Operational Dimensions, Procedures, Remedials.  <b>5. Case Studies from Polling Station:</b> 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
<b>Pedagogy</b>	Lectures/Discussions/Practical Demonstration/Field visit	
<b>References/Readings</b>	Bidyut Chakrawarty and Rajendra K Pandey “Reconceptualizing Indian Democracy: The Changing Electorate” Sage, New Delhi 2020 Election Commission of India Handbooks, <a href="https://eci.gov.in/files/category/3-handbooks/">https://eci.gov.in/files/category/3-handbooks/</a> .  Election Commission of India Training Material,	

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