

FYUGP SYLLABUS (2025 Revised) & 1 Year PG Syllabus (2025)
DEPARTMENT OF POLITICAL SCIENCE
KUMAR BHASKAR VARMA SANSKRIT AND ANCIENT STUDIES UNIVERSITY
P.O- HATI NAMATI, DIST- NALBARI, ASSAM, INDIA

FYUGP Semester-I (Total Credit: 20)

| <i>Course Code</i> | | <i>Name of the Course</i> | <i>Hours of teaching</i> | <i>Credit</i> | <i>Internal Marks</i> | <i>External Marks</i> | <i>Faculty</i> |
|--------------------|------|---|--------------------------|---------------|-----------------------|-----------------------|----------------|
| UGPSDS101 | DSC1 | Political Ideas and Concepts | 60 | 4 | 40 | 60 | AJB |
| UGPSDE102 | DSE1 | Political Ideologies | 60 | 4 | 40 | 60 | HR |
| UGPSID103 | IDC1 | Understanding the Constitution of India | 45 | 3 | 40 | 60 | NK |
| UGCASE104 | SEC1 | | 45 | 3 | 20 | 40 | |
| UGSDVA105 | VAC1 | | 45 | 3 | 20 | 40 | |
| UGENAE106 | AEC1 | | 45 | 3 | 20 | 40 | |

FYUGP Semester-II (Total Credit: 20)

| <i>Course Code</i> | | <i>Name of the Course</i> | <i>Hours of teaching</i> | <i>Credit</i> | <i>Internal Marks</i> | <i>External Marks</i> | <i>Faculty</i> |
|--------------------|------|-------------------------------------|--------------------------|---------------|-----------------------|-----------------------|----------------|
| UGPSDS201 | DSC2 | Indian Government and Politics | 60 | 4 | 40 | 60 | AJB |
| UGPSDE202 | DSE2 | Introduction to Indian Constitution | 60 | 4 | 40 | 60 | HR |
| UGPSID203 | IDC2 | Gender and Politics in India | 45 | 3 | 20 | 40 | NK |
| UGSSSE204 | SEC2 | | 45 | 3 | 20 | 40 | |
| UGYGVA205 | VAC2 | | 45 | 3 | 20 | 40 | |
| UGASAE206 | AEC2 | | 45 | 3 | 20 | 40 | |

(Students will be awarded Certificate after successful completion till Semester II)

FYUGP Semester-III (Total Credit: 20)

| <i>Course Code</i> | | <i>Name of the Course</i> | <i>Hours of teaching</i> | <i>Credit</i> | <i>Internal Marks</i> | <i>External Marks</i> | <i>Faculty</i> |
|--------------------|------|--|--------------------------|---------------|-----------------------|-----------------------|----------------|
| UGPSDS301 | DSC3 | Public Administration: Concepts and Theories | 60 | 4 | 40 | 60 | MCB |
| UGPSDS302 | DSC4 | International Relations: Concepts and Approaches | 60 | 4 | 40 | 60 | PKS |
| UGPSDE303 | DSE3 | Introduction to International Relations | 60 | 4 | 40 | 60 | PKS |
| UGPSID304 | IDC3 | Introduction to South Asia | 45 | 3 | 20 | 40 | NK |
| UGSSAE305 | AEC3 | | 30 | 2 | 20 | 30 | |
| UGCSSE306 | SEC3 | | 45 | 3 | 20 | 40 | |

FYUGP SYLLABUS (2024)
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FYUGP Semester-IV (Total Credit: 20)

| Course Code | | Name of the Course | Hours of teaching | Credit | Internal Marks | External Marks | Faculty |
|-------------|------|---|-------------------|--------|----------------|----------------|----------|
| UGPSDS401 | DSC5 | Western Political Thought | 60 | 4 | 40 | 60 | HR |
| UGPSDS402 | DSC6 | International Relations: Issues and Debates | 60 | 4 | 40 | 60 | JP & PKS |
| UGPSDS403 | DSC7 | Comparative Political Analysis | 60 | 4 | 40 | 60 | AJB |
| UGPSDS404 | DSC8 | Understanding Human Rights | 60 | 4 | 40 | 60 | JP&NK |
| UGPSDE405 | DSE4 | Introduction to Public Administration | 60 | 4 | 40 | 60 | MCB |

N.B: Students will be awarded **Diploma** after successful completion of examinations till Semester-IV.

FYUGP Semester-V (Total Credit: 20)

| Course Code | | Name of the Course | Hours of teaching | Credit | Internal Marks | External Marks | Faculty |
|--|-------|--|-------------------|---------|----------------|----------------|---------|
| UGPSDS501 | DSC9 | Political Theory: Concepts and Debates | 60 | 4 | 40 | 60 | HR |
| UGPSDS502 | DSC10 | Indian Political Thought | 60 | 4 | 40 | 60 | AJB |
| UGPSDS503 | DSC11 | Dynamics of India's Foreign Policy | 60 | 4 | 40 | 60 | NK |
| UGPSDS504 | DSC12 | Internship & Community Engagement | 60 | (2+2) 4 | 40 | 60 | ALL |
| UGPSDE505 | DSE5 | Understanding South Asia | 60 | 4 | 40 | 60 | PKS |
| Internship/Summer Programme/Industrial Linkages | | | | | | | |

FYUGP Semester-VI (Total Credit: 20)

| Course Code | | Name of the Course | Hours of teaching | Credit | Internal Marks | External Marks | Faculty |
|-------------|-------|---|-------------------|--------|----------------|----------------|---------|
| UGPSDS601 | DSC13 | (A) Human Rights: Issues and Challenges | 60 | 4 | 40 | 60 | JP |
| | | (B) Politics in South Asia | | | | | PKS |
| UGPSDS602 | DSC14 | (A) Gender and Politics | 60 | 4 | 40 | 60 | NK |
| | | (B) Political Sociology | | | | | JP |
| UGPSDS603 | DSC15 | Politics in India: Issues and Debates | 60 | 4 | 40 | 60 | AJB |
| UGPSDS604 | DSC16 | Panchayat and Rural Development | 60 | 4 | 40 | 60 | MCB |
| UGPSDE605 | DSE6 | Comparative Government and Politics | 60 | 4 | 40 | 60 | HR |

N.B: Students will be awarded **Degree** after successful completion of examinations till Semester-VI.

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FYUGP Semester-VII (For Degree with Research/Honours) (Total Credit: 20)

| Course Code | | Name of the Course | Hours of teaching | Credit | Internal Marks | External Marks | Faculty |
|-------------|-------------|---|-------------------|--------|----------------|----------------|----------|
| UGPSRH701 | Res/Hons17 | Research Methodology | 60 | 4 | 40 | 60 | JP & PKS |
| UGPSRH702 | Res/Hons18 | Core Concepts in Political Theory | 60 | 4 | 40 | 60 | AJB |
| UGPSRH703 | Res/Hons19 | Comparative Public Administration | 60 | 4 | 40 | 60 | MCB |
| UGPSRH704 | Res/Hons 20 | (A) Political Traditions of Ancient Kamrupa | 60 | 4 | 40 | 60 | NK |
| | | (B) Political Ideas and Ideologies in Assam | | | | | JP & PKS |
| UGPSDE705 | DSE7 (R&H) | Politics in North East India | 60 | 4 | 40 | 60 | HR |

FYUGP Semester-VIII (For Degree with Research/Honours) (Total Credit: R -20; H -20)

| Course Code | | Name of the Course | Hours of teaching | Credit | Internal Marks | External Marks | Faculty |
|-------------|------------|--|-------------------|--------|----------------|----------------|---------|
| UGPSR801 | Res 21 | Research Publication Ethics and Computer Application | 60 | 4 | 40 | 80 | PKS |
| UGPSR802 | Res 22 | Research Dissertation | -- | 12 | Dissertation | Viva Voce | ALL |
| UGPSRH803 | Hons23 | Indian Diaspora: Theory, Culture and Polity | 60 | 4 | 40 | 80 | NK |
| UGPSH804 | Hons25 | Governance and Public Policy in India | 60 | 4 | 40 | 80 | MCB |
| UGPSH805 | Hons26 | (A) Peace and Conflict Studies | 60 | 4 | 40 | 80 | PKS |
| | | (B) Social Movements | | | | | HR |
| UGPSDE 806 | DSE8 (R&H) | Politics of Development | 60 | 4 | 40 | 80 | HR |

N.B:

- a. Students will be awarded **Degree with Research** (Having 75% and above) after successful completion of Semester-VIII.
- b.. Students will be awarded **Degree with Honours** (between 50% to below 75%) after successful completion of Semester-VIII.

Classification of Course (DSC/DSE/IDC) & their Credits

| Sl No | Course | Total (Credit x Course) | Total Credit | Credits |
|-------|--------|-------------------------|--------------|--------------------------|
| 1 | DSC | 4x20; 12x1 | 96 | Core-80, RD-12 & I&CE- 4 |
| 2 | DSE | 4x8 | 32 | Research-160 |
| 3 | IDC | 3x3 | 9 | Honours-160 |
| 4 | VAC | 3x2 | 6 | Degree- 120 |
| 5 | SEC | 3x3 | 9 | Diploma-80 |
| 6 | AEC | 3x2; 2x1 | 8 | Certificate-40 |
| | | Total | 160 | |

The **Internal Assessment** marks is to be 40% which shall include 20 marks for Sessional Examination, 10 Marks for Home Assignment/Seminar Paper/Group Discussion and 10 marks for Class Attendance (SE-20+HA/SEM/GD-10+CA-10=40). It is conducted by departments. The **External Assessment** marks shall be of 60%; and Examinations will be conducted centrally. The candidate shall have to score 40% of marks in both internal and external examination.

Course Contents & Credits of 1 Year PG
Semester-IX/ PG Semester -I (Total Credit: 22)

| Course Code | | Name of the Course | Hours of teaching | Credit | Internal Marks | External Marks | Faculty |
|-------------|----------|--|-------------------|--------|----------------|----------------|---------|
| PGPSC901 | Core | Research Method and Academic writing | 60 | 5 | 40 | 60 | JP/MCB |
| PGPSC902 | Core | Political Dynamics in North East India | 60 | 5 | 40 | 60 | HR |
| PGPSC903 | (A) Core | Foreign Policy of Major Powers | 60 | 5 | 40 | 60 | NK |
| | (B) Core | Emerging Issues of Human Rights | | | | | JP |
| PGPSE904 | (A) El | East Asian Political System | 60 | 5 | 40 | 60 | NK |
| | (B) El | Contemporary Issues in Global Politics | | | | | PKS |
| | (C) El | Emerging Issues in Indian Administration | | | | | MCB |
| PGVAC905 | VAC | Soft Skills | 45 | 2 | 20 | 40 | AJB |

Semester-X/ PG Semester -II (Total Credit: 22)

| Course Code | | Name of the Course | Hours of teaching | Credit | Internal Marks | External Marks | Faculty |
|-------------|-----|---|-------------------|--------|----------------|----------------|---------------|
| PGPSC1001 | | Contemporary Debates on Political Theory | 60 | 5 | 40 | 60 | AJB |
| PGPSC1002 | A | Governance and Public Policy in India | 60 | 5 | 40 | 60 | MCB |
| | B | Peace and Conflict in International Politics | | | | | PKS |
| PGPSC1003 | | Research Project | | 5 | 30 | 70 | ALL |
| PGPSE1004 | A | Politics of Identity in Comparative Perspective | 60 | 5 | 40 | 60 | HR |
| | B | Issues in Rural Governance in India | | | | | MCB |
| | C | Politics of West Asia | | | | | NK |
| PGSEC1005 | SEC | Use of AI in Research | 45 | 2 | 20 | 40 | PKS & PD (IT) |

Names of the BoS Members

| | |
|---|---|
| 1. Dr. Madan Chandra Boro, Chairman, BoS & HoD, Political Science, KBVS&AS University Hati Namati, Nalbari, Assam | 6. Dr. Jhanin Mushahary Subject Expert, Associate Professor, Department of Political Science, Bodoland University, Kokrajhar |
| 2. Prof. (Dr.) Jyotiraj Pathak Professor, Department of Political Science, KBVS&AS University, Hati Namati, Nalbari, Assam | 7. Dr. Pankaj Kumar Sarmah Assistant Professor, Political Science KBVS&AS University |
| 3. Prof. (Dr.) Dhruba Pratim Sharma Subject Expert, Professor, Department of Political Science, Gauhati University, Ghy-14 | 8. Mr. Hirokjeet Roy Assistant Professor, Political Science KBVS&AS University |
| 4. Dr. Jadav Basumatary Subject Expert, Associate Professor, Department of Political Science, Bhattadev University, Bajali | 9. Mr. Ankurjyoti Bhuyan Assistant Professor, Political Science KBVS&AS University |
| 5. Dr. Rubul Patgiri Subject Expert (VC Nominee), Associate Professor, Department of Political Science, Gauhati University, Ghy-14 | 10. Dr. Nandita Khakhary Assistant Professor, Political Science KBVS&AS University |

Note:

1. **The FYUGP Syllabus (from semester 1 to 8) of Political Science was approved in the 10th Academic Council meeting held on 14-03-2023 (Agenda No. 10.17/AC/14.03.20123, & Resolution No. 10.17)**
2. **The revised FYUGP Syllabus (2025 Revised by BoS) & New 1 Year PG Syllabus (2025) prepared by BoS as per NEP (2020) is approved in the 13th Academic Council (Resolution No. 13.05) held on 08-12-2025.**

Sd/-
(Prof. Madan Chandra Boro)
Chairman BoS
Political Science
KBVS&AS University

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About the FYUG Programme

The Four Years Undergraduate Programme (FYUGP) in Political Science is designed in such a way that the students can learn and understood about the scientific analogy of polity, its processes, practices and also at the same time inter-disciplinary dimensions of this subject. It also attempts to provide the opportunity to experience a range of holistic analysis of different aspects of human society in diverse socio-political and socio-economic context. It will leads to a degree with a research component in the major course that promote specialization in „Political Science“ with a critical and scientific orientation in terms of understanding complex phenomenon of society from diverse perspective thereby emphasizing on cross-disciplinary and interdisciplinary articulation. The department of Political Science intends to offer the four year undergraduate programme by giving exit option to the students at four levels and allow certificate, diploma, and degree at the end of first, second, and third year, respectively.

The department also offers honours degree in Political Science with research programme. There are Discipline Specific Core course and project/dissertation course in the eight semesters for Programs of Political Science as Major Course with Research Degree, 15 Core courses across six semesters for programmes of Political Science as Major Course without Research Degree and additional courses for minor programme. Apart from it, there are 8 Discipline Specific Elective (DSE) courses, one paper in each semester. FYUGP is also inclusive of three Interdisciplinary Course (IDC) that can be chosen by the students up to third semester, along with it three Ability Enhancement Course (AEC) of 3 credits each, 4 Skill Enhancement Course (SEC) of 3 credits each and 2 Value Added Courses (VAC) of 3 credits each. There shall also be Summer/Internship Programme/Industrial Linkage offered by this University in compliance with FYUGP as per the spirit of NEP 2020.

Programme Objectives

The Four-Year Undergraduate Programme in Political Science is aimed at making students familiar with the discipline of Political Science in a holistic way. The primary objective is to make them learn the subject with both theoretical as well as empirical understanding. As per existing framework of UGC guidelines, the curriculum has been framed to meet the requirements of both future academic research as well as competitive examinations. A significant objective of the Programme is to make students socially sensitive and render them the qualities of responsible and vigilant citizen. Students will be awarded Certificate, Diploma, Degree, Degree with Research or Honours after successful completion of semester examinations II, IV, VI and VIII respectively.

Programme Specific Outcome

PSO-1 The Four-Year Undergraduate Programme in Political Science designed as part of the National Education Policy-2020 will make student understand the discipline of Political science both from theoretical as well as empirical perspective. The Courses introduced as part of the Programme range from Political Theory, Political Thought (Western as well as Indian) and Political Ideas and Concepts to that of International Relation, Comparative Political Analysis, Public Administration etc. that has utility for UPSC/APSC/NTA examination. Further, the programme accentuates on studying Indian Constitution, Institutions and processes in Indian Politics, Human Rights, Politics in Northeast India, IKS, South Asia and research.

PSO-2 The Programme will give students critical outlook which is essential for future research in social sciences in general and political science in particular. Courses and training as part of methodology is an important aspect which will further boost their prospect in the field of research.

PSO-3 Since the Courses under the programme are designed in view of the existing UGC Curriculum framework, the students will find it easier to clear the competitive examinations including UGC-NET/JRF, SLET etc.

PSO-4 As part of the programme, the students will be largely benefitted by being part of a participative method of teaching and learning. Mandatory participation in classroom discussion, regular seminar and group discussion will render the student job-ready personality. Further, the programme will help them emerge as competent teachers of political science in the field of higher education.

PSO-5 The programme will help the students clearing the national as well as state level competitive examinations including UPSC and APSC. The contents of the programme which are in congruence with the Syllabi of these examinations as well as the personalized care of faculty members will make the students exam-ready.

PSO-6 The Programme is an incentive to understand the social, political, economic, historical and cultural dimensions of India that would help in cultivating democratic leadership, multicultural values, peace and tolerance. The Programme will contribute highly in making students aware of the gender reality by sensitizing them on issues of gender in society.

FYUGP SEMSETER-I

Code: UGPSDS101 Name: Political Ideas and Concepts
(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

Political Ideas and Concepts is an introductory course that offers the students of Political Science to get acquainted with the basic concepts and ideas of Political Theory. The course is divided into four (I, II, III, IV) major Units. Unit I introduces the students to the idea of political theory, its significance and approaches and also the critical and contemporary trends in Political Theory. Unit II and III introduces the students with basic ideas and concepts that shaped and shaping both the Philosophical (Normative) and Theoretical (Empirical) perspectives of Political Science since ancient times to the recent. Unit IV introduces students to understand the existing debates on Political ideas and concepts that allow multiple perspectives of looking at issues important to our contemporary times.

Course Outcomes

This course is an introduction to the basic ideas and concepts in Political Science. It will help students to develop working knowledge on the major concepts and ideas of Political Science. Further the course will help students understanding theoretical concepts and ideas that are concerned with multiple political and philosophical underpinnings. The course aims to develop theoretical outlook in grasping critical aspects of each concept and ideas. The course will be beneficial for the students particularly those interested to prepare for various competitive examinations including UGC NET/SLET and both State and National level civil services.

Unit I: Introduction to Political Ideas and Concepts

1 Credit

- What is Politics?
- What is Political Theory?
- Significance of Political Ideas and Concepts

Suggested Readings List:

1. Heywood, A. (2004). *Political ideas and concepts: An introduction* (3rd ed., pp. 1-50). Palgrave Macmillan.
2. Ramaswamy, S. (2002). *Political theory: Ideas and concept* (pp. 1-19). Macmillan Publications.
3. Bhargava, R. (2008). What is political theory. In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 2–16). Pearson Longman.
4. Bellamy, R. (Ed.). (1993). *Theories and concepts of politics* (pp. 1-14). Manchester University Press.

Unit II: Liberty

1 Credit

- Definition and nature of liberty
- Jhon Locke and Liberty
- J. S. Mill an On Liberty
- Positive vs. negative liberty- Isaiah Berlin

Suggested Readings List:

- Berlin, I. (1969). *Four Essays on Liberty*. Oxford University Press.
- Mill, J. S. (1859). *On Liberty*.

Unit III: Equality

1 Credit

- Meaning, types and importance of equality.
- Why equality?
- Equality of what: Equality of resource, welfare, capability and opportunity

Suggested Readings List:

- Rawls, J. (1971). *A Theory of Justice*. Harvard University Press.
- Rousseau, J. J. (1762). *The Social Contract*.

Unit IV: Justice

1 Credit

- Concept and significance of justice.
- Theories of justice: Distributive justice, Procedural justice, social justice
- Rawlsian, Communitarian and Feminist theory of Justice

Suggested Readings List:

- Rawls, J. (1971). *A Theory of Justice*.
- Sen, A. (2009). *The Idea of Justice*. Harvard University Press.

FYUGP SEMSETER-I

Code: UGPSDE102 Name: Political Ideologies
(Category: DSE, Credit: 4, Duration: 6 Months)

Course Objectives

The Course seeks to make the students aware in terms of understanding the basics of Political Ideology thereby stressing on core themes of Ideology. It further tends to look at the vital components of ideological indoctrination of several political concepts which accentuated the significance of political ideology. Further, it tends to look at the major debates of political ideology. The Course also aims to engage with the different aspects of ideology and its implications.

Course Outcomes

The Course will help students understanding the different aspects of political ideology. It will help them understand the origin and development of different ideological doctrines. Further, the Course will help them to understand the subjective implications of political ideology. Moreover, the Course will help the students in terms of understanding the complex political phenomenon thereby offering the solution of the same.

Unit I: Introduction to Ideology**1 Credit**

- Meaning, nature, and role of ideology
- Types of ideology
- Ideology vs. philosophy: distinctions and overlaps
- The “End of Ideology” debate and its critiques

Suggested Reading List:

1. Heywood, Andrew. *Political Ideologies: An Introduction*.
2. McLellan, David. *Ideology*.
3. Eagleton, Terry. *Ideology: An Introduction*.
4. Mannheim, Karl. *Ideology and Utopia*.
5. Bell, Daniel. *The End of Ideology*.

Unit II: Conservatism and Liberalism**1 Credit**

- Conservatism: origins, principles, variants, and contemporary relevance
- Liberalism: classical, modern, and neoliberal strands
- Key thinkers: Burke, Locke, Mill, Hayek, Rawls

Suggested Reading List:

1. Scruton, Roger. *The Meaning of Conservatism*.
2. O’Sullivan, Noel. *Conservatism*.
3. Gaus, Gerald & Courtland, Shane. *Liberalism*. (Stanford Encyclopedia of Philosophy)
4. Gray, John. *Liberalism*.
5. Dunn, John (ed.). *Democracy: The Unfinished Journey* (for liberal democratic thought).

Unit III: Socialism and Communism**1 Credit**

- Socialism: democratic socialism, social democracy, utopian socialism
- Communism: Marxism, Leninism, and later developments
- Concepts of class, equality, and collective ownership

Suggested Reading List:

1. Marx, Karl & Engels, Friedrich. *The Communist Manifesto*.
2. Lenin, V.I. *State and Revolution*.
3. Crosland, Anthony. *The Future of Socialism*.
4. Lichtheim, George. *A Short History of Socialism*.
5. Steger, Manfred. *Globalisms: The Rise of Global Ideologies* (for modern socialist interpretations).

Unit IV: Environmentalism and Feminism**1 Credit**

- Environmentalism: green thought, sustainability, ecological ethics
- Feminism: liberal, radical, socialist, postmodern, and intersectional strands
- Identity, representation, and critiques of traditional political ideologies

Suggested Reading List:

1. Dryzek, John. *The Politics of the Earth: Environmental Discourses*.
2. Dobson, Andrew. *Green Political Thought*.
3. Bryson, Valerie. *Feminist Political Theory*.
4. Tong, Rosemarie. *Feminist Thought: A More Comprehensive Introduction*.
5. Harcourt, Wendy. *The Politics of Sustainability and Gender*.

Code: UGPSID103 Name: Understanding the Constitution of India**(Category: IDC, Credit: 3, Duration: 6 Months)****Course Objectives**

The Course seeks to make the student familiar with the Indian Constitution, its background as well as the basic provisions of the Indian Constitution. Further it tends to orient them about the basic institutional design and process of governmental functions in the polity. The Course is also aimed at engaging with the basic issues of rights and duties of Individuals embedded in our Constitution.

Course Outcomes

The Course will help students acquiring the basic understanding on Indian Constitution and the polity framed thereunder. Moreover, making them aware about the process and functioning of the process of government is another achievement of the Course. Similarly, the students will be in a better position to understand their Constitutional Rights as well as the fundamental duties as responsible citizen. The Course will help the students emerge as better informed and responsible citizens. Further, the Course will also help them in preparing for competitive examinations in future.

Unit I: Indian Constitution: Its Making and Historical Backdrop**1 Credit**

- Formation and Activities of the Constituent Assembly
- Indian Constitution and its Democratic Vision
- Preamble of the Constitution

Suggested Reading List:

- Austin, Granville. 1966. *The Indian constitution: cornerstone of a nation*. New Delhi: Oxford University Press.
- Chaube, ShibaniKinkar. 2000. *Constituent assembly of India: springboard of revolution*. New Delhi: Manohar Publishers & Distributors
- Khosla, Madhav. 2020. *India's founding moment: the constitution of a most surprising democracy*. Cambridge, Massachusetts: Harvard University Press

Unit II: Basic Ideals of the Constitution**1 Credit**

Democracy
 Secularism and Socialism
 Liberty, Equality and Justice

Suggested Reading List:

- Austin, Granville. 1999. *Working a democratic constitution: the Indian experience*. New Delhi: Oxford University Press.
- Khosla, Madhav. 2012. *The Indian Constitution: Oxford India Short Introductions*. New Delhi: Oxford University Press.
- Bhargava, Rajeev (ed). 2008. *Politics and Ethics of the Indian Constitution*. New Delhi: Oxford University Press

Unit III: Government in India**1 Credit**

The Executive: President, Prime Minister and Council of Ministers
 The Parliament: Lok Sabha and Rajya Sabha
 The Judiciary: Supreme Court and High Court

Suggested Reading List:

- Hewitt, Vernon and Shirin M. Rai. 2010. "Parliament," in NirajaGopalJoyal and Pratap Bhanu Mehta (ed.). *The Oxford companion to politics in India*. New Delhi: Oxford University

- Press, pp.28-42.
- Manor, James. 2015. "The Presidency," in DeveshKapur ,PratapBhanu Mehta and Milan Vaishnav (ed.). Rethinking Public Institutions in India. New Delhi: Oxford University Press
 - Mehta, PratapBhanu. 2007. "The rise of judicial sovereignty," Journal of Democracy 18 (2), pp.70- 83.

FYUGP SEMSETER-II

Code: UGPSDS201 Name: Indian Government and Politics

(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

1. The paper seeks to make students familiar with the background to the making of Indian Constitutions and the Provisions of Government in India
2. The paper intends to engage with the idea of citizen, their entitlements and duties as well as the three branches of Government in India
3. The paper seeks to introduce the students to the federal provisions of India including the issue of decentralization of power as well as the question of autonomy and devolution.

Course Outcomes

1. Students will develop an understanding of the legacy of national movement and the principles that shaped the formation and functioning of the Constituent Assembly of India. It will help in developing critical thinking about role of ideas and norms in shaping democracy in India. It will make them understand what is constitution and how has the working of contributed to the consolidation of democracy in India.
2. Students will be able to make sense of the institutional design, challenges and resilience marking key public institutions in India.
3. The Course will help students in understanding the actual working of the polity vis-à-vis the issue of federal provisions in the country

Unit-I Indian Constitution: Its Making and Core Ideas

1 Credit

- Constituent Assembly: Historical Backdrop and Formation
- Basic Features of Indian Constitution
- Ideological basis of Indian Constitution: Democracy, Secularism and Social Justice

Suggested Reading List:

- Austin, Granville. 1966. The Indian constitution: cornerstone of a nation. New Delhi: Oxford University Press.
- Austin, Granville. 1999. Working a democratic constitution: the Indian experience. New Delhi: Oxford University Press.
- Bhargava, Rajeev. 2008. Politics and ethics of the Indian constitution. New Delhi: Oxford University Press.
- Choudhry, Sujit, MadhavKhosla&PratapBhanu Mehta.2016. The Oxford Handbook of the Indian Constitution. New Delhi: Oxford University Press.Khosla, Madhav. 2020. India's founding moment: the constitution of a most surprising democracy. Cambridge, Massachusetts: Harvard University Press.
- Chaube, ShibaniKinkar. 2000. Constituent assembly of India: springboard of revolution. New Delhi: Manohar Publishers & Distributors.
- Pylee, M V. 1967. Constitutional History of India. Bombay: Asia Publishing House

Unit-II Citizenship and Rights

1 Credit

- Citizenship: Meaning and Provisions in the Constitution
- Fundamental Rights and Directive Principles of State Policy
- The Question of Group Rights in India

Suggested Reading List:

- Austin, Granville. 1966. *The Indian constitution: cornerstone of a nation*. New Delhi: Oxford University Press.
- Basu, Durga Das. 2022. *Introduction to the Constitution of India*. New Delhi: Lexis Nexis
- Bhargava, Rajeev. 2008. *Politics and ethics of the Indian constitution*. New Delhi: Oxford University Press.
- Choudhry, Sujit, MadhavKhosla&PratapBhanu Mehta.2016.*The Oxford Handbook of the Indian Constitution*. New Delhi: Oxford University Press

Unit -III Political Institutions**1 Credit**

- The Executive
- The Parliament
- The Judiciary

Suggested Reading List:

- Hewitt, Vernon and Shirin M. Rai. 2010. "Parliament," in NirajaGopalJayal and PratapBhanu Mehta (ed.). *The Oxford companion to politics in India*. New Delhi: Oxford University Press, pp.28-42.
- Shankar, B. L., and Valerian Rodrigues. 2010. *The Indian Parliament: a democracy at work*. Oxford: Oxford University Press.
- Verma, Rahul and VikasTripathi. 2013. *Making Sense of the House: Explaining the Decline of the Indian Parliament amidst Democratization*, *Studies in Indian Politics*, 1(2), pp.153-177.
- Khare, H. 2003. "Prime Minister and Parliament: Redefining accountability in the age of coalition government," in Ajay K. Mehra, and G.W. Kueck, (ed.). *The Indian Parliament: A Comparative Perspective*. New Delhi: Konark, pp.350- 368.
- Manor, James. 2015. "The Presidency," in DeveshKapur ,PratapBhanu Mehta and Milan Vaishnav (ed.). *Rethinking Public Institutions in India*. New Delhi: Oxford University Press.
- Saxena, N. C. 2010. "The IAS officer - predator or victim?" *Commonwealth & Comparative Politics*. 48 (4): 445-456.
- Krishna, Anirudh. 2010. "Continuity and change: the Indian administrative service 30 years ago and today". *Commonwealth & Comparative Politics*. 48 (4): 433-444.
- Mehta, PratapBhanu. 2007. "The rise of judicial sovereignty," *Journal of Democracy* 18 (2), pp.70- 83.
- Shankar, Shylashri. 2009. *Scaling justice: India's Supreme Court, anti-terror laws, and social rights*. New Delhi: Oxford University Press.
- Choudhry, Sujit, MadhavKhosla&PratapBhanu Mehta.2016.*The Oxford Handbook of the Indian Constitution*. New Delhi: Oxford University Press
- *Indian Politics, Contemporary Issues and concerns*, M.P Singh and RekhaSaxena, PHI pvt. Ltd, New Delhi, 2008
-

Unit- IV Federalism and Local Government**1 Credit**

- Federal Provisions in India
- Question of Autonomy and Indian Polity
- Local Self Government: Panchayati Raj Institutions

Suggested Reading List:

- PehlMalte and SubtraMitra. 2010. "Federalism", in: Mehta, Pratap B. and NirajaGopalJayal (eds.). *The Oxford Companion to Politics in India*. New Delhi et al.: Oxford University Press, pp.43-60.
- Kumar, Rajiv. 2021. "NITI Aayog: Redefining Federalism", *Yojana*, pp. 8-11.
- Arora, Balveer. et. al. 2013. "Indian federalism," in K.C. Suri (ed.) *ICSSR Research Surveys and Explorations: Political Science: Indian Democracy*, Volume 2. New Delhi: Oxford University Press.
- AroraBalveer. 2015. "Foundations and Development of Indian Federalism: Lessons Learnt and Unlearnt", *Yojana*, pp. 22-26.

- Rao, M Govind. 2016. Role and Functions of NITI Aayog, Economic and Political Weekly, pp. 13-16, Vol. 50 No. 4
- Manor, James. 2010. "Local Governance", in: Mehta, Pratap B. and NirajaGopalJayal (eds.). The Oxford Companion to Politics in India. New Delhi et al.: Oxford University Press, pp.61-79.
- Krishna, Anirudh. 2010. "Local Politics", in: Mehta, Pratap B. and NirajaGopalJayal (eds.). The Oxford Companion to Politics in India. New Delhi et al.: Oxford University Press, pp.299-316
- Tillin, Louise. 2019. Indian Federalism. (OSIIC) New Delhi: Oxford University Press.
- Indian Politics, Contemporary Issues and concerns, M.P Singh and RekhaSaxena, PHI pvt. Ltd, New Delhi, 2008

FYUGP SEMSETER-II

Code: UGPSDE202 Name: Introduction to Constitution of India
(Category: DSE, Credit: 4, Duration: 6 Months)

Course Objectives

The Course seeks to make the students aware of the importance of democracy in the post-colonial context of India. Further, it tends to look at the major constituents of democracy as well as its significance from the perspective of the individual citizens as well as groups. The Course also aims to engage with the different aspects of democracy, its implications as well as the challenges facing Indian Democracy. Further, one of the main objectives is to understand the success of democracy both in procedural as well as substantial manner.

Course Outcomes

The Course will help students understanding the different aspects of democracy in India. It will help them understand the evolution of India's democracy in the last seven decades. Further, the Course will help them to understand the procedural as well as substantial success of India's democracy against all the odds. Moreover, the Course will help the students emerge as responsible citizens thereby contributing to the process of nation building.

Unit I: Background to India's Democracy

1 Credit

- Anti-Colonial Struggle and India's Democratic Inspiration
- Democratic Vision of Constituent Assembly
- Constitution as Democratic Document

Suggested Reading List:

- Austin, Granville. 1966. The Indian constitution: cornerstone of a nation. New Delhi: Oxford University Press.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, K N Panikkar, SuchetaMahajan. 2016. India's Struggle for Independence. New Delhi. Penguin Books.
- Chaube, ShibaniKinkar. 2000. Constituent assembly of India: springboard of revolution. New Delhi: Manohar Publishers & Distributors
- Khosla, Madhav. 2020. India's founding moment: the constitution of a most surprising democracy. Cambridge, Massachusetts: Harvard University Press.

Unit II: Democratic Institutional Design

1 Credit

- India's Democratic Institutional Design
- Parliamentary Democracy as a tool of Democracy
- Role of Judiciary in Democratization of Indian Polity

Suggested Reading List:

- Austin, Granville. 1999. Working a democratic constitution: the Indian experience. New Delhi: Oxford University Press.
- Hewitt, Vernon and Shirin M. Rai. 2010. "Parliament," in NirajaGopalJayal and Pratap Bhanu Mehta (ed.). The Oxford companion to politics in India. New Delhi: Oxford University Press, pp.28-42.
- Khosla, Madhav. 2012. The Indian Constitution: Oxford India Short Introductions. New Delhi: Oxford University Press.
- Mehta, PratapBhanu. 2007. "The rise of judicial sovereignty," Journal of Democracy 18 (2), pp.70- 83.

Unit III: Different Aspects of Indian Democracy**1 Credit**

- Election and Electoral Reforms
- Decentralization of Power
- Deepening of Democracy

Suggested Reading List

- E. Sridhar and M. Vaishnav, (2017) „Election Commission of India“, in D. Kapur, P B Mehta and M Vaishnav, (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 417-463.
- P.B. Mehta. 2001. "Is Electoral and Institutional Reform the Answer?," *Seminar*, 506 <https://www.indiaseminar.com/2001/506/506%20pratap%20bhanu%20mehta.htm>
- Basu, Durga Das. 2022. Introduction to the Constitution of India. New Delhi: Lexis Nexis.
- Y. Yadav, (200) „Understanding the Second Democratic Upsurge“, in F. Frankel, Z. Hasan and R. Bhargava (eds.) *Transforming India; Social and political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145

Unit IV: Challenges to India's Democracy**1 Credit**

- Issue of Social Justice: Caste, Gender, Ethnicity
- Corruption and Transparency
- Success of India's Democracy: Procedural or Substantive?

Suggested Reading List:

- NITI AYOJ. 2022. *Accountability and Transparency in Governance*. https://dmeo.gov.in/sites/default/files/2022-04/Thematic_Report_Accountability_and_Transparency_22042022.pdf
- Agarwal, Bina. 1997. „Bargaining and Gender Relations: Within and Beyond the Household“, *Feminist Economics*, 3 (1).
- Ashok, Acharya. 2008. Affirmative Action. In Rajeev Bhargava& Ashok Acharya (Eds.), *Political theory: An introduction*, Delhi: Pearson, pp. 298-307.
- Kohli, Atul. 2001. Introduction. In AtulKohli (ed.) *The Success of India's Democracy*, Cambridge: Cambridge University Press, 1-19.

FYUGP SEMSETER-II**Code: UGPSID203 Name: Gender and Politics in India****(Category: IDC, Credit: 3, Duration: 6 Months)****Course objectives**

1. This paper aims to enable the students to have understanding about the key concepts of Gender Studies
2. The paper shall help the students to develop deeper understanding about patriarchy and feminism
3. This paper shall develop an insight into the issues of gender and politics in India

4. This paper seeks to analyse the various critical aspects of gender and political participation in India

Course outcome

1. This course shall introduce the basic concepts of gender studies by enabling them to understand the differences between sex, gender and sexuality.
2. By developing critical thinking, this paper shall enable the students to understand how the Patriarchy and power function in society and politics.
3. This paper shall empower the students to understand the significance of gender in political participation.

Unit 1: Understanding Basic Concepts

1 Credit

- Sex, Gender, Sexuality
- Femininity, Masculinity, Transgender
- Patriarchy, Gender Role

Suggested Reading List

- Chakravarti, Uma „Gender, Caste and Labour: Ideological and Material Structure of Widowhood“, Economic and Political Weekly 30, 9 September 1995
- Connell, R.W. (2002) Gender. Cambridge: Polity.
- David, Buchbinder (2013) Studying Men and Masculinities. New York: Routledge.
- Holmes, M. (2010) Gender in Everyday Life. New York: Routledge.
- Holmes, Mary. (2007) What is Gender: A Sociological Approach. London: Sage Publications.
- Howson, A. (2005) Embodying Gender. London: Sage.
- John, Mary (ed) (2008) Women’s studies in India: a Reader. New Delhi: Penguin.

Unit 2: Gender and Political Participation

1 Credit

- Feminist Movement in India
- Gender and Indian Constitution
- Gender and Affirmative Action

Suggested Reading List

- Madhi, V. J et al (2014) Women’s Studies in India. New Delhi: Rawat.
- Mazumdar, Vina (2001) “Whose Past, Whose History, Whose Tradition? Indigenising Women’s Studies in India”. Asian Journal of Women’s Studies
- Mohanthy, M (2004) Caste, Class and Gender. New Delhi: Sage.
- Rege, Sharmila (2006) Writing Caste/ Writing Gender: Narrating Dalit Women’s Testimonies. New Delhi: Zubaan, an imprint of Kali for Women. pp. ix-xiv Introduction.
- Ryle, R. (2011) Questioning Gender: A Sociological Exploration. New York: Sage.
- Thapan, Meenakshi (2009) Living the Body: Embodiment, Womanhood and Identity. Sage.

Unit 3: Gender and Political Representation

1 Credit

- Gender and Citizenship Rights
- Electoral Process, Political Parties

Suggested Reading List

- Chakravarti, Uma (2003) Gendering Caste through Feminist Lens. Delhi: Stree.
- Gayle, Robin (2012) Questioning Gender. Los Angeles: Sage.
- Jain, Devika and Rajput, Pam (eds). 2003. Narratives from the Women’s Studies Family: Recreating Knowledge. New Delhi: Sage
- Maithreyi, K. (1986.) Women’s Studies in India - Some Perspectives. Bombay: Popular Prakashan.
- Millet, K. (1972) Sexual Politics. London: Abacus.

- Mrachbank, J et al (2014) Introduction to Gender: Social Science Perspective. London: Routledge.
- Rege, Sharmila (ed). (2003) Sociology of Gender: The Challenge of Feminist Sociological Knowledge. Sage: New Delhi.
- Rhode, Deborah L. (2014) What Women Want. London: Oxford University Press.
- Smith, Bonnie G. (2013). Women's Studies: the Basics. Oxon: Routledge.
- Whelehan, I. & Pilicher, J (2004) 50 Key Concepts in Gender Studies. New Delhi: Sage.

FYUGP SEMSETER-III

**Code: UGPSDS301 Name: Public Administration: Concepts and Theories
(Category: DSC, Credit: 4, Duration: 6 Months)**

Course Objectives

1. To understand the meaning, scope, significance, ethical concerns, and evolution, principles, characteristics, and critical appreciation of NPA, NPM and Good Governance.
2. To study and analyze classical administrative theories, including the contributions of Henry Fayol, F. W. Taylor, and Max Weber.
3. To explore and evaluate modern administrative theories, including the human relations theory of Elton Mayo, the decision-making theory of Herbert Simon, and the ecological approach of Fred W. Riggs.
4. To examine different theories of Communication, Leadership and Motivation of Douglas McGregor and Abraham Maslow, and Public Policy of Yehezkel Dror.
5. To explore meaning, scope, functions, evolution and Causes for growth of development administration, and also bureaucracy and development administration.

Course Outcomes

By the end of the course, students will be able to:

1. Define and explain the meaning, scope, significance, ethical concerns, and evolution, principles, characteristics, and critical appreciation of NPA, NPM and Good Governance.
2. Evaluate and analyze classical administrative theories, including the principles and contributions of Henry Fayol, F. W. Taylor, and Max Weber.
3. Evaluate and analyze modern administrative theories, including the human relations theory of Elton Mayo, the decision-making theory of Herbert Simon, and the ecological approach of Fred W. Riggs.
4. Analyze and compare different theories of Communication, Leadership and Motivation of Douglas McGregor and Abraham Maslow, and Public Policy of Yehezkel Dror.
5. Understand and critically evaluate the meaning, scope, functions, evolution and Causes for growth of development administration, and also bureaucracy and development administration.
6. Apply knowledge of perspectives on public administration for students preparing for UGC NET-JRF exams, SLET exams and other competitive exams like civil services..

Unit - I: Public Administration as a Discipline

1 Credit

- Meaning, Nature, Scope and Significance
- Ethical Concerns in Public Administration
- New Public Administration, New Public Management and Good Governance

Suggested Reading List:

- Fadia B.L., Fadia Kuldeep (2008). *Public Administration: Administrative Theories and Concepts*, Sahitya Bhawan Publications, Agra.
- Arora, R.K., Sogani, Meena (ed) (1991). *Themes and Issues in Administrative Theory*. Arihant Publishers, Jaipur.
- Arora, R.K (1979). *Perspectives in Administrative Theory*. Associated Publishing House, New Delhi.
- Nigro, Felix A & Nigro, Lloyd G (1989). *Modern Public Administration*. Harper & Row, New York.
- White, L.D. (1982). *Introduction to Study of Public Administration*. Eurasia Publishing House, Ram Nagar, New Delhi, 1982.
- Peter, Self. (1981). *Administrative Theories & Politics*. S. Chand & Co., New Delhi.
- M. P. Sharma, B.L. Sadana, Harpreet Kaur (2010). *Public Administration in Theory and Practice*, Delhi, Kitap Mahal
- Mohit Bhattacharya (2018). *New Horizons of Public Administration*, Jawahar Publishers and Distributors
- Bidyut Chakraborty and Mohit Bhattacharya (2005). *Administrative Change and Innovation: A reader*, Oxford.

Unit II: Administrative Theories**1 Credit**

- Classical Theories: Scientific Management and Bureaucratic Theory.
- Modern Theories: Human Relations and Ecological Theory.

Suggested Reading List:

- Fadia B.L., Fadia Kuldeep (2008). *Public Administration: Administrative Theories and Concepts*, Sahitya Bhawan Publications, Agra.
- M. P. Sharma, B.L. Sadana, Harpreet Kaur (2010). *Public Administration in Theory and Practice*, Delhi, Kitap Mahal
- Mohit Bhattacharya (2018). *New Horizons of Public Administration*, Jawahar Publishers and Distributors
- Bidyut Chakraborty and Mohit Bhattacharya (2005). *Administrative Change and Innovation: A reader*, Oxford.
- Maheswari, S.R. (1994). *Administrative Theories*. Allied Publishers Ltd., New Delhi.
- Robbins, S.P. (1985). *The Administrative Process*. Prentice-Hall of India, Pvt. Ltd. New Delhi.
- Ali, Shum Sun Nisa (1990). *Eminent Administrative Thinkers*. Associated Publishing House, New Delhi.
- Prasad, D. Ravindra, Prasad, VS, and Satyanarayan, P, (2004). *Administrative Thinkers*, Sterling Publishers, New Delhi.
- Baghel, CL and Kumar, Yogendra (2005). *Public Administration*. Volumes I and II, Kanishka Publishers Distributors, New Delhi.
- Charkraborty, Bidyut (2007). *Reinventing Public Administration: The Indian Experience*. Orient Longman, New Delhi.

Unit - III : Theories of Leadership and Communication**1 Credit**

- Abraham Maslow
- Douglas McGregor
- Yehezkel Dror

Suggested Reading List:

- Fadia B.L., Fadia Kuldeep (2008). *Public Administration: Administrative Theories and Concepts*, Sahitya Bhawan Publications, Agra.
- M. P. Sharma, B.L. Sadana, Harpreet Kaur (2010). *Public Administration in Theory and Practice*, Delhi, Kitap Mahal
- Mohit Bhattacharya (2018). *New Horizons of Public Administration*, Jawahar Publishers and

Distributors

- Bidyut Chakraborty and Mohit Bhattacharya (2005). *Administrative Change and Innovation: A reader*, Oxford.
- Robbins, S.P. (1985). *The Administrative Process*. Prentice-Hall of India, Pvt. Ltd. New Delhi.
- Ali, Shum Sun Nisa (1990). *Eminent Administrative Thinkers*. Associated Publishing House, New Delhi.

Unit - IV : Development Administration

1 Credit

- Meaning, Scope, characteristics and Functions
- Evolution and causes for growth
- Bureaucracy and Development Administration

Suggested Reading List:

- Bhattacharya. Mohit (1979). *Bureaucracy & Development Administration*. Uppal Publishing House, New Delhi.
- Singh, S (1961). *Development Administration*, Asia Publishing House, Bombay.
- Panandikar, Pai (1996). *Personal Systems for Development Administration*. Popular Prakashan, Bombay.
- Panandikar & Kshirsagar (1978). *Bureaucracy & Development Administration*. Centre for Policy Research, New Delhi. 1978.
- Fadia B.L., Fadia Kuldeep (2008). *Public Administration: Administrative Theories and Concepts*. Sahitya Bhawan Publications, Agra.
- M. P. Sharma, B.L. Sadana, Harpreet Kaur (2010). *Public Administration in Theory and Practice*, Delhi, Kitap Mahal
- Mohit Bhattacharya (2018). *New Horizons of Public Administration*, Jawahar Publishers and Distributors
- Bidyut Chakraborty and Mohit Bhattacharya (2005). *Administrative Change and Innovation: A reader*, Oxford.
- Indian Journal of Public Administration (Relevant Issues): Indian Institute of Public Administration, New Delhi.

FYUGP SEMSETER-III

Code: UGPSDS302 Name: International Relations: Concepts and Approaches

(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

This course helps the students in understanding basic concept of International Relations and how it get contextualized in analyzing various relations among sovereign states and also at the same time about the significance of regional studies. The course deals with issues, concepts, main stream theories, global security, global economy and themes that remain integral to the understanding of International Relations. It introduces students to different schools of thought on IR and help in inculcating diverse perspectives about the whole paradigm of International Relations.

Course Outcomes

The course remains helpful for students who intend to explore the themes and issues in International Relations. The course will help the students in understanding the basics of International relations thereby making them compatible for competitive examinations as well.

Unit - I : Introduction to International Relations**1 Credit**

- Meaning, Nature, Scope, difference between International Politics and International Relations
- Evolution of International Relations as an academic discipline

Suggested Reading List:

1. Goldstein, Joshua S. & Pevehouse, Jon. *International Relations*.
2. Baylis, John; Smith, Steve & Owens, Patricia. *The Globalization of World Politics*.
3. Morgenthau, Hans. *Politics Among Nations*.
4. Palmer, Norman D. & Perkins, Howard C. *International Relations: The World Community in Transition*.
5. Jackson, Robert & Sørensen, Georg. *Introduction to International Relations*.

Unit - II : Approaches to International Relations**1 Credit**

- Traditional Approaches
- Behavioural Approaches

Suggested Reading List:

1. Hollis, Martin & Smith, Steve. *Explaining and Understanding International Relations*.
2. Rosenau, James. *The Scientific Study of Foreign Policy*.
3. Singer, J. David. *The Level-of-Analysis Problem in International Relations*.
4. Knorr, Klaus & Rosenau, James (eds.). *Contending Approaches to International Politics*.
5. Smith, Steve. *The Discipline of International Relations: Still an American Social Science?*

Unit- III : Contending Mainstream Theories of International Relations**1 Credit**

- Realism and Neo-realism
- Liberalism and Neo-liberalism

Suggested Reading List:

1. Waltz, Kenneth. *Theory of International Politics* (Neorealism).
2. Morgenthau, Hans. *Politics Among Nations* (Classical Realism).
3. Keohane, Robert. *After Hegemony* (Neoliberal Institutionalism).
4. Doyle, Michael. *Liberalism and World Politics*.
5. Donnelly, Jack. *Realism and International Relations*.

Unit - IV : Global Security**1 Credit**

- Global Security: Issues and Challenges
- Global Terrorism-Features and Challenges
- Proliferation of Nuclear weapons

Suggested Reading List:

1. Booth, Ken (ed.). *Critical Security Studies*.
2. Kaldor, Mary. *New and Old Wars: Organized Violence in a Global Era*.
3. Baylis, John. *International Security in the Contemporary World*.
4. Paul, T.V. *The Tradition of Non-Use of Nuclear Weapons*.
5. Nye, Joseph S. *Understanding Global Conflict and Cooperation*.

Code: UGPSDE303 Name: Introduction to International Relations
(Category: DSE, Credit: 4, Duration: 6 Months)

Course Objectives

This course help the students in understanding basic concept of International Relations and how it get contextualized in analyzing various relations among sovereign states and also at the same time about the significance of regional studies. The course deals with issues, concepts, main stream theories, global security, global economy and themes that remain integral to the understanding of International Relations. It introduces students to different schools of thought on IR and help in inculcating diverse perspectives about the whole paradigm of International Relations.

Course Outcomes

The course remains helpful for students who intend to explore the themes and issues in International Relations. The course will help the students in understanding the basics of International relations thereby making them compatible for competitive examinations as well.

Unit - I : Introduction to International Relations

1 Credit

- Meaning, Nature, Scope, difference between International Politics and International Relations
- Evolution of International Relations as an academic discipline

Suggested Reading List:

1. Baylis, John; Smith, Steve & Owens, Patricia. *The Globalization of World Politics*.
2. Goldstein, Joshua & Pevehouse, Jon. *International Relations*.
3. Palmer, Norman & Perkins, Howard. *International Relations: The World Community in Transition*.
4. Jackson, Robert & Sørensen, Georg. *Introduction to International Relations*.
5. Morgenthau, Hans. *Politics Among Nations*.

Unit - II : Approaches to International Relations

1 Credit

- Traditional Approaches
- Behavioural Approaches

Suggested Reading List:

1. Hollis, Martin & Smith, Steve. *Explaining and Understanding International Relations*.
2. Rosenau, James. *The Scientific Study of Foreign Policy*.
3. Knorr, Klaus & Rosenau, James (eds.). *Contending Approaches to International Politics*.
4. Smith, Steve. *The Discipline of International Relations*.
5. Singer, J. David. *The Level-of-Analysis Problem in International Relations*.

Unit- III : Contending Mainstream Theories of International Relations 1Credit

- Realism and Neo-realism
- Liberalism and Neo-liberalism

Suggested Reading List:

1. Waltz, Kenneth. *Theory of International Politics*.
2. Morgenthau, Hans. *Politics Among Nations*.
3. Keohane, Robert O. *After Hegemony*.
4. Doyle, Michael W. *Liberalism and World Politics*.
5. Donnelly, Jack. *Realism and International Relations*.

Unit - IV : Global Security**1 Credit**

- Global Security: Issues and Challenges
- Global Terrorism-Features and Challenges
- Proliferation of Nuclear weapons

Suggested Reading List:

1. Booth, Ken (ed.). *Critical Security Studies*.
2. Kaldor, Mary. *New and Old Wars: Organized Violence in a Global Era*.
3. Baylis, John. *International Security in the Contemporary World*.
4. Paul, T.V. *The Tradition of Non-Use of Nuclear Weapons*.
5. Nye, Joseph S. *Understanding Global Conflict and Cooperation*.

FYUGP SEMSETER-III

Code: UGPSID304 Name: Introduction to South Asia
(Category: IDC, Credit: 3, Duration: 6 Months)

Course Objectives

This paper will help the students of multi-disciplinary courses by making them aware about the significance of South Asia as a region and also at the same time about the basic understanding on South Asian studies. It seeks to develop new insights among students on the diverse perspectives that have emerged to offer explanation and understanding on the idea of „South Asia“ and its resilience as a conceptual tool in the study of changing world order.. It tries to introduce the idea of South Asia in the young mind of the students of various disciplines.

Course Outcomes

The paper has utility for students in preparing for various competitive examinations and also for researches in South Asian Studies.

Unit-I Understanding South Asia as a region**1Credit**

- Introduction to South Asia
- General Characteristics
- Significance of South Asia

Suggested Reading List:

- Bose, Sugata & Jalal, Ayesha (2003). *Modern South Asia: History, Culture and Political Economy*. Oxford University Press.
- Ghosh, Partha S. (1989). *Cooperation and Conflict in South Asia*. Manohar.
- Mallika Joseph (2014). *Demography in South Asia: Implications for Regional and Global Political Narratives*. Manohar Publishers.
- Thakur, R. & Wiggin, O. (eds.) (2005). *South Asia and the World*. Bookwell.
- Rizvi, G. (1993). *South Asia in a Changing International Order*. Sage.

Unit- II Politics and Governance in South Asia**1 Credit**

- Colonial Background
- Regime types – Democracy, Monarchy, Authoritarianism
- Role of SAARC in South Asian Politics

Suggested Reading List:

- Jalal, Ayesha (2002). *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. Cambridge University Press.
- Shastri, A. & Jeyaratnam, A. (eds.) (2001). *The Post-Colonial States of South Asia: Democracy, Development and Identity*. Palgrave.
- Kukreja, V. & Singh, M.P. (eds.) (2008). *Democracy, Development and Discontent in South Asia*. Sage.
- Hye, Hasnat Abdul (2001). *Governance: South Asian Perspectives*. Manohar.
- Dobey, Muchkund et al. (eds.) (1999). *South Asian Growth Quadrangle: Framework for Multifaceted Cooperation*. Macmillan.

Unit-III Regional Issues and Challenges in South Asia**1Credit**

- Terrorism
- Cross border security
- Poverty

Suggested Reading List:

1. Hagerty, Devin T. (2005). *South Asia in World Politics*. Rowman & Littlefield.
2. Jackson, Robert (1978). *South Asian Crisis: India, Pakistan, Bangladesh*. Vikas.
3. Phadnis, Urmila & Ganguly, Rajat (2001). *Ethnicity and Nation-building in South Asia*. Sage.
4. Baxter, C. (ed.) (1986). *The Government and Politics of South Asia*. Oxford University Press.
5. Ghosh, Partha S. (1989). *Cooperation and Conflict in South Asia*. Manohar.

FYUGP SEMESTER-IV

Code: UGPSDS 401 Name: Western Political Thought
(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

This Course intends to introduce students to the texts, thinkers and thoughts in Western Political Tradition. It aims at familiarizing the students with the trajectory of evolution of the area ranging from Ancient tradition of political thought till the Contemporary times. As such the Course navigates across different temporal and thematic classification of the Western Political Thought.

Course Outcomes

The Course is useful for students in acquiring systematic knowledge on the evolution of the discipline of political thought with specific focus on the western political thought. Further, it would help them in understanding the different concepts both in temporal and universal sense. The Course, by virtue of its temporal and thematic rigour, would be largely helpful for students who wish to pursue a career in academics. Further, the course is helpful for UGC NET/JRF as well as the national and state level Civil Services and other competitive examinations alike.

Unit-I Ancient and Medieval Political Tradition**1 Credit**

- Plato: Justice, Ideal State and Communism
- Aristotle: Justice, Ideas of Constitution, State and Revolution
- Machiavelli: Morality and Politics & the Prince

Suggested Reading List:

- Plato, *Plato's The Republic*, Books, Inc., New York, 1943.
- Aristotle, *Aristotle's Politics*, Clarendon Press, Oxford, 1905.

- Niccolò Machiavelli, *The Prince*. Harmondsworth, Eng., Penguin Books, NY, 1981.
- George, H. Sabine, *A History of Political Theory*, Oxford and I.B.H. Publishing, New Delhi, 1973
- Subrata Mukherjee and Sushila Ramaswamy, *A History of Political Thought: Plato to Marx*, PHI Learning Pvt. Ltd., 2011.
- Andrew Heywood, *Political Theory*, Palgrave, New York, 2005
- Brian R. Nelson, *Western Political Thought*, Pearson Education, Delhi, 2009
- John S. Dryzek, et. al., *The Oxford Handbook of Political Theory*, Oxford University Press, 2006.
- J.S. McClelland, *A History of Western Political Thought*, Routledge, 1996
- Quentin Skinner, *Machiavelli: A very Short Introduction*, OUP, 1981
- John Morrow, *History of Western Political Thought: A Thematic Introduction*, Palgrave, 2005

Unit-II Social Contract Tradition

1 Credit

- Thomas Hobbes: State of Nature and Absolute Sovereignty
- John Locke: State of Nature, Natural Right and Limited Government
- J. J. Rousseau: Views on State, General Will and Democracy

Suggested Reading List:

- George, H. Sabine, *A History of Political Theory*, Oxford and I.B.H. Publishing, New Delhi, 1973
- Heywood, Andrew, *Political Theory*, Palgrave, New York, 2005
- Subrata Mukherjee and Sushila Ramaswamy, *A History of Political Thought: Plato to Marx*, PHI Learning Pvt. Ltd., 2011.
- Nelson, Brian R. *Western Political Thought*, Pearson Education, Delhi, 2009
- Dryzek, John S., Bonnie Honig and Anne Philips, *The Oxford Handbook of Political Theory*, Oxford University Press, 2006.
- J.S. McClelland, *A History of Western Political Thought*, Routledge, 1996

Unit -III Liberal Political Tradition

1 Credit

- Jeremy Bentham: Liberal Democracy and Utilitarianism
- J. S. Mill: Views on Liberty, Representative Government & Rights of Women
- T.H. Green: Idealism and Empiricism

Suggested Reading List:

- George, H. Sabine, *A History of Political Theory*, Oxford and I.B.H. Publishing, New Delhi, 1973
- Heywood, Andrew, *Political Theory*, Palgrave, New York, 2005
- Subrata Mukherjee and Sushila Ramaswamy, *A History of Political Thought: Plato to Marx*, PHI Learning Pvt. Ltd., 2011.
- Nelson, Brian R. *Western Political Thought*, Pearson Education, Delhi, 2009
- Dryzek, John S., Bonnie Honig and Anne Philips, *The Oxford Handbook of Political Theory*, Oxford University Press, 2006.
- J.S. McClelland, *A History of Western Political Thought*, Routledge, 1996.
- Richard Lewis Nettleship (ed) *Works of T.H. Green (1885-1888)* 3 Vols., London, Longmans, Green & Company.

Unit-IV Contemporary Political Thoughts

1 Credit

- Hannah Arendt: Theory of Action, Citizenship and Plurality
- Frantz Omar Fanon: Decolonization and Racism
- Michel Foucault: Power and Knowledge, Discipline and Punishment

Suggested Reading List:

- Heywood, Andrew, *Political Theory*, Palgrave, New York, 2005
- Farrelly, Colin, *Introduction to Contemporary Political Theory*, Sage, 2004
- Dryzek, John S., Bonnie Honig and Anne Philips, *The Oxford Handbook of Political Theory*, Oxford University Press, 2006.
- David Held, *Political Theory Today*, Stanford University Press, California, 1991
- Hannah Arendt, *The Human Condition*, University of Chicago Press, 1958
-
- d'Entreves, Maurizio Passerin, "Hannah Arendt", *The Stanford Encyclopedia of Philosophy* (Fall 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.),
 - URL: <https://plato.stanford.edu/archives/fall2022/entries/arendt/>
- Frantz Fanon, *The Wretched of the Earth*, Grove Press New York, 1968.
- _____, *Black skin, White Masks*, Pluto, London, 2008
- _____ *A Dying Colonialism*, Grove Press, New York, 1967, ©1965.
- John Drabinski, "Frantz Fanon", *The Stanford Encyclopedia of Philosophy* (Spring 2019 Edition), Edward N. Zalta (ed.),
 - URL: <https://plato.stanford.edu/archives/spr2019/entries/frantz-fanon/>
- Michel Foucault, *The Foucault Reader*, New York :Pantheon Books, 1984.
- Gary Gutting, and Johanna Oksala, "Michel Foucault", *The Stanford Encyclopedia of Philosophy* (Fall 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.)
 - URL: <https://plato.stanford.edu/archives/fall2022/entries/foucault/>
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FYUGP SEMSETER-IV

Code: UGPSDS 402 Name: International Relations: Issues and Debates
(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

This course offers students to the concepts, issues and debates in the study of International Relations. It introduces students to the diverse perspectives that mark the understanding of the concepts like power, nation state, multipolarism, global order. It deals with the issues in international relations and the prospects and challenges in regionalism and world politics. The course also deals with the issues and challenges of peace in the age of globalisation.

Course Outcomes

The course remains helpful for students who intend to explore the themes and issues in International Relations. It assumes importance for students if they wish to pursue research programme in the area of international relations in world politics, regionalism and globalisation in particular. The course has utility for students preparing for UGC NET-JRF exams, SLET exam and other competitive exams like civil services.

Unit - I : Power and World Order

1 Credit

- Balance of Power: Concept and methods
- Multipolar World Order: Issues and challenges
- US Hegemony and Global Order

Suggested Reading List:

1. Waltz, Kenneth (1979). *Theory of International Politics*. McGraw-Hill.
2. Nye, Joseph S. (2004). *Soft Power: The Means to Success in World Politics*. PublicAffairs.
3. Ikenberry, G. John (2011). *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order*. Princeton University Press.
4. Mearsheimer, John (2001). *The Tragedy of Great Power Politics*. W.W. Norton.
5. Layne, Christopher (2012). *The Peace of Illusions: American Grand Strategy from 1940 to the Present*. Cornell University Press.

Unit - II : UNO and World Politics**1 Credit**

- History and Structure
- UNO and Global Security: Role and Challenges

Suggested Reading List:

1. Karns, Margaret P. & Mingst, Karen (2015). *International Organizations: The Politics and Processes of Global Governance*. Lynne Rienner.
2. United Nations (2020). *Basic Facts About the United Nations*. UN Publications.
3. Weiss, Thomas G. & Daws, Sam (eds.) (2018). *The Oxford Handbook on the United Nations*. Oxford University Press.
4. Thakur, Ramesh (2006). *The United Nations, Peace and Security*. Cambridge University Press.
5. Hanhimäki, Jussi (2008). *The United Nations: A Very Short Introduction*. Oxford University Press.

Unit - III: Regionalism and World Politics**1 Credit**

- EU-History, structure and enlargement
- ASEAN-History, structure and role
- SAARC- History, structure and role

Suggested Reading List:

1. Nugent, Neill (2017). *The Government and Politics of the European Union*. Palgrave.
2. Acharya, Amitav (2014). *Constructing a Security Community in Southeast Asia: ASEAN and the Problem of Regional Order*. Routledge.
3. Dash, Kishore C. (2008). *Regionalism in South Asia: Negotiating Cooperation, Institutional Structures*. Routledge.
4. Pieterse, Jan Nederveen (2015). *Globalization and Culture: Global Mélange*. Rowman & Littlefield.
5. Söderbaum, Frederik (2016). *Rethinking Regionalism*. Palgrave Macmillan.

Unit - IV : International relations: Contending Images**1 Credit**

- Clash of civilizations: S. Huntington
- End of History: Francis Fukuyama
- Negative and Positive Peace: Johan Galtung

Suggested Reading List:

1. Huntington, Samuel P. (1996). *The Clash of Civilizations and the Remaking of World Order*. Simon & Schuster.
2. Fukuyama, Francis (1992). *The End of History and the Last Man*. Free Press.
3. Galtung, Johan (1969). "Violence, Peace, and Peace Research." *Journal of Peace Research*.
4. Burchill, Scott et al. (2013). *Theories of International Relations*. Palgrave.
5. Baylis, John, Smith, Steve & Owens, Patricia (eds.) (2020). *The Globalization of World Politics*. Oxford University Press.

FYUGP SEMSETER-IV**Code: UGPSDS 403 Name: Comparative Political Analysis****(Category: DSC, Credit: 4, Duration: 6 Months)****Course Objective**

This Course is aimed at introducing students to Comparative Politics, including the approaches, changing trends as well as the emerging patterns, institutions and processes of political system across the globe. It aims at making them aware of the history of the discipline, its evolutionary character and the existing variations in constitutional practises across the world.

Course Outcome

The Course is designed as per the requirement of the future academic endeavours as well as competitive examinations. As such, the Course will help students in developing conceptual understanding for future academic exercises as well as clearing the competitive examinations including NET/JRF, SLET and the Civil Services examinations.

Unit - I: Introduction to Comparative Politics

1 Credit

- Comparative Political Analysis: An Overview
- Approaches to Comparative Political Analysis- Institutional, Political Culture, Political Economy and New Institutionalism

Suggested Reading List:

1. Hague, Rod & Harrop, Martin (2013). *Comparative Government and Politics*. Palgrave.
2. Caramani, Daniele (2017). *Comparative Politics*. Oxford University Press.
3. Chilcote, Ronald H. (2014). *Theories of Comparative Politics*. Routledge.
4. Lichbach, Mark & Zuckerman, Alan (eds.) (2009). *Comparative Politics: Rationality, Culture, and Structure*. Cambridge University Press.
5. Peters, B. Guy (2012). *Institutional Theory in Political Science: The New Institutionalism*. Routledge.

Unit -II: Key Concepts-I

1 Credit

- Colonialism and Decolonization
- Nationalism: European and non-European
- Democratization and Constitutionalism

Suggested Reading List:

1. Young, Crawford (2001). *Postcolonialism: An Historical Introduction*. Blackwell.
2. Chatterjee, Partha (1993). *The Nation and Its Fragments*. Princeton University Press.
3. Smith, Anthony D. (2010). *Nationalism: Theory, Ideology, History*. Polity Press.
4. O'Donnell, Guillermo & Schmitter, Philippe (1986). *Transitions from Authoritarian Rule*. Johns Hopkins University Press.
5. Elster, Jon (1993). *Constitutionalism and Democracy*. Cambridge University Press.

Unit-III: Key Concepts-II

1 Credit

- Political Regimes: Democratic and non-democratic
- Structure of Power and Power Elites
- Actors and Processes: Electoral Systems, Party Systems and Political Parties, Pressure Groups

Suggested Reading List:

1. Linz, Juan J. & Stepan, Alfred (1996). *Problems of Democratic Transition and Consolidation*. Johns Hopkins University Press.
2. Dahl, Robert (1971). *Polyarchy: Participation and Opposition*. Yale University Press.
3. Duverger, Maurice (1954). *Political Parties: Their Organization and Activity in the Modern State*. Wiley.
4. Sartori, Giovanni (1976). *Parties and Party Systems*. Cambridge University Press.
5. Mosca, Gaetano (1939). *The Ruling Class*. McGraw-Hill.

Unit-IV Understanding the State**1 Credit**

- State Theories: Capitalistic, Socialistic, Welfare, Post-Colonial State
- State and Civil Society
- State in a Globalized World

Suggested Reading List:

1. Jessop, Bob (2016). *The State: Past, Present, Future*. Polity Press.
2. Migdal, Joel S. (1988). *Strong Societies and Weak States*. Princeton University Press.
3. Evans, Peter, Rueschemeyer, Dietrich & Skocpol, Theda (eds.) (1985). *Bringing the State Back In*. Cambridge University Press.
4. Chatterjee, Partha (2004). *The Politics of the Governed*. Columbia University Press.
5. Held, David & McGrew, Anthony (2007). *Globalization/Anti-Globalization*. Polity Press.

FYUGP SEMSETER-IV

Code: UGPSDS 404 Name: Understanding Human Rights
(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

This course offers students certain basic understanding about Human Rights. It seeks to develop new insights among students on the diverse perspectives that have emerged to offer evolution, understanding of basic concepts, role of UNO, challenges to vulnerable groups like women, children etc. It explores both the possibilities as well as limitations of the idea of Human Rights.

Course Outcomes

The course remains helpful for students to understand the significance of Human Rights and also at the same time it will inculcate significant values in the field of human rights research as well.

Unit - I : Introduction to Human Rights**1 Credit**

- Human Rights: Its Meaning and Concept
- Evolution of Human Rights
- Universalism and Relativism

Suggested Reading List:

1. Donnelly, Jack (2013). *Universal Human Rights in Theory and Practice*. Cornell University Press.
2. Freeman, Michael (2011). *Human Rights: An Interdisciplinary Approach*. Polity Press.
3. Beitz, Charles R. (2009). *The Idea of Human Rights*. Oxford University Press.
4. Lauren, Paul Gordon (2011). *The Evolution of International Human Rights*. University of Pennsylvania Press.
5. Nickel, James (2007). *Making Sense of Human Rights*. Blackwell.

Unit - II: Human Rights and Regulatory Agencies**1 Credit**

- UN Charter and UDHR
- THE ICCPR and ICESCR
- NHRC and SHRC in India and its functionaries

Suggested Reading List:

1. United Nations (2015). *The United Nations and Human Rights*. Oxford University Press.
2. Alston, Philip & Goodman, Ryan (2013). *International Human Rights*. Oxford University Press.
3. Morsink, Johannes (1999). *The Universal Declaration of Human Rights: Origins, Drafting and Intent*. University of Pennsylvania Press.

4. NHRC India. (*Official Reports and Annual Publications*).
5. Steiner, Henry J., Alston, Philip & Goodman, Ryan (2007). *International Human Rights in Context*. Oxford University Press.

Unit- III: Issues of Human Rights

1 Credit

- Refugees Rights
- Women Rights
- Child Rights

Suggested Reading List:

1. UNHCR (2010). *The State of the World's Refugees*. Oxford University Press.
2. Bunch, Charlotte (1990). *Women's Rights as Human Rights*. Human Rights Quarterly.
3. UN Women Reports (various years).
4. UNICEF (2019). *The State of the World's Children*. UNICEF Publications.
5. Byrnes, Andrew & Freeman, Marsha (2011). *The UN Convention on the Elimination of All Forms of Discrimination Against Women*. Oxford University Press.

Unit- IV: Challenges to Human Rights

1 Credit

- Displacement
- Bonded Labour
- Minority Rights

Suggested Reading List:

1. Cernea, Michael (2000). *Risks and Reconstruction: Experiences of Resettlers and Refugees*. World Bank Publications.
2. ILO (2017). *Global Estimates of Modern Slavery*. International Labour Organization.
3. Minority Rights Group International (Annual Reports).
4. Banik, Dan (2008). *Poverty and Elusive Development*. Scandinavian University Press.
5. Kymlicka, Will (1995). *Multicultural Citizenship*. Oxford University Press.
- 6.

FYUGP SEMSETER-IV

Code: UGPSDE 405 Name: Introduction to Public Administration

(Category: DSE, Credit: 4, Duration: 6 Months)

Course Objectives

1. To understand the meaning, scope, significance, ethical concerns, and evolution, principles, characteristics, and critical appreciation of NPA, NPM and Good Governance.
2. To study and analyze classical administrative theories, including the contributions of Henry Fayol, F. W. Taylor, and Max Weber.
3. To explore and evaluate modern administrative theories, including the human relations theory of Elton Mayo, the decision-making theory of Herbert Simon, and the ecological approach of Fred W. Riggs.
4. To examine different theories of Communication, Leadership and Motivation of Douglas McGregor and Abraham Maslow, and Public Policy of Yehezkel Dror.
5. To explore meaning, scope, functions, evolution and Causes for growth of development administration, and also bureaucracy and development administration.

Course Outcomes

By the end of the course, students will be able to:

1. Define and explain the meaning, scope, significance, ethical concerns, and evolution, principles, characteristics, and critical appreciation of NPA, NPM and Good Governance.
2. Evaluate and analyze classical administrative theories, including the principles and contributions of Henry Fayol, F. W. Taylor, and Max Weber.

3. Evaluate and analyze modern administrative theories, including the human relations theory of Elton Mayo, the decision-making theory of Herbert Simon, and the ecological approach of Fred W. Riggs.
4. Analyze and compare different theories of Communication, Leadership and Motivation of Douglas McGregor and Abraham Maslow, and Public Policy of Yehezkel Dror.
5. Understand and critically evaluate the meaning, scope, functions, evolution and Causes for growth of development administration, and also bureaucracy and development administration.
6. Apply knowledge of perspectives on public administration for students preparing for UGC NET-JRF exams, SLET exams and other competitive exams like civil services.

Unit - I : Public Administration as a Discipline

1 Credit

- Meaning, Nature, Scope and Significance
- Evolution of Public Administration
- New Public Administration, New Public Management and Good Governance

Suggested Reading List:

- Fadia B.L., Fadia Kuldeep (2008). *Public Administration: Administrative Theories and Concepts*, Sahitya Bhawan Publications, Agra.
- Arora, R.K., Sogani, Meena (ed) (1991). *Themes and Issues in Administrative Theory*. Arihant Publishers, Jaipur.
- Arora, R.K (1979). *Perspectives in Administrative Theory*. Associated Publishing House, New Delhi.
- Nigro, Felix A & Nigro, Lloyd G (1989). *Modern Public Administration*. Harper & Row, New York.
- White, L.D. (1982). *Introduction to Study of Public Administration*. Eurasia Publishing House, Ram Nagar, New Delhi, 1982.
- Peter, Self. (1981). *Administrative Theories & Politics*. S. Chand & Co., New Delhi.
- M. P. Sharma, B.L. Sadana, Harpreet Kaur (2010). *Public Administration in Theory and Practice*, Delhi, Kitap Mahal
- Mohit Bhattacharya (2018). *New Horizons of Public Administration*, Jawahar Publishers and Distributors
- Bidyut Chakraborty and Mohit Bhattacharya (2005). *Administrative Change and Innovation: A reader*, Oxford.

Unit - II: Administrative Theories

1 Credit

- Classical Theories: Scientific Management, Bureaucratic Theory.
- Modern Theories: Human Relations, Ecological Theory.

Suggested Reading List:

- Fadia B.L., Fadia Kuldeep (2008). *Public Administration: Administrative Theories and Concepts*, Sahitya Bhawan Publications, Agra.
- M. P. Sharma, B.L. Sadana, Harpreet Kaur (2010). *Public Administration in Theory and Practice*, Delhi, Kitap Mahal
- Mohit Bhattacharya (2018). *New Horizons of Public Administration*, Jawahar Publishers and Distributors
- Bidyut Chakraborty and Mohit Bhattacharya (2005). *Administrative Change and Innovation: A reader*, Oxford.
- Maheswari, S.R. (1994). *Administrative Theories*. Allied Publishers Ltd., New Delhi.

- Robbins, S.P. (1985). *The Administrative Process*. Prentice-Hall of India, Pvt. Ltd. New Delhi.
- Ali, Shum Sun Nisa (1990). *Eminent Administrative Thinkers*. Associated Publishing House, New Delhi.
- Prasad, D. Ravindra, Prasad, VS, and Satyanarayan, P, (2004). *Administrative Thinkers*, Sterling Publishers, New Delhi.
- Baghel, CL and Kumar, Yogendra (2005). *Public Administration*. Volumes I and II, Kanishka Publishers Distributors, New Delhi.
- Charkrabarty, Bidyut (2007). *Reinventing Public Administration: The Indian Experience*. Orient Longman, New Delhi.

Unit - III : Theories of Leadership and Communication

1 Credit

- Abraham Maslow
- Douglas McGregor
- Yehezkel Dror

Suggested Reading List:

- Fadia B.L., Fadia Kuldeep (2008). *Public Administration: Administrative Theories and Concepts*, Sahitya Bhawan Publications, Agra.
- M. P. Sharma, B.L. Sadana, Harpreet Kaur (2010). *Public Administration in Theory and Practice*, Delhi, Kitap Mahal
- Mohit Bhattacharya (2018). *New Horizons of Public Administration*, Jawahar Publishers and Distributors
- Bidyut Chakraborty and Mohit Bhattacharya (2005). *Administrative Change and Innovation: A reader*, Oxford.
- Robbins, S.P. (1985). *The Administrative Process*. Prentice-Hall of India, Pvt. Ltd. New Delhi.
- Ali, Shum Sun Nisa (1990). *Eminent Administrative Thinkers*. Associated Publishing House, New Delhi.

Unit - IV : Development Administration

1 Credit

- Meaning, Scope, Characteristics, Functions and Goals
- Evolution and causes for growth
- Bureaucracy and Development Administration

Suggested Reading List:

- Bhattacharya. Mohit (1979). *Bureaucracy & Development Administration*. Uppal Publishing House, New Delhi.
- Singh, S (1961). *Development Administration*, Asia Publishing House, Bombay.
- Panandikar, Pai (1996). *Personal Systems for Development Administration*. Popular Prakashan, Bombay.
- Panandikar & Kshirsagar (1978). *Bureaucracy & Development Administration*. Centre for Policy Research, New Delhi. 1978.
- Fadia B.L., Fadia Kuldeep (2008). *Public Administration: Administrative Theories and Concepts*. Sahitya Bhawan Publications, Agra.
- M. P. Sharma, B.L. Sadana, Harpreet Kaur (2010). *Public Administration in Theory and Practice*, Delhi, Kitap Mahal
- Mohit Bhattacharya (2018). *New Horizons of Public Administration*, Jawahar Publishers and Distributors
- Bidyut Chakraborty and Mohit Bhattacharya (2005). *Administrative Change and Innovation: A reader*, Oxford.
- Indian Journal of Public Administration (Relevant Issues): Indian Institute of Public

FYUGP SEMSETER-V

Code: UGPSDS 501 Name: Political Theory: Concepts and Debates
(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objective

The primary objective of this course is to help students develop a comprehensive and critical understanding of the foundational structures that shape political life—namely the State, Civil Society, Citizenship, and Rights. The course introduces learners to classical and modern theories on the origin and evolution of the State and examines its role from multiple ideological perspectives, including Liberal, Marxist, Feminist, and Postcolonial views. It further aims to familiarize students with the concept of civil society and its dynamic relationship with the State, highlighting the contributions of NGOs, social movements, and voluntary associations. Through discussions on citizenship—from Marshall’s foundational theory to contemporary ideas of differentiated and global citizenship—the course broadens students’ understanding of political belonging. Finally, the course objective includes equipping students with conceptual clarity on rights, exploring natural, moral, and legal rights, along with their corresponding obligations and contemporary debates. Overall, the course seeks to cultivate analytical thinking and encourage students to engage meaningfully with major political concepts and debates.

Course Outcome

By the end of the course, students will be able to critically explain major theories related to the origin and evolution of the State and analyze how various ideological traditions interpret its nature and functions. They will understand the meaning and scope of civil society and be able to evaluate the role played by NGOs, social movements, and voluntary associations in shaping democratic practices. Learners will also be able to interpret the changing dimensions of citizenship, including classical views, differentiated citizenship in multicultural societies, and the growing discourse on global citizenship. Additionally, students will gain a deep understanding of the different categories of rights, the philosophical foundations behind them, and the ongoing debates that shape rights discourse in contemporary politics. Through this course, learners will develop the analytical ability to apply these concepts to real-world political contexts, enhance their interpretative skills, and gain a strong theoretical grounding in political theory.

Unit I: Understanding the State

- Theories of Origin of State: Divine Origin, Organic and Social contract
- Idea of Modern State and its role
- Liberal, Marxist, Feminist, and Postcolonial views

Suggested Reading List:

1. Heywood, A. (2015). *Key concepts in politics and international relations* (4th ed.). Palgrave Macmillan.
2. Vincent, A. (2004). *The nature of political theory*. Oxford University Press.
3. Held, D. (1991). *Political theory today*. Polity Press.
4. O’Donnell, G. (2010). *Democracy, agency, and the state*. Oxford University Press.

Unit II: Civil Society

- Meaning of civil society

- Role of NGOs, social movements, and voluntary associations
- Relationship between State and Civil Society

Suggested Reading List:

1. Chandhoke, N. (2003). *The conceits of civil society*. Oxford University Press.
2. Cohen, J. L., & Arato, A. (1992). *Civil society and political theory*. MIT Press.
3. Edwards, M. (2011). *Civil society* (3rd ed.). Polity Press.
4. Kaviraj, S., & Khilnani, S. (Eds.). (2001). *Civil society: History and possibilities*. Cambridge University Press.

Unit III: Citizenship

- Meaning of citizenship
- T. H. Marshall's theory of citizenship
- Idea of Differentiated Citizenship
- Idea of Global Citizenship

Suggested Reading List:

1. Kymlicka, W., & Norman, W. (2000). *Citizenship in diverse societies*. Oxford University Press.
2. Heater, D. (2004). *A brief history of citizenship*. New York University Press.
3. Turner, B. S. (1993). *Citizenship and social theory*. Sage Publications.
4. Marshall, T. H., & Bottomore, T. (1992). *Citizenship and social class*. Pluto Press.

Unit IV: Rights

- Meaning of rights
- Natural rights, Moral and Legal rights
- Rights and Obligation
- Contemporary debates on rights.

Suggested Reading List:

1. Freeman, M. (2011). *Human rights: An interdisciplinary approach* (2nd ed.). Polity Press.
2. Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Cornell University Press.
3. Rosen, M. (2012). *Dignity: Its history and meaning*. Harvard University Press.
4. Shue, H. (1996). *Basic rights: Subsistence, affluence, and U.S. foreign policy* (2nd ed.). Princeton University Press.

FYUGP SEMESTER-V

Code: UGPSDS 502 Name: Indian Political Thought
(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

This course aims at making students familiar with the thinkers, ideas and texts vis-à-vis Indian Political Thought. It tends to make them aware of the long standing traditional of India's Political thought since ancient period. Besides engaging with their contributions and writings, the course seeks to comprehend as to how the Indian political thought may be read in its unique context. Further, the course tends to inculcate a critical attitude in the students to assess the relevance of those ideas in the present-day context.

Course Outcomes

The Course is designed as per the requirement of the future academic endeavours as well as competitive examinations. As such, the Course will help students in developing conceptual understanding for future academic exercises as well as clearing the competitive examinations including NET/JRF, SLET and the Civil Services examinations.

Unit-I Political Thought in Ancient India

Credit- I

- Hindu Philosophical Traditions – Introduction, Argument & Thought
- Dharma Shastra
- Kautilya and his Arthashastra

Suggested Reading List:

1. Singh, G.P. (2003). *Political Thought in Ancient India*. D.K. Printworld.
2. Olivelle, Patrick (2004). *Dharmasūtras: The Law Codes of Ancient India*. Oxford University Press.
3. Boesche, Roger (2003). *The First Great Political Realist: Kautilya and His Arthashastra*. Lexington Books.
4. Sen, Amartya (2006). *The Argumentative Indian*. Penguin.
5. Laskar, Nazmul Hussain & Jabin, Nasrin (eds.) (2022). *Political Thought: Indian and Western*. Authors Press.

Unit-II Modern Indian Political Thought and Social Reforms

Credit-I

- Modernity and Indian Renaissance: The Indian way of thinking
- Ram Mohan Roy: Socio-political Thought and the issue of women
- B R Ambedkar: The question of Caste and Ambedkar's idea of democracy

Suggested Reading List:

1. Ramanujan, A.K. (1989). "Is There an Indian Way of Thinking?" *Contributions to Indian Sociology*, 23(1).
2. Chakrabarty, Bidyut & Pandey, R.K. (2009). *Modern Indian Political Thought: Text and Context*. Sage.
3. Guha, Ramachandra (2011). *Makers of Modern India*. Harvard University Press.
4. Pani, Narender & Behera, Anshuman (eds.) (2018). *Reasoning Indian Politics*. Routledge.
5. Roy, Ram Mohan (1999). *Selected Works of Raja Rammohun Roy*. Oxford University Press.

Unit-III Trends of Nationalism

Credit-I

- Bal Gangadhar Tilak and the Idea of Militant Nationalism
- Mahatma Gandhi and his idea of *Hind-Swaraj* and Civilizational Critique
- Mohammed Iqbal and his idea of Nationalism
- V D Savarkar and the idea of Hindu Nationalism

Suggested Reading List:

1. Parel, Anthony J. (1997). *Hind Swaraj and Other Writings*. Cambridge University Press.
2. Mehta, V.R. & Pantham, Thomas (eds.) (2006). *Political Ideas in Modern India*. Sage.
3. Bose, Sugata & Jalal, Ayesha (1998). *Modern South Asia*. OUP.
4. Sharma, Jyotirmaya (2011). *Hindutva: Exploring the Idea of Hindu Nationalism*. Penguin.
5. Iqbal, Mohammed (1995). *The Reconstruction of Religious Thought in Islam*. Oxford University

Press.

Unit -IV Socialist Thinkers

Credit-I

- M N Roy and Radical Humanism
- R M Lohia's Views on Socialism
- J P Narayan and Total Revolution

Suggested Reading List:(U

1. Roy, M.N. (1953). *Reason, Romanticism, and Revolution*. Renaissance Publishers.
2. Lohia, Ram Manohar (2012). *Marx, Gandhi and Socialism*. Aakar Books.
3. Narayan, Jayaprakash (1959). *A Plea for Reconstruction of Indian Polity*. Bharatiya Vidya Bhavan.
4. Guha, Ramachandra (2008). *India After Gandhi*. HarperCollins.
5. Pantham, Thomas & Deutsch, Kenneth (eds.) (1986). *Political Thought in Modern India*. Sage.

FYUGP SEMSETER-V

Code: UGPSDS 503 Name: Dynamics of India's Foreign Policy
(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

- This paper introduces students to the basic themes and issues in the study of India's Foreign Policy.
- It seeks to develop new insights among students on the diverse perspectives that have emerged to offer explanation and understanding on the crisis, change and continuity that marks the study of foreign policy in India.
- It incorporates contents on India's Foreign Policy, India's relations with other regional organizations and world powers, and emerging trends in India's foreign policy.
- It intends to explore the emerging issues such as nuclear policy, energy security, global terrorism etc. in a changing world order.
- It deals with the shift and orientation in Indian foreign policy and India's engagements with both the major powers of the world as well as major regions in the world.

Course Outcomes

- The paper remains helpful for students in knowing the foundation of India's foreign policy, India's relations with regional organizations, India's relations with world powers and emerging trends in India's foreign policy.
- The paper has utility for students for those who wish to pursue research in the area of foreign policy and international relations and wants to prepare oneself for UGC NET-JRF exams, SLET exams and other competitive exams like civil services

Unit I Introduction to India's Foreign policy

1 Credit

- Meaning and Origin
- Objectives and Principles
- Non-Alignment Movement, India and Neighbourhood countries

Suggested Reading List:

- Appadorai, A. (1981). *Domestic Roots of Foreign Policy*. New Delhi: Oxford University Press.

- Kanti P, Bajpai and Harsh, V. Pant. (eds.) (2013) India's Foreign Policy: a Reader. New Delhi: Oxford University Press
- Khanna, V.N. (2007). Foreign Policy of India. New Delhi: Vikas Publishing House Pvt Ltd.
- Kanti, P. Bajpai and Harsh, V. Pant. (eds.) (2013). India's National Security: a Reader. New Delhi: Oxford University Press.

Unit II India's relation with world major powers

1 Credit

- India-USA
- India-Russia
- India-China
- India-Japan

Suggested Reading List:

- Zorawar Daulet (2021). Powershift: India-China Relations in a Multipolar World. Penguin Viking
- Nirupama Rao (2021). The Fractured Himalaya: India Tibet China 1949-1962. Penguin Viking
- Surendra Singh (2021). The New Dimensions of India-Russia Relations. KS Omni Scriptum Publishing
- Bhasin, A S (2021). Nehru, Tibet and China. Penguin Viking
- Shivshankar Menon (2016). Choices. Penguin House India.
- Harsh Pant (2021). Politics And Geopolitics: Decoding India's Neighbourhood Challenge. New Delhi: Rupa Publications India.
- Tanvi Madan (2019). Fateful Triangle. Brookings Institution
- Phunchok Stobdan (2019). The Great Game In The Buddhist Himalayas: India And China's Quest For Strategic Dominance. Vintage Books.
- Shiva Hari Dahal (2018). China-Nepal-India Triangle: The Dark Side Of Indo- Nepal Relations. New Delhi: Vajra Books.
- General (Retd.) J. J. Singh (2019). The McMahon Line: A Century of Discord. Harper Collins.
- Jasjit Singh (2012). India-Russia Relations. New Delhi: KW Publishers Pvt Ltd.
- Chandra Rekha (2016). India-Russia Post Cold War Relations: A New Epoch of Cooperation, Routledge
- P. Stobdan (2010). India-Russia Strategic Partnership: Common Perspectives. Institute for Defence Studies and Analyses

Unit III India and International Organisations

1 Credit

- India-UNO
- India-ASEAN relations
- India-EU relations

Suggested Reading List:

- Sanjay Ambatkar (2005). Indian and ASEAN in the 21st Century: Economic Linkage. Anmol Publisher
- M. Mayilvaganan (2022). ASEAN and India-ASEAN Relations Navigating Shifting Geopolitics. Routledge.
- Shazia Aziz Wülbers (2010). The Paradox of EU-India Relations: Missed Opportunities in Politics, Economics, Development Cooperation, and Culture. Lexington Books.
- Philipp Gieg, Timo Lowinger, et. al.(2021). EU-India Relations : The Strategic Partnership in the Light of the European Union Global Strategy.
- Bava, Ummu Salma (2010). India and the European Union: From Engagement to Strategic Partnership. International Studies. Vol. 47. pp. 373-386.
- Poojary, P.V. (2021). Constructive Engagement in Times of Strategic Confusion: Mapping India-EU Relations. In N. Inamdar, P. V. Poojary, & P. Shetty, Contours of
- India-EU Engagements: Multiplicity of Experiences (pp. 1-27). Manipal : Manipal Universal Press.
- Dutta, A. (2021). Ready for a Breakthrough: Prospects of India-EU Maritime Cooperation . in N.

- Inamdar, P. V. Poojary, & P. Shetty, *Contours of India-EU Engagements: Multiplicity of Experiences* (pp. 43-76). Manipal: Manipal Universal Press.
- Martins, A. (2021). *India-EU Cooperation on Climate Change: Converging or Diverging Interests*. In N. Inamdar, P. V. Poojary, & P. Shetty, *Contours of India-EU Engagements: Multiplicity of Experiences* (pp. 72-93). Manipal: Manipal Universal Press.
 - Bharat, Karnad. (2018). *Staggering Forward: Narendra Modi and India's Global Ambition*. Gurgaon: Penguin Viking.
 - Singh, Jaswant. (2013). *India At Risk: Mistakes, Misconceptions and Misadventures of Security Policy*. New Delhi: Rainlight.
 - Basrur, Rajesh., Das, Ajay Kumar. and Manjeet S. Pardesi. (eds.). (2013). *India's Military Modernisation: Challenges and Prospects*, New Delhi: Oxford University Press.
 - Vishal Chandra (). *India and South Asia: Exploring Regional Perceptions*. New Delhi: Institute for Defence Studies & Analyses. Pentagon Press.
 - Bharat, Karnad. (2015). *Why India is Not a Great Power (Yet)*. New Delhi: Oxford University Press.
 - Brahma, Chellancy.(ed.). (1999). *Securing India's Future in the New Millennium*. New Delhi: Orient Longman.
 - Karunakaran, K. P. (1958). *India in World Affairs*. New Delhi: Oxford University Press.

Unit IV Emerging trends in India's Foreign Policy

1 Credit

- Soft Power diplomacy
- Energy Security
- India's Nuclear Policy

Suggested Reading List:

- Jacob, Happymon. (2019). *Line on Fire: Ceasefire Violations and India-Pakistan Relations Escalation Dynamics*. New Delhi: Oxford University Press.
- Tharoor, Shashi.(2017). *Pax Indica: India and the World in the 21st Century*. New Delhi: Penguin.
- Cohen, Stephen. P.(2001). *India: Emerging Power*. New Delhi: Oxford University Press.
- Vijay Chauhan (2014). *Soft Power: A Foreign Policy Choice for India*. *The Indian Journal of Political Science*. Vol. 75, No. 2 (April - June, 2014), pp. 403-410. Pandey Amba (2018). *Indian Diaspora as an Instrument of India's Soft Power*. Edward Elgar Publishing.
- N. Sharma & B. Banerjee (2008). *Nuclear Power in India*. New Delhi: Rupa Publications Pvt. Ltd.
- Benjamin K. Sovacool, Scott Victor Valentine , Taylor & Francis (2012) (Ed.). *The National Politics of Nuclear Power Economics Security and Governance*. Published by Taylor & Francis.
- Morozov, Nikolai (1880). "The Terrorist Struggle." Fully reprinted reprinted in *Violence in Politics. Terror and Political Assassination in Eastern Europe and Russia*, Feliks Gross ed. The Hague and Paris: Mouton, 1972.
- Thullen, George (1964). *Problems of the Trusteeship System: a Study of Political Behavior in the United Nations*. Librairie Droz.
- Whittaker, David (2001). *The Terrorism Reader*. London: Routledge.
- United Nations (1997). *International Convention for the Suppression of Terrorist Bombings*. Treaty Series, vol. 2149, p. 256, New York, 15 December 1997.

FYUGP SEMSETER-V

Code: UGPSDS 504 Name: INTERNSHIP
(Category: DSC, Credit: 4, Duration: 60 HOURS)

Course Objectives

The course of “internship program” for 4 (four) credits aims to provide students with hands-on experience in a real-world professional setting, bridging the gap between academic learning and practical application. It seeks to enhance students’ technical and soft skills, improve problem-solving abilities, and foster a deeper understanding of industry practices. Through mentorship, project-based tasks, and teamwork, interns will develop critical thinking, adaptability, and workplace communication skills. The program also aims to expose students to industry trends, ethical considerations, and career opportunities, preparing them for future professional success.

Course Outcomes

After the successful completion of the internship program, students will have gained practical experience relevant to their field of study, demonstrating proficiency in applying theoretical knowledge to real-world challenges. They will develop improved problem-solving, teamwork, and communication skills, along with a better understanding of industry operations and professional ethics. Additionally, interns will have built a professional network, enhanced their adaptability in dynamic work environments, and gained valuable insights into career pathways, equipping them with the confidence and competence to transition into the workforce effectively.

FYUGP SEMSETER-V

Code: UGPSDE 505 Name: Understanding South Asia
(Category: DSE, Credit: 4, Duration: 6 Months)

Course Objectives

This paper will help the students of multi-disciplinary courses by making them aware about the significance of South Asia as a region and also at the same time about the basic understanding on South Asian studies. It seeks to develop new insights among students on the diverse perspectives that have emerged to offer explanation and understanding on the idea of South Asia and its resilience as a conceptual tool in the study of changing world order. It tries to introduce the idea of South Asia in the young mind of the students of various disciplines.

Course Outcomes

The paper has utility for students in preparing for various competitive examinations and also for South Asian Studies.

Unit-I Understanding South Asia as a region 1Credit

- Historical Background
- Colonialism and Nationalism
- General Characteristics of South Asia

Suggested Reading List:

1. Bose, S., & Jalal, A. (1998). *Modern South Asia: History, Culture, Political Economy*. Oxford University Press.
2. Jackson, R. (1978). *South Asian Crisis: India, Pakistan, Bangladesh*. Vikas Publishing.
3. Rizvi, G. (1993). *South Asia in a Changing International Order*. Sage Publications.
4. Shastri, A., & Jeyaratnam Wilson (Eds.). (2001). *The Post-Colonial States of South Asia*. Palgrave.
5. Phadnis, U., & Ganguly, R. (2001). *Ethnicity and Nation-Building in South Asia*. Sage Publications.

Unit- II Significance of the Region 1 Credit

- Location and Geo-Political Significance
- Cultural Diversity
- SAARC and Regional Cooperations

Suggested Reading List:

1. Hagerty, D. T. (Ed.). (2005). *South Asia in World Politics*. Rowman & Littlefield.
2. Ghosh, P. S. (1989). *Cooperation and Conflict in South Asia*. Manohar.
3. Dobey, M. et al. (Eds.). (1999). *South Asian Growth Quadrangle: Framework for Multifaceted Cooperation*. Macmillan.
4. Thakur, R., & Wiggin, O. (Eds.). (2005). *South Asia and the World*. Bookwell.
5. Joseph, M. (2014). *Demography in South Asia: Implications for Regional and Global Narratives*. Manohar.

Unit-III Political Systems in South Asia 1Credit

- Democracy
- Authoritarianism
- Monarchy

Suggested Reading List:

1. Jalal, A. (2002). *Democracy and Authoritarianism in South Asia*. Cambridge University Press.
2. Kukreja, V., & Singh, M. P. (Eds.). (2008). *Democracy, Development and Discontent in South Asia*. Sage Publications.
3. Baxter, C. (Ed.). (1986). *The Government and Politics of South Asia*. Oxford University Press.
4. Hye, H. A. (2001). *Governance: South Asian Perspectives*. Manohar.
5. Yong, T. T. (Ed.). (2010). *South Asia: Societies in Political and Economic Transition*. Manohar.

Unit-IV Major debates in South Asian 1 Credit

- Cross border security
- Human Rights
- Poverty

Suggested Reading List:

1. Vanaik, A. (Ed.). (2004). *Globalization and South Asia: Multidimensional Perspectives*. Manohar.
2. Thakur, R., & Wiggin, O. (Eds.). (2005). *South Asia and the World*. Bookwell.
3. Bose, S., & Jalal, A. (2003). *Modern South Asia: History, Culture and Political Economy*. Oxford University Press.
4. Rizvi, G. (1993). *South Asia in a Changing International Order*. Sage.
5. Jackson, R. (1978). *South Asian Crisis: India, Pakistan, Bangladesh*. Vikas Publishing.

FYUGP SEMSETER-VI

Code: UGPSDS 601 (A) Name: Human Rights: Issues and Challenges
(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

This course offers students certain basic understanding about Human Rights. It seeks to develop new insights among students on the diverse perspectives that have emerged to offer evolution, understanding of basic concepts, role of UNO, challenges to vulnerable groups like women, children etc. It explores both the possibilities as well as limitations of the idea of Human Rights.

Course Outcomes

The course remains helpful for students to understand the significance of Human Rights and also at the same time it will inculcate significant values in the field of human rights research as well.

Unit - I Introduction to Human Rights 1 Credit

- Human Rights: Its Meaning and Concept
- Evolution of Human Rights
- Universalism and Relativism

Suggested Reading List:

1. Ishay, M. R. (2004). *The History of Human Rights*. Orient Longman.
2. Donnelly, J. (1989). *Universal Human Rights in Theory and Practice*. Cornell University Press.
3. Robertson, A. H., & Merrills, J. G. (2005). *Human Rights in the World*. Universal Publishing.
4. United Nations. (2002). *Human Rights: A Compilation of International Instruments*. Bookwell.
5. SAHRDC. (2008). *Human Rights and International Law*. Oxford University Press.

Unit - II Human Rights and Regulatory Agencies 1 Credit

- UN Charter and UDHR
- ICCPR and ICESCR
- NHRC and SHRC in India and its functionaries

Suggested Reading List:

1. United Nations. (2002). *Human Rights: A Compilation of International Instruments*. Bookwell.
2. SAHRDC. (2008). *Human Rights and International Law*. Oxford University Press.
3. Baxi, U. (2002). *The Future of Human Rights*. Oxford University Press.
4. Robertson, A. H., & Merrills, J. G. (2005). *Human Rights in the World*. Universal Publishing.
5. B. P. Singh. (2008). *Human Rights in India: Problems and Perspectives*. Deep & Deep Publications.

Unit- III Issues of Human Rights 1 Credit

- Refugees Rights
- Women Rights
- Child Rights

Suggested Reading List:

1. Gurusamy, S. (2009). *Human Rights and Gender Justice*. APH Publishing.
2. Donnelly, J. (1989). *Universal Human Rights in Theory and Practice*. Cornell University Press.
3. Ishay, M. R. (2004). *The History of Human Rights*. Orient Longman.
4. United Nations reports on Refugees, CEDAW, and CRC (various years).
5. B. P. Singh. (2008). *Human Rights in India: Problems and Perspectives*. Deep & Deep

Publications.

Unit- IV Challenges to Human Rights

1 Credit

- Displacement
- Bonded Labour
- Minority Rights

Suggested Reading List:

1. Hussain, M. (2008). *Interrogating Development: State, Displacement and Popular Resistance in North East India*. Sage Publications.
2. Baxi, U. (2002). *The Future of Human Rights*. Oxford University Press.
3. Donnelly, J. (1989). *Universal Human Rights in Theory and Practice*. Cornell University Press.
4. Robertson, A. H., & Merrills, J. G. (2005). *Human Rights in the World*. Universal Publishing.
5. SAHRDC. (2008). *Human Rights and International Law*. Oxford University Press.

FYUGP SEMSETER-VI

Code: UGPSDS 601 (B) Name: Politics in South Asia

(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objective: This paper offers students to the themes and issues in the study of politics in South Asia.

It seeks to develop new insights among students on the diverse perspectives that have emerged to offer explanation and understanding on the idea of 'South Asia' and its resilience as a conceptual tool in the study of changing world order. It tries to study the challenges facing in political cooperation and economic integration of South Asia. The paper deals with distinctness and unique attributes of the region in terms of historical linkages, colonial legacies, emergence of new states, and development of SAARC and culture of the states. It also tries to explore the present crisis and contestations in South Asia. It seeks to explore major contemporary issues in South Asia.

Course Learning Outcome: The paper remains helpful for students who wish to pursue research in the area of foreign policy and international relations. The paper has utility for students preparing for UGC NET-JRF, SLET, M.Phil, Ph.D. programme and also provides an understanding of significance of Area Studies in International Studies.

Unit - I Region and Geopolitics

- Background and Significance of Regional Studies
- General Characteristics of South Asia as a Region
- Location and Geo-Political Significance of the Region

Suggested Reading List:

- Baxter, C. (ed.). (1986). *The Government and Politics of South Asia*. London: Oxford University Press.

- Rizvi, G. (1993). *South Asia in a Changing International Order*. New Delhi: Sage.
- Thakur, R. and Wiggin, O. (ed.). (2005). *South Asia and the world*. New Delhi: Bookwell.

Unit II Colonialism in South Asia

- Imperial Powers in South Asia
- Expansion and Consolidation of British Power
- Emergence of Nationalism in South Asia

Suggested Reading List:

- Hagerty, D.T. (ed.). (2005). *South Asia in World Politics*. Oxford: Rowman and Littlefield.
- Kukreja, V. and Singh, M.P. (eds.). (2008). *Democracy, Development and Discontent in South Asia*. New Delhi: Sage.
- Dobey, Muchkund et al. (eds.). (1999). *South Asian growth quadrangle: Framework for multifaceted cooperation*. Delhi: Macmillan,

Unit- III Emergence of New Nation States

1 Credit

- Awami League and Mukti Bahini and Foundation of Bangladesh
- Ceylon National Congress and Sri Lanka National Movement; Independence of Sri Lanka
- Resurgence of Taliban in Afghanistan

Suggested Reading List:

- Ghosh, Partha S. (1989). *Cooperation and conflict in South Asia*. New Delhi: Manohar
- Jackson, Robert (1978). *South Asian crisis: India, Pakistan, Bangladesh*. New Delhi: Vikas.
- Bose Sugata and Jalal Ayesha. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP.

Unit- IV Security Challenges in South Asia

1 Credit

- Food Security in South Asia
- Trade and Economic Cooperation in South Asia
- Immigration, Religious Fundamentalism, Cross Border Terrorism

Suggested Reading List:

- • Agnihotri, Shailendra Kumar and B. Datta-Ray, *Perspective of Security and Development in North East India*, New Delhi, 2005 Agnihotri, Shailendra Kumar, *Terrorism and Peace Initiatives in North East India*, Om Publications, New Delhi, 2007
- Appadurai, Arjun, *Modernity at Large: Cultural Dimensions of Globalization*, University of Minnesota Press, Minnesota, London, 1996. Ashthana, N.C., & Anjali Nirmal, *Terrorism, Insurgencies and Counter Insurgency operations*, Jaipur, Pointer publishers, 2001
 - Baruah, Sanjib, *Durable Disorder: Understanding the Politics of Northeast India*, Oxford University Press, New Delhi, 2005 Baruah, Sanjib, *India against Itself: Assam and the Politics of Nationality*, Oxford University Press, New Delhi, 1999
 - Agrawal Raj (2007), *International Trade*, Excel Books, New Delhi, 2007, pp. 61-69.
 - Ahmed, Gouher (2009a). *India-ASEAN Trade*. Serial Publications, New Delhi (forthcoming)

- Government of India (1997), Transforming the North East: Tackling Backlogs in Basic Minimum Services and Infrastructural Needs. High Level Commission Report to the Prime Minister, Planning Commission, New Delhi. Government of India, (2007a) Statistical Pocket Book India 2006, 2007, Ministry of Statistics and Programme Implementation, New Delhi. P.243.
- Rameshan, R (Ed) (2008), WTO, India and Emerging Areas of Trade Challenges and Strategies, Excel Books, New Delhi.
- Pratchett. L., Thorp, L., Wingfield, M., Lowndes, V. and Jabbar, R. (2010) Preventing Support for Violent Extremism through Community Interventions: A Review of the Evidence. Department for Communities and Local Government.
- Zimmerman, J. C. (2007) 'Jihad, Theory and Practice: A Review Essay', Terrorism and Political Violence, 19(2), pp.279–288.

FYUGP SEMSETER-VI

**Code: UGPSDS 602 (A) Name: Gender and Politics
(Category: DSC, Credit: 4, Duration: 6 Months)**

Course Objectives

- To introduce the students with the key concepts and theories of Gender Studies.
- To make the students understand the history of Feminist movements and the significance of women's political participation.
- To make the students understand the concept of Patriarchy and the construct of gender through different social institutions.
- To introduce the students with the core debates of gender, society and its impact on women.

Course Outcomes

- The students will be able to analyse and understand the key concepts.
- The course will enhance critical thinking of the students by understanding the social construct of gender and gender roles.
- This course will enable the students to conduct academic research on key gender issues and debates.

Unit – I Introduction to Gender Studies

1 Credit

- Key Concepts- Sex, Gender, Sexuality, Femininity, Masculinity, Other Sexuality, Patriarchy
- Theoretical Perspective- Feminist Theory, Queer Theory

Suggested Reading List:

- Butler, Judith and Joan Scott, eds., 1992. Feminists Theorize the Political, New York: Routledge.
- Butler, Judith, 1990, Gender Trouble, Routledge, New York.
- Cherry Smith, 1997, „Queer Notions“, in Sandra Kemp and Judith Squires (eds), Feminisms, Oxford University Press: New York.

- Connell, R W, 1987, Gender and Power, Cambridge, Polity Press.
- Di Leonardo, Micaela. Ed. 1991. Gender at Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era, University of California Press. California.
- Gerda Lerner, 1985 Creation of Patriarchy, Oxford University Press
- Bhasin, Kamala, 2005, Understanding Gender, Women Unlimited.
- Lips, Hilary M., 2015, Gender the basics, Routledge, London.
- Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, 2003, Family and Gender, Sage, New Delhi.
- Oberoi, Patricia, 2006, Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press.
- Rege, Sharmila. 2003. Sociology of Gender, New Delhi: Sage.
- Pilcher, J. and I. Whelehan. 2004. 50 Key concepts in Gender Studies. Sage Key concept Series.
- Kathy Rudy, 2000, „Queer Theory and Feminism“, Women’s Studies, vol.29, 195216.
- Menon, Nivedita. ed. 2007. Sexualities. Women Unlimited. New Delhi.
- Millett, Kate, 1970, Sexual Politics, Avon Books, New York.

Unit – II Gender and Political Participation

1 Credit

- Women’s Movement
- Civil and Political Rights
- Gender and Electoral Politics

Suggested Reading List:

- Deborah L. Rhode, (1994) “Feminism and the State” Harvard Law Review. Vol. 107, No.6, pp. 1181-1208
- MacKinnon, Catharine A. (1989). Toward a Feminist Theory of the State. (Harvard University Press : Cambridge)
- Tambe, A. (2010) "Introduction: Feminist State Theory." Comparative Studies of South Asia, Africa and the Middle East Vol. 30(2), pp. 161-163.
- J. Ann Tickner (1988) “Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation” Millennium - Journal of International Studies. Vol. 17. Pp. 429-440.
- Cynthia Encloe (2014). Bananas, Beaches and Bases: Making Feminist Sense of International Politics. (University of California Press: USA).
- Cohn, Carol. (1987) "Sex and Death in the Rational World of Defense Intellectuals” Signs: Journal of Women in Culture and Society .Vol. 12 (4): 687–718 1987). pp. 687-718
- John Baylis and Steve Smith (eds.) (2005) The Globalization of World Politics, (Fifth Edition), (Oxford University Press: New Delhi)
- Catharine A. MacKinnon , (1982). “Feminism, Marxism, Method, and the State: An Agenda for Theory”. Signs, Vol. 7, No. 3, pp. 515-544

Unit – III Gender and Social Institutions

1 Credit

- Marriage
- Family
- Caste and Class

Suggested Reading List:

- Bhasin, Kamala, 2005, Understanding Gender, Women Unlimited
- Lips, Hilary M., 2015, Gender the basics, Routledge, London
- Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, 2003, Family and Gender, Sage, New Delhi
- Oberoi, Patricia, 2006, Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
- Dasgupta, Sanjukta, Sudeshma Chkravarty and Marry Mathew, 2013, Radical Rabindranath:

Nation, Family and Gender in Tagore's Fiction and Films

- Radhakrishnan, Smitha, 2012, Appropriately Indian: Gender and Culture in a New Transnational Class, Orient Black Swan
- Sangari, Kumkum and Sudesh Vaid ed. 1994, Women & Culture, SNDT Women's University Series
- Shira, Tarrant.2006. When Sex Became Gender, New York: Routledge.
- Rege, Sharmila.2003. Sociology of Gender, New Delhi: Sage.

Unit – IV Core Debates

1 Credit

- Public vs Private
- Gender and Culture
- Gender and Religion

Suggested Reading List:

- Mohanty, C.T and others, 1991 (ed) "Third World women and the politics of feminism", Bloomington: Indiana University press.
- Nicholson, L. (ed.), 1997. The Second Wave: A Reader in Feminist Theory, New York: Routledge.
- Nicholson, Linda (ed) 1990 „Feminism/Postmodernism“ London: Routledge.
- Tharu Susie and K. Lalitha 1991. Women Writing In India: 600 B. C. To The Present, V: 600 B. C. To The Early Twentieth Century , New Delhi : Oxford University Press
- Tong, Rosemarie, 1989. Feminist Thought: A Comprehensive Introduction, Colorado: West View Press
- Whelham, Imelda. 1997. Modern Feminist Thought, Edinburgh: Edinburgh University.

FYUGP SEMSETER-VI

**Code: UGPSDS 602 (B) Name: Political Sociology
(Category: DSC, Credit: 4, Duration: 6 Months)**

Course Objectives

1. Political Sociology is one of the core areas of sociology. It is a thriving subfield of sociology with important theoretical and practical consequences. The endeavor in this course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns. It is rigorously theoretical yet relatable. The course offers a judicious mix of classical and contemporary texts in political sociology that examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts. The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems.
2. The course equips students to grasp the essential historicity of political processes, political institutions and political change to facilitate an understanding of the dynamic nature of political phenomena. The first two sections of the course deals with theoretical and analytical aspects of examining the interface between politics and society, while the third section seeks to provide an understanding of political processes in India.

Course Outcomes

1. An ability to comprehend the embeddedness of political and the social in each other.
2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity

- to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.
 4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
 5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

Unit-I Introduction of Political Sociology

1 Credit

- Definition, Nature and Scope of Political Sociology
- Development of Political Sociology
- Equality and Inequality Debate

Suggested Reading List:

1. Bottomore, T. B. (1993). *Political Sociology*. Pluto Press.
2. Nash, K. (2000). *Contemporary Political Sociology: Globalization, Politics and Power*. Blackwell.
3. Bendix, R., & Lipset, S. M. (1966). *Class, Status and Power*. Free Press.
4. Giddens, A. (2006). *Sociology*. Polity Press.

Unit-II Conceptual Meaning

1 Credit

- Power and Authority
- Classes and Elites
- State, Democracy and Citizenship
- Political Culture & Voting Behaviour

Suggested Reading List:

1. Weber, M. (1947). *The Theory of Social and Economic Organization*. Free Press.
2. Parsons, T. (1966). *Societies: Evolutionary and Comparative Perspectives*. Prentice-Hall.
3. Miliband, R. (1969). *The State in Capitalist Society*. Basic Books.
4. Almond, G., & Verba, S. (1963). *The Civic Culture*. Princeton University Press.
5. Coleman, J. S. (1990). *Foundations of Social Theory*. Harvard University Press.

Unit-III Theoretical Perspectives

1 Credit

- Max Weber: Authority
- Pareto: Circulation of Elites
- Wright Mills: Power Elites

Suggested Reading List:

1. Weber, M. (1978). *Economy and Society*. University of California Press.
2. Pareto, V. (1966). *Mind and Society*. Dover Publications.
3. Mills, C. W. (1956). *The Power Elite*. Oxford University Press.
4. Aron, R. (1967). *Main Currents in Sociological Thought*. Penguin.
5. Bendix, R. (1977). *Max Weber: An Intellectual Portrait*. University of California Press.

Unit IV Political Process in India

1 Credit

- Role of Pressure Groups

- Role of Interest groups in Indian Politics
- Role of Caste, Religion and Language in Indian Politics
- Regionalism and Politics of Ethnicity

Suggested Reading List:

1. Brass, P. R. (1990). *The Politics of India Since Independence*. Cambridge University Press.
2. Rudolph, L. & Rudolph, S. (1987). *In Pursuit of Lakshmi: The Political Economy of the Indian State*. University of Chicago Press.
3. Hasan, Z. (Ed.). (2004). *Politics and the State in India*. Sage.
4. Kaviraj, S. (2010). *The Imaginary Institution of India*. Columbia University Press.
5. Kohli, A. (1990). *Democracy and Discontent: India's Growing Crisis of Governability*. Cambridge University Press.

FYUGP SEMSETER-VI

Code: UGPSDS 603 Name: Politics in India: Issues and Debates

(Category: DSC, Credit: 4, Duration: 6 Months)

Course Objectives

This Course seeks to engage students with the processes of politics in India, thereby making them aware of the way how democracy has consolidated and how it continues to work in India's post-colonial context. It also aims at making them familiar with India's modus operandi of the democratic institutional design both in historical perspective as well as in terms of its political implication. As such, the Course is also aimed at making them familiar with the development of the idea of Indian State, its political economic trajectory as well as the constitutionally laid down procedures.

Course Outcomes

The Course will help students learn about the nuances of institutional design and working in post-colonial Indian context. The Course will help the students in terms of future research in the areas of Indian politics. Further, it will help them in competitive examinations including NET/JRF, SLET as well as Civil services examinations like UPSC and APSC.

Unit-I Study of Politics and State in India

1 Credit

- The intellectual History of Studying Indian Politics
- The State in India
- India's Economic Development

Suggested Reading List:

1. Kaviraj, S. (2010). *The Imaginary Institution of India: Politics and Ideas*. Columbia University Press.
2. Rudolph, L. I., & Rudolph, S. H. (1987). *In Pursuit of Lakshmi: The Political Economy of the Indian State*. University of Chicago Press.
3. Kohli, A. (2004). *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge University Press.
4. Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
5. Frankel, F. R. (2005). *India's Political Economy, 1947–2004: The Gradual Revolution*. Oxford University Press.

Unit -II Electoral Politics in India**1 Credit**

- Issues of Representation
- Electoral Trends
- Election Commission and electoral Reforms

Suggested Reading List:

1. Hasan, Z. (Ed.). (2002). *Parties and Party Politics in India*. Oxford University Press.
2. Yadav, Y., & Palshikar, S. (2009). "Ten Theses on State Politics in India," *Seminar*.
3. Jayal, N. G., & Mehta, P. B. (Eds.). (2010). *The Oxford Companion to Politics in India*. Oxford University Press.
4. Election Commission of India, *Reports and Statistical Data* (Latest).
5. Nooruddin, I. (2010). *Coalition Politics and Economic Development in India*. Cambridge University Press.

Unit-III Identity Politics in India**1 Credit**

- Religion
- Caste
- Ethnicity

Suggested Reading List:

1. Brass, P. R. (1991). *Ethnicity and Nationalism: Theory and Comparison*. Sage.
2. Jaffrelot, C. (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. Columbia University Press.
3. Pandey, G. (1992). *The Construction of Communalism in Colonial North India*. Oxford University Press.
4. Varshney, A. (2002). *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press.
5. Mitra, S. K. (1999). *Culture and Rationality: The Politics of Social Change in Postcolonial India*. Sage.

Unit –IV States and Regionalization of Polity in India**Credit I**

- States as independent sites of study within India
- Regionalization of Indian Polity
- Regional Disparity

Suggested Reading List:

1. Jenkins, R. (1999). *Democratic Politics and Economic Reform in India*. Cambridge University Press.
2. Manor, J. (1997). *Regionalism in Indian Politics*. Oxford University Press.
3. Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press.
4. Yadav, Y., & Palshikar, S. (2003). "Understanding 'Regional' Politics," *Economic and Political Weekly*.
5. Bhattacharyya, H. (2010). *Federalism and Regionalism in India: Institutional Strategies and Political Accommodation*. Heidelberg University Press.

FYUGP SEMSETER-VI**Code: UGPSDE 604 Name: Panchayat and Rural Development****(Category: DSC, Credit: 4, Duration: 6 Months)****Course Objectives (COBs)**

COB 1: To provide students with a comprehensive understanding of the historical evolution of Panchayati Raj institutions and the process of democratic decentralization in India.

COB 2: To familiarize learners with major committees, constitutional provisions, structures, and functions of PRIs for effective decentralized governance.

COB 3: To enable students to critically evaluate rural development policies, approaches, and major government schemes, with a focus on the role of PRIs in planning and implementation.

COB 4: To develop awareness on issues of social inclusion, participation of marginalized groups, and capacity-building mechanisms within local governance systems.

COB 5: To equip learners with knowledge of contemporary challenges and technological innovations in rural governance, including transparency tools, social audits, and digital governance initiatives.

Course Outcomes (COs)

After completing this course, students will be able to:

CO 1: Explain the historical trajectory of Panchayati Raj from ancient times to the post-independence era and interpret the significance of the 73rd Constitutional Amendment.

CO 2: Describe the structure, functions, and interrelationships of various PRIs such as Gram Sabha, Gram Panchayat, Panchayat Samiti, and Zila Parishad.

CO 3: Analyze rural development approaches and critically assess major schemes like MGNREGA, NRLM, PMGSY, and Jal Jeevan Mission, including the role of PRIs in implementation.

CO 4: Evaluate the participation of women, SC/ST communities, SHGs, CBOs, and civil society in promoting inclusive local governance with reference to key case studies.

CO 5: Assess contemporary issues such as corruption, transparency, digital governance, and emerging technologies (AI, GIS) and illustrate their application in strengthening rural governance.

UNIT I: Evolution of Panchayati Raj and Decentralized Governance 1 Credit

1. Historical Evolution: From Ancient Panchayats to British and Post-Independence Period
2. Balwant Rai Mehta & Ashok Mehta Committee Reports
3. 73rd Constitutional Amendment Act: Features, Significance, and Implementation
4. Structure and Functions of PRIs: Gram Sabha, Gram Panchayat, Panchayat Samiti, Zila Parishad

Suggested Reading List:

1. Mathew, George (1994). *Panchayati Raj in India: An Overview*. New Delhi: Institute of Social Sciences.
2. Laxmikanth, M. (2022). *Indian Polity*. McGraw Hill (Chapter on Local Government).
3. Government of India. *73rd Constitutional Amendment Act, 1992*.
4. Oommen, M.A. (1995). *Report of the Committee on Decentralisation of Powers*.

UNIT II: Rural Development Policies and Planning 1 Credit

1. Concept and Approaches to Rural Development (Sectoral, Integrated, Participatory)
2. Major Schemes: MGNREGA, NRLM, PMGSY, Jal Jeevan Mission
3. Role of PRIs in Planning and Implementation of Rural Development
4. Convergence of Schemes and e-Governance in Rural Planning

Suggested Reading List:

1. NIRDPR. *Evaluation Reports on MGNREGA, NRLM, PMGSY* (various years).
2. Kundu, A. (Ed.). (2019). *Rural Development in India: Retrospect and Prospect*.
3. Ministry of Rural Development. *Annual Report* (latest).

4. Yojana Magazine. Special Issues on *Rural Development & Panchayati Raj*.

UNIT III: Democratic Decentralization and Social Inclusion

1 Credit

1. Participation of Women, SC/STs and Marginalized Groups in Panchayats
2. Role of SHGs, CBOs, and Civil Society
3. Capacity Building, Training, and Human Resource Challenges in PRIs
4. Case Studies: Kerala People's Planning Campaign, Bihar and Assam Panchayat Reforms

Suggested Reading List:

1. Baviskar, B.S. & Mathew, George (2009). *Inclusion and Exclusion in Panchayati Raj*.
2. NIRDPR. *Women in Panchayats Reports*.
3. PRIA (Society for Participatory Research in Asia). *Field Reports on Decentralization*.
4. UNDP & NIRD. *Social Accountability Tools*.
5. Economic & Political Weekly (EPW). Articles on decentralization & local democracy.

UNIT IV: Contemporary Issues and Innovations in Rural Governance

1 Credit

1. Issues of Corruption, Transparency, and Accountability in PRIs
2. Smart Village and Digital Panchayat Initiatives
3. Audit and Evaluation: Social Audit, Ombudsman, RTI
4. Role of Technology, AI, and GIS in Rural Governance

Suggested Reading List:

1. CAG (Comptroller & Auditor General). *Audit Reports on PRIs*.
2. Ministry of Panchayati Raj. *eGramSwaraj & AuditOnline* Resource Documents.
3. Kurukshetra Magazine. Special issues on PRIs, digital governance.
4. Gram Vaani & Seva Mandir. *Digital governance field reports*.
5. Government of India. *Digital India & Smart Village Framework Documents*.

FYUGP SEMSETER-VI

Code: UGPSDE 605 Name: Comparative Government and Politics

(Category: DSE, Credit: 4, Duration: 6 Months)

Course Objectives

1. To acquaint the students with Meaning, Nature, Scope, Significance and Approaches of Comparative Politics.
2. To acquaint the students with different types of regimes and its utility.
3. To acquaint the student community with the basics of comparing political systems; to develop among them the understanding about comparison as a method in politics;
4. to help students develop critical understanding about regimes, structures, functions and processes in politics
5. To make understand the students with form of government, structures, functions and party systems.

Course Outcomes

After studying this course, the students will be able to -

1. understand the Meaning, Nature, Scope, Significance and Approaches of Comparative Politics.
2. understand the different types of regimes and its utility.
3. understand and compare political systems; to develop among them the understanding about comparison as a method in politics;
4. examine and develop critical understanding about regimes, structures, functions and processes in politics

5. make understand and evaluate different forms of government, structures, functions and party systems.

Unit-I Introduction to Comparative Politics

1 Credit

- Comparative Politics: Meaning, Nature and Scope
- Significance of Comparative politics
- Approaches to Comparative Politics- Historical and Philosophical, Structural-Functional and Behavioral Approach
- Comparison as a Method in Politics

Suggested Reading List:

1. Almond, Gabriel & Powell, Bingham (1978). *Comparative Politics: A Developmental Approach*.
2. Hague, Rod & Harrop, Martin (2016). *Comparative Government and Politics*. Palgrave.
3. Chilcote, Ronald (1994). *Theories of Comparative Politics: The Search for a Paradigm*.
4. Johari, J.C. (2011). *Comparative Politics*. Sterling Publishers.
5. Blondel, Jean (1995). *Comparative Government: An Introduction*. Prentice Hall.

Unit-II Comparing Regimes

1 Credit

- Authoritarianism: Meaning and Features
- Democracy: A Critical Perspective
- Majoritarianism: Concepts and Features
- Rightists and Leftists Politics

Suggested Reading List:

1. Linz, Juan J. (2000). *Totalitarian and Authoritarian Regimes*. Lynne Rienner.
2. Dahl, Robert A. (1989). *Democracy and Its Critics*. Yale University Press.
3. Huntington, Samuel P. (1991). *The Third Wave: Democratization in the Late Twentieth Century*.
4. Heywood, Andrew (2021). *Political Ideologies: An Introduction*.
5. Arend Lijphart (1999). *Patterns of Democracy*. Yale University Press.

Unit-III Forms of Government

1 Credit

- Presidential form of Government: Structure and Functions
- Parliamentary form of Government: Structure and Functions
- Unitary form of Government: Structure and Features
- Federal form of Government: Structure and Features

Suggested Reading List:

1. Lijphart, Arend (2012). *Patterns of Government: Parliamentary vs. Presidential Systems*.
2. Dicey, A.V. (1959). *Introduction to the Study of the Law of the Constitution*.
3. Wheare, K.C. (1963). *Federal Government*. Oxford University Press.
4. Sartori, Giovanni (1997). *Comparative Constitutional Engineering*.
5. Finer, Herman (1970). *Theory and Practice of Modern Government*.

Unit-IV Electoral System and Party System

1 Credit

- First-Past-the Post- system and Majority Electoral System: Concepts and Differences
- Proportional Representation

- Single Transferable Voting System
- Party System- One- Party, bi- party and Multi-Party Systems

Suggested Reading List:

1. Norris, Pippa (2004). *Electoral Engineering: Voting Rules and Political Behavior*. Cambridge University Press.
2. Duverger, Maurice (1954). *Political Parties: Their Organization and Activity in the Modern State*.
3. Lijphart, Arend (1994). *Electoral Systems and Party Systems*. Oxford University Press.
4. Bogdanor, Vernon & Butler, David (1983). *Democracy and Elections*. Cambridge University Press.
5. Sartori, Giovanni (1976). *Parties and Party Systems*. Cambridge University Press.

FYUGP SEMSETER-VII

Code: UGPSRH 701 Name: Research Methodology

(Category: Research/ Honours, Credit: 4, Duration: 6 Months)

Course Objectives

This paper orients the students in terms of application of research tools and techniques in Social Science Research especially Political Science. It makes students understand how to write a research proposal and undertake both quantitative as well as qualitative research. It deals with different kinds of methods, types of data and techniques of data collections as well as sampling. While introducing students to different methods employed in social science, it attempts to bring together computer applications and social science research. Field work would be an important component of evaluation in this paper.

Course Outcomes

The course is helpful for the students in preparing research proposals, synopsis, and reports in Social Sciences in General and Political Science in particular. The paper shall also provide students' research orientation in both preparing for UGC NET-JRF/ SET examinations and facilitate for further research studies.

Unit -I Introducing Research and Major Components of Research 1 Credit

- What is Research?: Meaning, Significance and Scope
- Problems of Objectivity
- Framing Research Questions
- Concepts, Theories, Hypothesis, Variables, Review of Literature
- Ethical issues in Social Research

Suggested Reading List:

1. Kothari, C. R. (2006). *Research Methodology: Methods and Techniques*. New Age International.
2. Bryman, Alan (2012). *Social Research Methods*. Oxford University Press.
3. Chatterjee, Rakhahari (1979). *Methods of Political Inquiry*. The World Press.
4. Ahuja, Ram (2001). *Research Methods*. Rawat Publications.
5. Creswell, John W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.

Unit -II Methods of Acquiring Knowledge 1 Credit

- Traditional: Positivism, Hermeneutic
- Empirical: Marxist, Post-Colonial and Feminist Approach

Suggested Reading List:

1. Neuman, W. Lawrence (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.
2. Fay, Brian (1996). *Contemporary Philosophy of Social Science: A Multicultural Approach*. Blackwell.
3. Harding, Sandra (1987). *Feminism and Methodology*. Indiana University Press.
4. Smith, Linda Tuhiwai (1999). *Decolonizing Methodologies*. Zed Books.
5. Giddens, Anthony (1976). *New Rules of Sociological Method*. Hutchinson.

Unit -III Methods of Social Science Research**1 Credit**

- Qualitative: Ethnography, Focus Group, Narrative, Observation and Descriptive Method
- Quantitative: Survey Method, Case Study Method, Co relational Method, Experimental Method and Mixed Method

Suggested Reading List:

1. Denzin, Norman & Lincoln, Yvonna (eds.) (2017). *Handbook of Qualitative Research*. Sage.
2. Silverman, David (2016). *Qualitative Research*. Sage.
3. Johnson, Janet & Joslyn, Richard (1987). *Political Science Research Methods*. Prentice Hall of India.
4. Yin, Robert (2014). *Case Study Research: Design and Methods*. Sage.
5. Bernard, H. Russell (2011). *Research Methods in Anthropology*. AltaMira Press.

Unit-IV Data and Tools of Conducting Research**1 Credit**

- Types of Data: Primary and Secondary
- Data Collection: Methods, Tools and Techniques
- Types and Techniques of Sampling: Simple, Random and Stratified
- Data processing, interpretation and analysis

Suggested Reading List:

1. Black, James & Champion, Dean (1976). *Methods and Issues in Social Research*. Wiley.
2. Young, P.V. (1984). *Scientific Social Surveys and Research*. Prentice Hall of India.
3. Manheim, Jarol & Rich, Richard (1981). *Empirical Political Analysis*. Longman.
4. Babbie, Earl (2013). *The Practice of Social Research*. Wadsworth.
5. Miller, Delbert C. (1991). *Handbook of Research Design and Social Measurement*. Sage.

FYUGP SEMSETER-VII**Code: UGPSRH 702 Name: Core Concepts in Political Theory****(Category: Research/Honours, Credit: 4, Duration: 6 Months)****Course Objective**

The course aims to provide students with a comprehensive and critical understanding of the core political concepts of power, authority, legitimacy, and democracy. It seeks to introduce learners to the foundational debates surrounding these concepts and expose them to influential thinkers such as Steven Lukes, Michel Foucault, Max Weber, Jürgen Habermas, and others whose works have shaped modern political analysis. By exploring the different dimensions of power, the sources and functions of authority, the basis and crisis of

legitimacy, and the various models of democracy, the course encourages students to engage intellectually with both classical and contemporary perspectives. Overall, the objective is to develop the ability to think critically about political processes, interpret theoretical frameworks, and apply conceptual tools to analyze real-world political developments.

Course Outcomes

Upon completing the course, students will have developed a deep theoretical and analytical understanding of central political concepts. They will be able to clearly explain the meaning and significance of power, authority, legitimacy, and democracy, and understand how these ideas operate within political systems. Students will gain the capacity to critically analyze Steven Lukes' three-dimensional view of power and Michel Foucault's notion of power/knowledge, and relate these frameworks to social structures and political relations. They will also be able to interpret Max Weber's three types of authority and apply these ideas to understand the functioning of modern governance. Further, learners will understand the role of legitimacy and consent in political stability and will be able to evaluate the legitimacy crises faced by contemporary liberal democracies. Additionally, students will acquire the analytical skills to differentiate between liberal, deliberative, and radical democracy, while also assessing elite and pluralist theories. By the end of the course, learners will be equipped to critically engage with political debates, apply theoretical insights to contemporary events, and articulate their understanding in a coherent academic manner.

Unit I: Power

1 Credit

- Meaning of power
- Steven Lukes' three-dimensional view of power
- Michel Foucault's Idea of Power

References

1. Lukes, S. (2005). *Power: A radical view* (2nd ed.). Palgrave Macmillan.
2. Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings, 1972–1977* (C. Gordon, Ed.). Pantheon Books.
3. Morriss, P. (2002). *Power: A philosophical analysis* (2nd ed.). Manchester University Press.
4. Haugaard, M. (2002). *Power: A reader*. Manchester University Press.

Unit II: Authority

1 Credit

- Meaning and sources of authority
- Max Weber's three types of authority: traditional, charismatic, legal-rational
- Authority and obligation

References

1. Weber, M. (1978). *Economy and society* (G. Roth & C. Wittich, Eds.). University of California Press.
2. Arendt, H. (1970). *On violence*. Harcourt Brace & Company.
3. Wrong, D. H. (1979). *Power: Its forms, bases, and uses*. Harper & Row.
4. Beetham, D. (1991). *The legitimation of power*. Palgrave Macmillan.

Unit III: Legitimacy

1 Credit

- Concept of legitimacy
- Legitimacy and consent
- Crisis of legitimacy in liberal democracies

References

1. Beetham, D. (1991). *The legitimation of power*. Palgrave Macmillan.
2. Barker, R. (2001). *Legitimizing identities: The self-presentations of rulers and subjects*. Cambridge University Press.
3. Habermas, J. (1975). *Legitimation crisis*. Beacon Press.
4. Lipset, S. M. (1983). *Political man: The social bases of politics* (2nd ed.). Johns Hopkins University Press.

Unit IV: Democracy

1 Credit

- Meaning of democracy
- Liberal, deliberative and radical democracy
- Elite and Pluralist Theory of Democracy

References

1. Dahl, R. A. (1998). *On democracy*. Yale University Press.
2. Held, D. (2006). *Models of democracy* (3rd ed.). Stanford University Press.
3. Dryzek, J. S. (2000). *Deliberative democracy and beyond: Liberals, critics, contestations*. Oxford University Press.
4. Mouffe, C. (2000). *The democratic paradox*. Verso.

FYUGP SEMESTER-VII

Code: UGPSRH 703 Name: Comparative Public Administration

(Category: Research/Honours, Credit: 4, Duration: 6 Months)

Course Objectives

1. To understand the meaning, scope, significance, ethical concerns, and evolution, principles, characteristics, and critical appreciation of Comparative Public Administration.
2. To evaluate the Theories and Models of Comparative Public Administration: interpretation of Fred Riggs and Ferrel Heady
3. To explore and evaluate the Salient features of administrative system of India, UK and USA.
4. To explore and evaluate merit system Concept, Origin, Development and existing status of India, UK and USA.
5. To examine and analyse budget procedure and practices and legislative control over expenditure in India, UK and USA.

Course Outcomes

By the end of the course, students will be able to:

1. To examine the meaning, scope, significance, ethical concerns, and evolution, principles, characteristics, and critical appreciation of Comparative Public Administration.
2. To examine critically the Theories and Models of Comparative Public Administration: interpretation of Fred Riggs and Ferrel Heady
3. To study and evaluate the Salient features of administrative system of India, UK and USA.
4. To explore and evaluate merit system Concept, Origin, Development and existing status of India, UK and USA.
5. To examine budget procedure and practices and legislative control over expenditure in India, UK and USA.
6. Apply knowledge of perspectives on public administration for students preparing for UGC NET-JRF exams, SLET exams and other competitive exams like civil services.

Unit - I Concepts and Approaches**1 Credit**

- Concept and Scope of Comparative Public Administration
- Origin and Development of Comparative Public Administration
- Theories and Models of Comparative Public Administration- Fred Riggs and Ferrell Heady

Suggested Reading List:

- Ali Farazmand, (2001) Handbook of Comparative and Development Public Administration, Marcel Dekker, NY.
- Arora, Ramesh K. (2008). *Comparative Public Administration (An Ecological Perspective)*. New Delhi: Associated Publishing House.
- Arora, Ramesh K. (ed.) (1979). *Perspective in Administrative Theory*. New Delhi: Associated Publishing House.
- Esman, Milton J. (1970). CAG and the study of public administration. In F. W. Riggs (Ed.), *The frontiers of development administration* (pp.41-71). Durham, North Carolina: Duke University Press.
- Heady, F. (1996). *Public administration: A comparative perspective* (5th ed.). New York: Marcel Dekker
- Heaphey, J. (1968). Comparative public administration: Comments on current characteristics. *Public Administration Review*, 28(3), 242-249.
- Montgomery, J. (1966). *Approaches to development politics, administration and change*, New York: McGraw Hill.
- Pai Panandikar, V.A. (1964). Development administration: An approach. *Indian Journal of Public Administration*, 10(1), 34-44.
- Raphaeli, N. (1967). *Readings in comparative public administration*, Boston, Massachusetts: Allyn and Bacon.
- Riggs, F. W. (1970). *The ecology of administration*. Bloomington: Indiana University.
- Riggs, F.W. (1956). Public administration: A neglected factor in economic development. *Annals of the American Academy of Political and Social Sciences*, No.305, Agrarian Societies in Transition (May 1956), 70-80.
- Swerdlow, I. (1963). (Ed.) *Development administration: concepts and problems*. Syracuse, New York: Syracuse University Press.
- Viswanathan, V.N. (1996). *Comparative Public Administration*, New Delhi: Sterling Publishers Ltd.
- W.E. Weidner (Ed.)(1970), *Development administration in Asia*, Durham, North Carolina: Duke University Press.
- Waldo, D. (1963). Comparative public administration prologue, performance and problems. *Indian Journal of Political Science*, 24(3), 177-216.
- Weidner, W. E. (1970a). (Ed.), *Development administration in Asia*, Durham, North Carolina: Duke University Press.

Unit - II Salient Features of Administrative System**1 Credit**

- Salient features of administrative system of India, UK and USA.
- Merit System: Concept, Origin, Development and existing status (India, UK and USA)

Suggested Reading List:

- Ali Farazmand, (2001) Handbook of Comparative and Development Public Administration, Marcel Dekker, NY.
- Arora, Ramesh K. (2008). *Comparative Public Administration (An Ecological Perspective)*. New

Delhi: Associated Publishing House.

- Arora, Ramesh K. (ed.) (1979). *Perspective in Administrative Theory*. New Delhi: Associated Publishing House.
- Esman, Milton J. (1970). CAG and the study of public administration. In F. W. Riggs (Ed.), *The frontiers of development administration* (pp.41-71). Durham, North Carolina: Duke University Press.
- Heady, F (1996). *Public administration: A comparative perspective* (5th ed.). New York: Marcel Dekker.
- Heaphey, J. (1968). Comparative public administration: Comments on current characteristics. *Public Administration Review*, 28(3), 242-249.
- Montgomery, J. (1966). *Approaches to development politics, administration and change*, New York: McGraw Hill.
- Pai Panandikar, V.A. (1964). Development administration: An approach. *Indian Journal of Public Administration*, 10(1), 34-44.
- Raphaeli, N. (1967). *Readings in comparative public administration*, Boston, Massachusetts: Allyn and Bacon.
- Riggs, F. W. (1970). *The ecology of administration*. Bloomington: Indiana University. Riggs, F.W. (1956). Public administration: A neglected factor in economic development. *Annals of the American Academy of Political and Social Sciences*, No.305, Agrarian Societies in Transition (May 1956), 70-80.
- Swerdlow, I. (1963). (Ed.) *Development administration: concepts and problems*. Syracuse, New York: Syracuse University Press.
- Viswanathan, V.N. (1996). *Comparative Public Administration*, New Delhi: Sterling Publishers Ltd.
- W.E. Weidner (Ed.)(1970), *Development administration in Asia*, Durham, North Carolina: Duke University Press.
- Waldo, D. (1963). Comparative public administration prologue, performance and problems. *Indian Journal of Political Science*, 24(3), 177-216.
- Weidner, W. E. (1970a). (Ed.), *Development administration in Asia*, Durham, North Carolina: Duke University Press.

Unit - III Financial Administration

1 Credit

- Budget procedure and practice
- Legislative control over expenditure (India, UK and USA)

Suggested Reading List:

- Ali Farazmand, (2001) *Handbook of Comparative and Development Public Administration*, Marcel Dekker, NY.
- Arora, Ramesh K. (2008). *Comparative Public Administration (An Ecological Perspective)*. New Delhi: Associated Publishing House.
- Arora, Ramesh K. (ed.) (1979). *Perspective in Administrative Theory*. New Delhi: Associated Publishing House.
- Esman, Milton J. (1970). CAG and the study of public administration. In F. W. Riggs (Ed.), *The frontiers of development administration* (pp.41-71). Durham, North Carolina: Duke University Press.
- B.P. Tyagi: *Public Finance*, Meerut, Jai Prakash Nath 1997.
- G.S.Lal: *Financial Administration in India*, New Delhi, HPJ Kapoor, 1987.
- MJK Thavaraj: *Financial Administration in India*, Delhi: Sultan Chand & Sons, 1996.
- Andley, Sundharam: *Public Finance*, Agra: Rattan Prakashan Mandir, 1979.
- Ruddar Dutt & K.P.Sundharam: *Indian Economy*, New Delhi, S. Chand & Co. Pvt. Ltd. 1997
- M.Y.Khan and P.K.Jain: *Finance Management*, New Delhi, Tata McGraw Hill 1982.
- R.N. Srivastava: *Management of Financial Institutions*, Bombay, Himalaya Publishing House,

- 1988.
- C.P.Bhambhri: Public Administration in India, Bombay: Vikas Publishing House, 1973.
 - S.L.Goel, Public Financial Administration, New Delhi, Deep & Deep Publications, 2004.
 - Pai Panandikar, V.A. (1964). Development administration: An approach. Indian Journal of Public Administration, 10(1), 34-44.
 - Raphaeli, N. (1967). Readings in comparative public administration, Boston, Massachusetts: Allyn and Bacon.
 - Riggs, F. W. (1970). The ecology of administration. Bloomington: Indiana University.
 - Riggs, F.W. (1956). Public administration: A neglected factor in economic development. Annals of the American Academy of Political and Social Sciences, No.305, Agrarian Societies in Transition (May 1956), 70-80.
 - Swerdlow, I. (1963). (Ed.) Development administration: concepts and problems. Syracuse, New York: Syracuse University Press.
 - Viswanathan, V.N. (1996). *Comparative Public Administration*, New Delhi: Sterling Publishers Ltd.
 - W.E. Weidner (Ed.)(1970), Development administration in Asia, Durham, North Carolina: Duke University Press.
 - Waldo, D. (1963). Comparative public administration prologue, performance and problems. Indian Journal of Political Science, 24(3), 177-216.

Unit - IV Legislative Control over Administration and Reforms

1 Credit

- Legislative control over administration in India and USA
- Administrative Reforms in India and UK

Suggested Reading List:

- Ali Farazmand, (2001) Handbook of Comparative and Development Public Administration, Marcel Dekker, NY.
- Arora, Ramesh K. (2008). *Comparative Public Administration (An Ecological Perspective)*. New Delhi: Associated Publishing House.
- Arora, Ramesh K. (ed.) (1979). *Perspective in Administrative Theory*. New Delhi: Associated Publishing House.
- Esman, Milton J. (1970). CAG and the study of public administration. In F. W. Riggs (Ed.), *The frontiers of development administration* (pp.41-71). Durham, North Carolina: Duke University Press.
- Heady, F (1996). *Public administration: A comparative perspective* (5th ed.). New York: Marcel Dekker.
- Heaphey, J. (1968). Comparative public administration: Comments on current characteristics. *Public Administration Review*, 28(3), 242-249.
- Montgomery, J. (1966). *Approaches to development politics, administration and change*, New York: McGraw Hill.
- Pai Panandikar, V.A. (1964). Development administration: An approach. Indian Journal of Public Administration, 10(1), 34-44.
- Raphaeli, N. (1967). Readings in comparative public administration, Boston, Massachusetts: Allyn and Bacon.
- Riggs, F. W. (1970). The ecology of administration. Bloomington: Indiana University.
- Riggs, F.W. (1956). Public administration: A neglected factor in economic development. Annals of the American Academy of Political and Social Sciences, No.305, Agrarian Societies in Transition (May 1956), 70-80.
- Swerdlow, I. (1963). (Ed.) Development administration: concepts and problems. Syracuse, New York: Syracuse University Press.

- Viswanathan, V.N. (1996). *Comparative Public Administration*, New Delhi: Sterling Publishers Ltd.
- W.E. Weidner (Ed.)(1970), *Development administration in Asia*, Durham, North Carolina: Duke University Press.
- Waldo, D. (1963). *Comparative public administration prologue, performance and problems*. *Indian Journal of Political Science*, 24(3), 177-216.
- Weidner, W. E. (1970a). (Ed.), *Development administration in Asia*, Durham, North Carolina: Duke University Press.

FYUGP SEMSETER-VII

Code: UGPSRH 704 (A) Name: Political Traditions of Ancient Kamrupa
(Category: Research/Honours (IKS), Credit: 4, Duration: 6 Months)

Course Objectives

1. To explore and understand the political institutions of ancient Kamrupa- foundation of Monarchism and legacy of Mahiranga, Monarchy and Divine Relationship during Naraka and Banasur, and Bhagadutta's Monarchy and Role in Mahabharata.
2. To study and understand the Monarchy, General, Central and Military Administration of Varmana, Salastamba, and Pala Dynasty.
3. To understand and evaluate the political culture of ancient Kamrupa. It includes Monarchism, Coronation and Power of Monarch, Role of Amatya & Priests (Offerings, Sacrifice, Yajna) and role of women in Ancient Kamrupa
4. To understand the contemporary political to ancient Kamrupa- Kautilya (Kinship, Saptanga, Mandala Theory), Shantiparva (Srikrishna and Bhismaka), & Harsha and Varman Relationships.

Course Outcomes

1. To explore and understand the early political institutions of Kamrupa- foundation of Monarchism and legacy of Mahiranga, Monarchy and Divine Relationship during Naraka and Banasur, and Bhagadutta's Monarchy and Role in Mahabharata.
2. To study and analyze the Monarchy, General, Central and Military Administration of Varmana, Salastamba, and Pala Dynasty.
3. To explore and evaluate the political culture of ancient Kamrupa. It includes Monarchism, Coronation and Power of Monarch, Role of Amatya & Priests (Offerings, Sacrifice, Yajna) and role of women in Ancient Kamrupa
4. To explore and evaluate the contemporary political to ancient Kamrupa- Kautilya (Kinship, Saptanga, Mandala Theory), Shantiparva (Srikrishna and Bhismaka), & Harsha and Varman Relationships.

Unit I: Early Political Institutions in Kāmṛupa

1 Credit

- Mahiranga: Foundations of monarchism and early state formation
- Naraka: The divine–monarchical relationship and political legitimation
- Bāṇāsura: Sacred kingship and mytho-political authority
- Bhagadatta: Monarchy, warfare, and political presence in the *Mahābhārata*

Suggested Reading List:

1. Barua, K. L. (1966). *Early History of Kamarupa*. Lawyers Book Stall.
2. Neog, M. (1987). *Early History of Assam*. Omsons Publications.
3. Choudhury, P. C. (1959). *The History of Civilization of the People of Assam*. Department of Historical & Antiquarian Studies.
4. Sharma, N. N. (1978). *Kamarupa: Its History, Culture and Religion*. Bina Library.
5. Sircar, D. C. (1990). *Studies in the Geography of Ancient and Medieval India*. Motilal Banarsidass.

Unit II: Political Institutions of Ancient Kāmrūpa**1 Credit**

- Varman Dynasty: Structure of monarchy; central, general, and military administration
- Śālastambha Dynasty: Monarchical traditions and administrative organization
- Pāla Dynasty: Evolution of monarchy; administrative and military systems

Suggested Reading List:

1. Bhattacharya, S. (2010). *Studies in the History of Ancient Assam*. Bina Library.
2. Lahiri, N. (1991). *Pre-Ahom Assam: Studies in the Inscriptions of Kamarupa*. Munshiram Manoharlal.
3. Gait, E. A. (1926). *A History of Assam*. Thacker, Spink & Co.
4. Sircar, D. C. (1971). *Select Inscriptions Bearing on Indian History and Civilization* (Vol. 1). University of Calcutta.
5. Shin, Y. (2018). *Modern Assamese Historiography: The Varman of Kamarupa*. Routledge.

Unit III: Political Culture of Ancient Kāmrūpa**1 Credit**

- Nature of monarchism, coronation rituals, and the authority of the king
- Role of *Amātyas* and priests: offerings, sacrifices, and *yajñas* in governance
- Status, roles, and participation of women in ancient Kāmrūpa

Suggested Reading List:

1. Sarma, S. (1993). *Socio-Religious Life in Medieval Assam*. Bina Library.
2. Neog, M. (1980). *Cultural Heritage of Assam*. Government of Assam.
3. Sharma, S. (2002). *Women in Early Indian Societies*. Rawat Publications.
4. Barpujari, H. K. (Ed.). (1997). *The Comprehensive History of Assam* (Vol. 1). Assam Publication Board.
5. Roy, S. (2015). *Kingship and Ritual in Early India*. Oxford University Press.

Unit IV: Ancient Political Institutions and Ancient Kāmrūpa**1 Credit**

- Kautilya: Kinship, *Saptāṅga* theory, and *Mandala* theory
- *Śāntiparva*: Political philosophy of Śrī Krishna and Bhīṣmaka
- Interactions and political linkages between Harsha and the Varman rulers

Suggested Reading List:

1. Kangle, R. P. (2010). *The Kautiliya Arthashastra* (Parts I–III). Motilal Banarsidass.
2. Chaturvedi, B. K. (2012). *Chanakya Neeti and Political Thought*. Diamond Publications.
3. Sharma, R. S. (2001). *Aspects of Political Ideas and Institutions in Ancient India*. Motilal Banarsidass.
4. Thapar, R. (2002). *Early India: From the Origins to AD 1300*. Penguin Books.
5. Devi, L. (1968). *Varman Dynasty of Kamarupa*. Lawyer's Book Stall.

FYUGP SEMSETER-VII

Code: UGPSRH 704 (B) Name: Political Ideas and Ideologies in Assam
(Category: Research/Honours, Credit: 4, Duration: 6 Months)

Course Objectives

- It is aimed to make students to understand the the texts, thinkers and thought that emerged during different moments in the history of Assam.
- It seeks to develop new insights among students on the relevance of political ideas and traditions that remains from the past to present.
- It attempts to establish the relevance of historical linkages and colonial legacy to understand the present social and political context of the state.

Course Outcomes

- This paper remains useful for students in understanding and developing political ideas of Assam from the past and conceptualize to the present.
- It is helpful in providing theoretical insights and perspectives to students if they wish to pursue research in the area of language and politics in Modern Assam.
- The paper has utility for students preparing for competitive exams like civil services.

Unit- I Political Legacies and Political Thought in Ancient Assam 1 Credit

- Political Legacies of Ancient Kamrupa
- Legacies of Ahom - Paik and Political Integrity
- Legacy of Sankardeva - Bhokti Movement and Social Reform

Suggested Reading List:

1. Baruah, S. L. (1985). *A Comprehensive History of Assam*. Munshiram Manoharlal.
2. Devi, Lakshmi (1992). *Ahom–Tribal Relations: A Political Study*. Lawyer’s Book Stall.
3. Sharma, S. N. (1980). *Sankardeva and His Times*.
4. Guha, Amalendu (1983). *The Medieval Economy of Assam*.
5. Barpujari, H. K. (1998). *North-East India: Problems, Policies and Prospects*. Spectrum Publications.

Unit -II Political Ideas and Ideology of Statesman of Assam 1 Credit

- Gopinath Bordoloi - Colonialism, Nationalism and Regionalism
- Bimala Prasad Chaliha- Nationalism and Regionalism
- Sarat Chandra Sinha- Nationalism and Regionalism

Suggested Reading List:

1. Baruah, Nirode K. (2010). *Gopinath Bordoloi: The Assam Problem and Nehru’s Centre*. Bhabani Print & Publications.
2. Hazarika, Jatin (ed.) (2012). *Bimala Prasad Chaliha – Remembrance*. Prasanti Enterprise.
3. Hazarika, Dilip Kumar (ed.) (2007). *Sarat Chandra Sinha*. Bani Mandir.
4. Bhuyan, A. C. (ed.) (2008). *Political History of Assam, Vol. II & III*. Publication Board Assam.
5. Pathak, Suryasikha (2010). “Tribal Politics in Assam (1933–1947).” *Economic and Political Weekly*, 45(10).

Unit –III Ideology of Resistance and Response 1 Credit

- Maulana of Vasani
- Sayyad Saddulah
- Fakar Uddin Ali Ahmed

Suggested Reading List:

1. Barpujari, H. K. (1998). *North-East India: Problems, Policies, and Prospects*. Spectrum Publications.
2. Guha, Amalendu (1977). *Planter Raj to Swaraj: Freedom Struggle & Peasant Politics in Assam*.
3. Ahmed, Fakaruddin Ali (Speeches & Papers) – Government of India Publications.
4. Kar, B. & Saikia, Y. (eds.) (2013). *New Perspectives on Assam History and Politics*.
5. Sivanath, Barman (1995). *Asamer Janajati Samasya: Aitihashik Utsa Sandhan*.

Unit – IV Ideology of Indignity and Identity**1 Credit**

- Bhimbor Deuri
- Bodofa Upen Brahma
- Semson Sing Ingti

Suggested Reading List:

1. Deuri, Anup Kr. (ed.) (2004). *Nayak Jononeta Bhimbor Deuri*. Bani Mandir.
2. Indibar Deuri (2001). *Janagosthiya Samasya: Ateet, Bartaman, Bhabishyat*.
3. B. S. Baviskar & George Mathew (eds.) (2009). *Inclusion and Exclusion in Local Governance*.
4. Pathak, Suryasikha (2010). “Tribal Politics in Assam.” *Economic and Political Weekly*.
5. Government of Assam (Various Reports) on Bodo & Karbi Movements.

FYUGP SEMSETER-VII**Code: UGPSDE 705 Name: Politics in North East India****(Category: DSE, Credit: 4, Duration: 6 Months)****Course Objectives**

This paper offers students to the themes, concepts and debates that underlie the study of political history of North East region, diverse and complex social structures, and discourses of ethnicity, nationalism, socio-political and cultural identities which eventually has had led the state apparatus (from colonial to postcolonial period) to introduce series of administrative mechanisms. The course will offer students to interrogate over manifold policy implementations and their implications over the politics and political processes in India’s North East. It seeks to develop new insights among students on the relevance of studies on NEI to understand complex politics and political processes especially about the North East. It seeks to explore the socio-political and cultural construction of ethno-national identities and explain the relationships that exist between nation-state, identities, numbers of autonomy movements for separate states, secessionist movements, dialogues, peace dialogues and accords, people’s rights and subsequent politics of development in NEI.

Course Outcomes

The course politics and political processes in North East India remains helpful for students in developing critical ideas on complex politics concerning NEI which in turn will provide theoretical insights and perspectives to students if they wish to pursue research programme in the area of ethnicity, nationalism, identity politics and political processes in North East India. The paper also remains relevant for students, those preparing for UGC NET-JRF, SLET, UPSC, APSC and other competitive exams alike.

Unit – I North East India as Region**1 Credit**

- Pre-Colonial and North East Region
- Evolution and Geopolitical significance of North East as a Region

Suggested Reading List:

- H.K. Barpujari, *Political History of Assam* (All volumes), Publication Board, Govt. of Assam (ed.), 2008.
- Edward Gait, *A History of Assam*, Lawyers' Book Stall, Guwahati, 2008.
- Alexander Mackenzie, *The North-East Frontier of India*, Mittal Publishers, New Delhi, [1884], 1995.
- James C. Scott's *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, Yale University Press, New Heaven and London, 2009.
- Verrier Elwin, *India's North-east Frontier in the Nineteenth Century*, Oxford University Press, Bombay, 1959.
- M.S Prabhakara "Is North-East India Landlocked?", *Economic and Political Weekly*, Vol. 39, No. 42, Oct. 16-22, 2004, pp. 4606-4608.
- Peter Robb, "The Colonial State and Constructions of Indian Identity: An Example on the Northeast Frontier in the 1880s", *Modern Asian Studies*, Vol. 31, No. 2, May, pp. 245-283.
- Tilottoma Misra "Assam: A Colonial Hinterland" *Economic and Political Weekly*, August, 1990.
- Sanghamitra Misra, "The Nature of Colonial Intervention in the Naga Hills, 1840-80", *Economic and Political Weekly*, Vol. 33, No. 51, Dec, 19-25, p. 3277.

Unit - II Colonial and Post-colonial State of Governance

1 Credit

- Inner Line Regulation
- Excluded and Partially Excluded Areas
- The Sixth Schedule
- Integration and Re-organization of States in North East

Suggested Reading List:

- Amalendu Guha, *Planter Raj to Swaraj- Freedom Struggle and Electoral Politics of Assam, 1826-1947*, People's Publishing House Pvt. Ltd, New Delhi, 1977.
- H. Srikanth, "Colonialism in India: British colonialism in North East and Hill Tribes of Composite Assam", *Man and Society*, Indian Council of Social Science Research, Vol. III, Spring, 2006.
- Vijay Hansaria, *B.L Hansaria's Sixth Schedule to the Constitution*, 3rd Edition, Universal Law Publication, New Delhi, 2010.
- S.K. Chaube, *Hill Politics in Northeast India*, 3rd Edition, Orient Blackswan, New Delhi, 2012.
- Guha, Amalendu, "Great Nationalism, Little Nationalism and Problems of Integration" *Economic and Political Weekly*, Vol. 14, No. 7-8, 1979, pp. 455-458.
- Nag, Sajal, *India and North-East India: Mind, Politics and the Process of Integration (1946-1950)*, Regency Publications, 1998.
- B. Dutta Roy, *Reorganization of Northeast India since 1947*, Concept, New Delhi, 1996.
- David R. Syiemlieh, *On the Edge of Empire: Four British Plans for North East India, 1941-1947*, Sage, New Delhi, 2014.

Unit – III Major Issues: Identity and Movements

1 Credit

- Debates on Indigeneity and Immigration
- Autonomy and Movements for Separate Statehood
- Secessionist Movements: Greater Nagalim, Swadhin Asom

Suggested Reading List:

- Virginius Xaxa, "Tribes as Indigenous People of India", *Economic & Political Weekly*, December 18, 1999.
- Srikanth, H, "Who in North-east India Are Indigenous?", *Economic & Political Weekly*, Vol. XIIX, No. 20, May 17, 2014.
- Myron Weiner, *Sons of the Soil: Migration and Ethnic Conflict in India*, Princeton University Press, 1978.
- S.K. Das, "Immigration and Demographic Transformation of 1891-1981", *Economic and Political Weekly*, Vol.15, No.19, 1980.

- Manirul Hussain, “Tribal Movement for Autonomous States in Assam”, *Economic and Political Weekly*, Vol. 22, No. 32, August, 1987.
- _____, *The Assam Movement: Class, Identity and Ideology*, Manak Publications, New Delhi, 1993.
- Udayon Misra, *The Periphery Strikes Back: Challenges to the Nation-State in Assam and Nagaland*, IAS, Shimla, 2000.
- Sanjib Baruah, (ed.) *Beyond Counter-Insurgency: Breaking the Impasse in North-East India*, Oxford University Press, New Delhi, 2009.
- _____, *Durable Disorder: Understanding the Politics of North East India*, Oxford University Press, 2005.
- _____, *India Against Itself: Politics of Nationality in Assam* Oxford University Press, New Delhi 1999.
- Gitrin Phukan, *Inter-Ethnic conflict in Northeast India*, South Asian Publishers, New Delhi, 2005.
- Dutta, Nandana, *Questions of Identity of Assam: Location, Migration, Hybridity*, Sage Publications, New Delhi, 2012.
- Hazarika, Niru, *Ethnic Autonomy Question in N.E India: Search for an Answer*, Spectrum, Guwahati, 2005.
- Samaddar, Ranabir (ed.), *The Politics of Autonomy*, Sage Publication, New Delhi, 2005.
- P.S. Dutta, *Ethnic Movements in Poly-Cultural Assam*, Har-Anand Publication, New Delhi, 1990.
- B.B Kumar (ed.), *Problems of Ethnicity in the North East India*, Concept Publishing Company, New Delhi, 2007.
- Nani G. Mahanta, *Confronting the State: ULFA’s Quest for Sovereignty*, Sage Publication, New Delhi, 2013.
- Archana Upadhyay, *India’s Fragile Borderlands: The Dynamics of Terrorism in North East India*, I.B Tauris & Co., NY, 2009.
- Sajal Nag, *Nationalism, Separatism and Secessionism*, Rawat Publication, New Delhi, 1999.
- _____, *Contesting Marginality: Ethnicity, Insurgency and Subnationalism in North-East India*, Manohar Publishers & Distributors, New Delhi, 2002.
- Pakem, B. (ed.), *Nationality, Ethnicity and Cultural Identity in North-East India*, Omsons Publications, New Delhi, 1990.
- Varghese, B.G. and Desai (ed.), *Situation in Assam*, Gandhi Peace Foundation, Mimeo, 1980.
- Hiren Gohain, “Ethnic Unrest in the North-East”, *Economic and Political Weekly*, Vol. XXXII, No.8, Feb., 22, 1997.
- Prabhakara, M S, “Separatist Movement in the North-East”, *Economic and Political Weekly*, Vol. XLII, No. 09, March 03, 2007.
- Sanjay Kumar Roy, “Conflicting Nations in North-East India”, *Economic and Political Weekly*, Vol. XL, No. 21 May, 2006.
- Srikanth, H, “Discourses on Rights and India’s North-East”, *Economic and Political Weekly*, Vol. XL, No. 4, Jan. 22, 2005.

Unit – IV Peace Processes and Development in NEI

1 Credit

- Peace Accords & Dialogues
- Development of North East: Role of NEC and DoNER
- Act East Policy

Suggested Reading List:

- Das, Samir Kumar, “Conflict and Peace in India’s North East: The Role of Civil Society”, Policy Studies 42, East-West Centre Washington, 2007, pp.1-3.
URL: www.eastwestcentrewashington.org/publications
- Udayon Mishra, *India’s North East: Identity, Movement, State, and Civil Society*, Oxford University Press, New Delhi, 2014.
- _____, (ed.) *Nation Building and Development in North East India*, Purbanchal Prakash, Guwahati, 1991.
- Abbi, B.L (ed.), *North East Region Problems and Prospects of Development*, Centre for Research in Rural and Industrial Development, Chandigarh, 1984.
- Nag, Sajal, “North East: A Comparative Analysis of Naga, Mizo and Meitei Insurgencies”, *Faultline*, Vol. 14.
URL: <http://www.satp.org/satporgtp/publication/faultlines/Volume14/Article4.htm>

- C. Joshua Thomas, Gurudas Das, *Look East to Act East Policy: Implications for India's Northeast*, Taylors & Francis, 2016.

FYUGP SEMSETER-VIII

Code: UGPSR 801 Name: Research Publication Ethics and Computer Application
(Category: Research, Credit: 4, Duration: 6 Months)

Course Objectives

1. It aims in understanding of definition, nature and scope, concept, branches of research.
2. To understand research and publication ethics: definition, moral philosophy, nature of moral judgements and reactions, and ethical issues in social science research.
3. To explore and evaluate the definition, introduction and importance, authorship, contributorship and violation of publication ethics, and also intellectual honesty and research integrity.
4. To make familiar with basics and components of computer useable for researchers.
5. To make understanding on the digital India initiatives, pillars of digital India, e-Governance, NSQF, SWAYAM, NDL & NAD.

Course Outcomes

After study this course, the researcher shall be able to-

1. Understand the definition, nature and scope, concept, branches of research.
2. Understand and evaluate research and publication ethics: definition, moral philosophy, nature of moral judgements and reactions, and ethical issues in social science research.
3. Explore and evaluate the definition, introduction and importance, authorship, contributorship and violation of publication ethics, and also intellectual honesty and research integrity.
4. Become familiar with basics and components of computer useable for researchers.
5. Understand and examine the digital India initiatives, pillars of digital India, e-Governance, NSQF, SWAYAM, NDL & NAD.

Unit-I Philosophy and Ethics

1 Credit

- Introduction to philosophy: definition, nature and scope, concept, branches
- Ethics: definition, moral philosophy, nature of moral judgements and reactions
- Ethical Issue in Social Science Research
- Intellectual Property Rights

Suggested Reading List:

1. MacIntyre, A. (2002). *A Short History of Ethics*. Routledge.
2. Kimmel, A.J. (1988). *Ethics and Values in Applied Social Research*. Sage Publications.
3. Ahuja, Ram. *Research Methods*. Rawat Publications.

4. Resnik, D.B. *What is Ethics in Research and Why it is Important?* NIEHS.
5. Israel, M., & Hay, I. (2006). *Research Ethics for Social Scientists*. Sage Publications.

Unit-II Publication Ethics

1 Credit

- Publication Ethics: definition, introduction and importance
- Violation of publication ethics, authorship and contributorship
- Ethics with respect to science and research
- Intellectual honesty and research integrity

Suggested Reading List:

1. Mertens, D.M., & Ginsberg, P.E. (2009). *The Handbook of Social Research Ethics*. Sage Publications.
2. Israel, M. (2015). *Research Ethics and Integrity for Social Scientists*. Sage Publications.
3. Yadav, Santosh Kumar. *Research and Publications Ethics*. Ishwar Books.
4. Jain, Gopal. *Methods, Tools and Techniques*. Mangal Deep Publications.
5. Bora, Mahendra. *Gabesana Pranali Tatwa*. Basnalata Prakashan.

Unit-III Basic Concepts of Computer

1 Credit

- Introduction - Meaning, Uses and Components of computer
- Software & Hardware
- MS Word and PPT
- Computation in Excel Sheet

Suggested Reading List:

1. Sinha, P.K., & Sinha, P. *Computer Fundamentals*. BPB Publications.
2. Norton, P. *Introduction to Computers*. McGraw Hill.
3. Goel, Anita. *Computer Fundamentals*. Pearson Education.
4. Rajaraman, V. *Fundamentals of Computers*. Prentice Hall India.
5. Microsoft. *MS Office User Guides (Word, Excel, PowerPoint)*. Microsoft Press.

Unit-IV ICT and E-Governance

1 Credit

- e-Governance Initiatives in India
- IFLIBNET, Sodhganga, Soghsudhi
- MOOCS, SWAYAM, ABC
- e-settlement and Basundhara 1.0, 2.0 and 3.0

Suggested Reading List:

1. Government of India. *Digital India: E-Governance Policy Documents*. Ministry of Electronics & IT.
2. INFLIBNET. *Shodhganga & Shodhsuddhi Manuals*. INFLIBNET Centre.
3. SWAYAM & MOOC Guidelines. Ministry of Education.
4. Assam Government. *Basundhara Project Documents (1.0–3.0)*. Revenue & Disaster Management Dept.
5. Saikia, Nagen. *Gabesana Padhati Parichay*. Kaustabh Prakashan.

FYUGP SEMSETER-VIII

Code: UGPSR 802 Name: Research Dissertation
(Category: Research, Credit: 12, Duration: 6 Months)

Course Objectives (COBs)

COB 1: To enable students to develop independent research skills through systematic inquiry into a selected topic.

COB 2: To familiarize students with appropriate research methodologies, data collection techniques, and analytical tools relevant to their field of study.

COB 3: To encourage critical thinking, academic writing, and the ability to review and synthesize existing literature.

COB 4: To guide students in designing, executing, and presenting a well-structured research project following academic and ethical standards.

COB 5: To enhance students' capacity to interpret research findings and provide evidence-based conclusions and recommendations.

Course Outcomes (COs)

After completing this course, students will be able to:

CO 1: Formulate a clear research problem, objectives, and hypotheses based on a comprehensive review of literature.

CO 2: Apply suitable research methods, tools, and techniques for data collection and analysis.

CO 3: Demonstrate the ability to critically interpret data and derive meaningful insights.

CO 4: Produce a structured, coherent, and academically rigorous dissertation adhering to ethical research practices.

CO 5: Present and defend research findings effectively through oral and written communication.

FYUGP SEMESTER-VIII

Code: UGPSRH 803 Name: Indian Diaspora: Theory, Culture and Politics
(Category: Research/ Honours, Credit: 4, Duration: 6 Months)

Course Objective

The objective of this course is to provide students with a strong theoretical grounding in the field of Diaspora Studies by examining its classical and contemporary definitions, major migration theories, and the global forces that shape diasporic movements. The course aims to introduce learners to the historical evolution of the Indian diaspora, beginning with early migrations, the indentured labour system, and postcolonial patterns of global mobility. It also strives to deepen students' understanding of the cultural, political, and identity-related dynamics that define diasporic communities, including issues of belonging, memory, cultural retention, transformation, and political engagement in both host and home countries. Furthermore, the course focuses on India's multifaceted engagement with its diaspora economic, cultural, and political highlighting how the Indian state interacts with overseas communities. Overall, the course seeks to develop critical awareness, conceptual clarity, and analytical skills necessary to understand diasporic identities, transnational ties, and the broader socio-political implications of global migration.

Course Outcome

Upon completing the course, students will be able to clearly explain the foundational concepts of diaspora and distinguish between classical and modern interpretations. They will gain the ability to analyze major migration theories, such as Push-Pull, World Systems Theory, Transnationalism, and Globalisation, and apply them to real-world diasporic contexts. Learners will develop a nuanced understanding of the historical trajectories of the Indian diaspora, including early emigrations, the experiences of indentured labourers, and contemporary postcolonial migration patterns. The course will enable students to critically examine cultural and political dimensions of diaspora, particularly issues of identity formation, collective memory, cultural adaptation, and the political roles played by diasporic groups in international affairs. Furthermore, students

will understand India's economic, cultural, and political engagement with its diaspora and evaluate its impact on national development and global diplomacy. By the end of the course, learners will be equipped to critically engage with diasporic scholarship, analyze contemporary diaspora-related issues, and apply theoretical insights to academic and policy-oriented discussions.

Unit I: Theoretical Foundations of Diaspora Studies

1 Credit

1. Conceptualising Diaspora: Classical vs. Modern definitions
2. Migration Theories: Push- Pull, World System, Transnationalism, Globalisation

Suggested Reading List:

1. Cohen, Robin. **Global Diasporas: An Introduction**. Routledge.
2. Safran, William. "Diasporas in Modern Societies." *Diaspora: A Journal of Transnational Studies*.
3. Clifford, James. *Routes: Travel and Translation in the Late Twentieth Century*. Harvard University Press.
4. Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. Routledge.
5. Jayaram, N. **The Indian Diaspora: Dynamics of Migration**. Sage.

Unit II: Mapping the Indian Diaspora

1 Credit

1. Early Indian Emigrations
2. Indentured labour diaspora
3. Post Colonial Emigration and Formations of Indian Diaspora

Suggested Reading List:

1. Brij V. Lal. **Chalo Jahaji: On a Journey through Indenture in Fiji**. ANU Press.
2. Vertovec, Steven. **The Hindu Diaspora**. Routledge.
3. Bains, Avtar Singh. "Indentured Labour and the Indian Diaspora."
4. Ministry of External Affairs (India). **Report on Overseas Indian Population**.
5. Kapur, Devesh. **Diaspora, Development, and Democracy**. Princeton University Press.

Unit III: Cultural and Political Dynamics

1 Credit

1. Identity, Memory and Belongingness
2. Cultural Retention and Transformations
3. Diaspora as Political Actor

Suggested Reading List:

1. Lahiri, Jhumpa. *Interpreter of Maladies* (selected stories).
2. Rushdie, Salman. *Imaginary Homelands: Essays*.
3. Sharma, Aparna. "Cinema of Displacement and Belonging."
4. Ambrosio, Thomas. "Ethnic Identity Groups and U.S. Foreign Policy."
5. Hansen, Thomas Blom & Stepputat, Finn. *States of Imagination: Ethnographic Explorations of the Postcolonial State*.

Unit IV: India's Engagement with Its Diaspora

1 Credit

1. Economic
2. Cultural
3. Politics

Suggested Reading List:

1. Government of India. **India's Diaspora Policy Documents** (MoEA, PBD Reports).
2. Gopal, V. S. "India's Engagement with Its Diaspora."
3. Kapur, Devesh & McHale, John. *Give Us Your Best and Brightest: The Global Hunt for Talent*.
4. Tölölyan, Khachig. "The Nation-State and Its Others."
5. Articles from *Economic & Political Weekly*, *South Asian Diaspora*, *Diaspora Studies* (Routledge).

FYUGP SEMSETER-VIII

Code: UGPSH 804 Name: Governance and Public Policy in India
(Category: Honours, Credit: 4, Duration: 6 Months)

Course Objectives (COBs)

COB 1: To develop a strong conceptual and theoretical understanding of governance, public policy, and major models such as Good Governance, NPM, and Network Governance.

COB 2: To familiarize learners with India's institutional framework of governance, including constitutional principles, federal structures, bureaucracy, and decentralization mechanisms.

COB 3: To enable students to examine key public policy domains—social, economic, environmental, and digital and identify challenges in policy formulation and implementation.

COB 4: To cultivate analytical skills for evaluating the role of institutions and actors (legislature, judiciary, civil society, media) in governance and public policy processes.

COB 5: To enhance students' ability to critically assess contemporary governance issues, corruption, accountability mechanisms, citizen participation, and innovative policy interventions.

Course Outcomes (COs)

After completing this course, students will be able to:

CO 1: Explain the evolution of governance from government-centric approaches to modern governance frameworks and apply major governance and policy theories.

CO 2: Describe the institutional structure of governance in India and assess the functioning of constitutional bodies, bureaucracy, and decentralized institutions.

CO 3: Analyze major social, economic, environmental, and digital policies, and evaluate their implementation challenges and outcomes.

CO 4: Critically examine the role of various actors—civil society, judiciary, media, citizens—in shaping governance and ensuring public accountability.

CO 5: Assess contemporary governance problems and evaluate policy innovations using relevant case studies such as Mohalla Clinics, Social Audit Law, and Aspirational Districts Programme.

UNIT I: Theoretical Foundations of Governance and Policy

1 Credit

1. Concept of Governance: From Government to Governance
2. Theories and Models: Good Governance, New Public Management (NPM)
3. Public Policy: Definitions, Models (Elite, Rational and Incremental)

Suggested Reading List:

1. Rhodes, R. A. W. (1997). *Understanding Governance*. Open University Press.
2. Dye, Thomas R. (2016). *Understanding Public Policy*. Pearson.
3. Sabatier, Paul (ed.). (2007). *Theories of the Policy Process*. Westview Press.
4. B. P. Mathur (2013). *Good Governance: Initiatives in India*. Macmillan.
5. UNDP (1997). *Governance for Sustainable Human Development*.

UNIT II: Institutional Framework of Governance in India

1 Credit

1. Institutions and Actors in Public Policy (Legislature, Bureaucracy, Judiciary, Civil Society, Media)
2. Planning to Policy: From Planning Commission to NITI Aayog
3. Planning at PRI level

Suggested Reading List:

1. Arora, R. K. & Goyal. *Indian Public Administration*.
2. Laxmikanth, M. *Governance in India*.
3. NITI Aayog. *Three-Year Action Agenda*. Government of India.

4. T.M. Thomas Isaac et al. (2000). *People's Planning in Kerala*.
5. PRS Legislative Research. *Reports on Panchayati Raj & Governance Reforms*.

UNIT III: Key Policy Domains and Implementation Challenges

1 Credit

1. Social Policy: Health (Ayushman Bharat), Gender (Beti Bachao)
2. Economic Policy: MNREGA, Startup India
3. Digital Governance: Aadhaar, Digital India, RTI, e-Governance Missions

Suggested Reading List:

1. Jean Drèze & Amartya Sen. *India: Development and Participation*.
2. World Bank. *e-Government in India Reports*.
3. Government of India. *National Action Plan on Climate Change (NAPCC)*.
4. PRS India. *Policy Reviews on MNREGA, Digital India, and Social Policies*.
5. Ministry of Rural Development. *Annual Reports on Rural Development & Digital Governance*.

UNIT IV: Contemporary Issues in Governance and Policy

1 Credit

1. Governance Deficits and Corruption: Lokpal, CVC, Vigilance
2. Citizen Participation and RTI
3. Public Accountability: Social Audits, Civil Society, Media

Suggested Reading List:

1. Subrata K. Mitra (2006). *The Puzzle of India's Governance*. Routledge.
2. UNDP India. *Reports on Inclusive Governance & Accountability*.
3. Arvind Kejriwal. *Swaraj* (for critical perspectives).
4. Rajasthan Government. *Social Audit Law Documentation*.
5. NITI Aayog. *Aspirational Districts Programme – Evaluation Reports*.

FYUGP SEMSETER-VIII

Code: UGPSH 805 (A) Name: Peace and Conflict Studies

(Category: Honours, Credit: 4, Duration: 6 Months)

Course Objectives

This course offers students to students about peace studies, concept and meaning of peace, positive and negative dimension of peace, conflict resolution mechanism, peace building, peace-making, peace keeping, conflict transformation, conflict prevention, conflict management. It seeks to enlighten the students in terms of peace and conflict resolution mechanism and develops theoretical understanding about the peace mechanism. It deals with diverse perspectives and schools of thought on peace and conflict to study conflict resolution as a field of study.

Course Outcomes

The course remains helpful for students in developing ideas on Peace and peace studies which are very much helpful in providing conceptual clarification and theoretical perspectives for students in terms of pursuing research programme. From the North eastern perspective as well, this course gains more significance by identifying core areas in order to make critical enquiry and by re-introducing new dimension of peace studies. The course has utility for students preparing for UGC NET-JRF and SLET and other competitive exams.

Unit-I Peace Studies

1 Credit

- Introduction to Peace Studies
- Peace and Peace Movements
- Non-Violence: Gandhi and Martin Luther King Jr.
- Structural Violence: Johan Galtung

Suggested Reading List:

1. Barash, D. P., & Webel, C. (2017). *Peace and conflict studies* (4th ed.). SAGE Publications.
2. Gandhi, M. K. (1951). *Non-violent resistance (Satyagraha)*. Navajivan Publishing House.
3. Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization*. SAGE Publications.
4. King Jr., M. L. (1958). *Stride toward freedom: The Montgomery story*. Harper & Brothers.
5. Lederach, J. P. (2005). *The moral imagination: The art and soul of building peace*. Oxford University Press.

Unit- III Theories of Peace Studies**1 Credit**

- Democratic
- Liberal
- Marxist

Suggested Reading List:

1. Cox, R. W. (1996). *Approaches to world order*. Cambridge University Press.
2. Doyle, M. W. (1983). Liberalism and world politics. *American Political Science Review*, 77(3), 1151–1169.
3. Gray, J. (1995). *Liberalism* (2nd ed.). University of Minnesota Press.
4. Richards, H. (2000). *The structure of peace: A Marxist perspective*. University Press of America.
5. Russett, B. (1993). *Grasping the democratic peace: Principles for a post–Cold War world*. Princeton University Press.

Unit - III Negative and Positive Peace: Key Concepts**1 Credit**

- Diplomacy and Negotiation
- Disarmament and arms control
- Human Security and Social Movements

Suggested Reading List:

1. Baylis, J., Wirtz, J., & Gray, C. (2019). *Strategy in the contemporary world* (6th ed.). Oxford University Press.
2. Boulding, K. E. (1978). *Stable peace*. University of Texas Press.
3. Booth, K. (2007). *Theory of world security*. Cambridge University Press.
4. Miall, H., Ramsbotham, O., & Woodhouse, T. (2016). *Contemporary conflict resolution* (4th ed.). Polity Press.
5. United Nations Development Programme. (1994). *Human development report 1994*. Oxford University Press.

Unit – IV Conflict Resolution**1 Credit**

- Conflict Resolution as a Field of Study
- Conflict management and transformation
- Peacekeeping through United Nations
- Peace building and Peace making

Suggested Reading List:

1. Boutros-Ghali, B. (1992). *An agenda for peace: Preventive diplomacy, peacemaking, and peace-keeping*. United Nations.
2. Fortna, V. P. (2008). *Does peacekeeping work? Shaping belligerents' choices after civil war*. Princeton University Press.

- Oommen, T.K., *Social Movements I: Issues of Identity*, Oxford University Press, 2010.
-, *Social Movements II: Concerns of Equity and Security*, Oxford University Press, 2010.

Unit-II Approaches to Study Social Movements

1 Credit

- Liberal
- Gandhian
- Marxian

Suggested Reading List:

- Tarrow, Sidney, *Power in Movement: Social Movements and Contentious Politics*, Cambridge University Press, 2008.
- Johnston, Hank and John A. Noakes, *Frames of Protest: Social Movements and the Framing Perspective*, Rowman & Littlefield Publishers, 2005.
- Oommen, T.K., *Social Movements I: Issues of Identity*, Oxford University Press, 2010.
- Oommen, T.K., *Social Movements II: Concerns of Equity and Security*, Oxford University Press, 2010.

Unit-III Social Movements in India

1 Credit

- Subaltern and Dalit Movements in India
- Peasants Movements in India
- Tribal and Ethnic Movements in India
-

Suggested Reading List:

- MSA Rao, *Social Movements in India: Studies in Peasant, Tribal and Women's Movement*, Manohar Publication, 2002.
- Rajinder Singh, *Social Movements Old and New*, New Delhi, Sage, 2001. Publications.
- Ghanashyam Shah, *Social Movements in India: A Review Of Literature*, Rawat Publications, 2nd Edition, 2022.
- Ramashray Roy, Sujata Miri and Sandhya Goswami, *Northeast India Development, Communalism and Insurgency*, Anshah Publishing House, 2007.
- Nilsen, Alf Gunvald and Srila Roy, *New Subaltern Politics: Reconceptualizing Hegemony and Resistance in Contemporary India*, Oxford University Press, 2015.
- Nilsen, Alf Gunvald, *Politics from Below: Essays on Subalternity and Resistance in India*, Aakar Books 2017.

Unit-IV New Social Movements in India

1 Credit

- Environmental and Ecological Movement
- Feminist Movement
- Anti-Corruption Movement

Suggested Reading List:

- Lee, Su H., *Debating New Social Movements: Culture, Identity and Social Fragmentation*, Rawat Publications, 2010.
- Omvedt, Gail, *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*, Routledge, 1993
- MSA Rao, *Social Movements in India: Studies in Peasant, Tribal and Women's Movement*, Manohar Publication, 2002.
- Rajinder Singh, *Social Movements Old and New*, New Delhi, Sage, 2001. Publications.
- Ghanashyam Shah, *Social Movements in India: A Review Of Literature*, Rawat Publications, 2nd Edition, 2022.
- [Krishna Mallick](#), *Environmental Movements of India: Chipko, Narmada Bachao Andolan*,

- Navdanya, Amsterdam University Press, 2021.
- Maiyatree Chaudhuri, *Feminism in India*, Bloomsbury Academic, 2005.

FYUGP SEMESTER-VIII

Code: UGPSDE 806 Name: Politics of Development
(Category: Honours, Credit: 4, Duration: 6 Months)

Course Objectives

The course *Politics of Development* has been designed in a comprehensive approach so as to disseminate basic understanding on politics of development within the configuration of development studies in Political Science. The course offers students to pursue fundamental approaches, ideas and critical nuances in understanding how politics remains as an indispensable course of action in decision making processes and implementation of such decisions in the development of economic, structural as well as socio-political foundation of a nation or region within the larger context of world politico-economic order. Broader objective of the course is to orient students to develop critical research outlook and contextualize various approaches, theories, current socio-political and economic experiences towards understanding politics of development.

Course Outcomes

The course will enhance students' grasp of theoretical knowledge as well as empirical reality associated with various political, economic, social issues and challenges in development studies. The course will imbibe in students' critical knowledge in analysing the role of state actors as well as non-state actors in the problems of development in the current world political scenario. It will enable the students to understand development as well as causes of underdevelopment and its subsequent strategies to overcome the challenges associated with the politics of development. The course will also prepare the students to re-think alternative paradigms focusing more on inclusive policies.

Unit-I Introduction

1 Credit

- Origin and Significance of Development Studies
- Why Politics Matter in Development?

Suggested Reading List:

- Adam Smith, *The Wealth of Nations*, Bibliomania.com Ltd, Oxford, England, 2002
- L.A Brett, *Reconstructing Development Theory*, New York, Palgrave Macmillan, 2009.
- Michael Cown, and Robert Shenton, *Doctrines of Development*, London: Routledge, 1996.
- Des Gasper, *The Ethics of Development*, Edinburgh: Edinburgh University Press, 2004.
- Gilbert Gist, *History of Development: From Western Origins to Global Faith*, 4th Revised Edition, Zed Books, . 2014.
- Nedervean, Jan, *Development Theory: Deconstruction/Reconstruction*, 2nd Edition. London: Sage, 2009.
- Anthony Payne, and Nicola Philips, *Development*, Cambridge: Polity Press, 2010.
- Vandana Desai, and Robert B. Potter, eds. *The Companion to Development Studies*, 3rd Edition. London, Hodder Education, 2014.
- David Simon, ed. *Fifty Key Thinkers on Development*, London: Routledge, 2006.

- Henry Veltmeyer, ed. *The Critical Development Studies Handbook: Tools for Change*, Fernwood Publishing and Pluto Press: Blackpoint, Winnipeg, London and New York, 2011.

Unit-II Theories and Approaches

1 Credits

- Dependency Theory
- Marxian Approach
- Neo-liberal Approach
- Capability Approach

Suggested Reading List:

- Richard Peet, and Elaine Hartwick, *Theories of Development: Contentions, Arguments, Alternatives*. Third Edition. New York: Guilford Press, 2015. Atul Kohli, *State Directed Development*, Cambridge University Press, 2012.
- Amin, Samir, *Imperialism and Unequal Development*, New York: Monthly Review Press, 1977.
- Bagchi, A. K., *The Political Economy of Underdevelopment*, Cambridge: Cambridge University Press, 1982.
- Amartya Sen, *Development as Freedom*, New York: Alfred A. Knopf, . 2000.
- Arturo Escobar. 2012. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press. Preface to 2012
- Cardoso, Fernando, Henrique. 1977. "The Consumption of Dependency Theory in the US." *Latin American Research Review* 12, 3: 7-24.
- Evans, Peter, *Dependent Development: The Alliance of Multinational, State, and Local Capital in Brazil*, Princeton, NJ: Princeton University Press, 1979,
- Frank, Andre Gunder, *Capitalism and Underdevelopment in Latin America*, Historical Studies of Chile and Brazil, New York, Monthly Review Press, 1969.

Unit-III Issues and Debates on Development

1 Credit

- Globalization and Development
- Human Development
- Inclusive and Sustainable Development

Suggested Reading List:

- Select Human Development Reports.
- John Baylis et. al. *The Globalization of World Politics: An Introduction to International Relations*, 6th Edition, OUP, 2014.
- Stiglitz, Joseph E., *Globalization and its Discontents*, New York, W.W. Norton and Company, 2002.
- John Rapley, *Understanding Development*, Boulder, Lynne Reiner, 2007.
- Young, Crawford. *The African Colonial State in Comparative Perspective*. New Haven, Conn.: Yale University Press, 1994.
- Andre Gunder Frank, "The Development of Underdevelopment" *Monthly Review*, 18, 4: 17-32, . 1966.
- Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, Transl., Marjory Mattingly Urquidi. Berkeley CA, University of California Press, . 1979.
- Colin Leys, "Underdevelopment and Dependency: Critical Notes" *Journal of Contemporary Asia*, 7, 1: 92-107, 1977.
- James O'Conner, "The Meaning of Economic Imperialism." In Robert R. Rhodes, ed. *Imperialism and Underdevelopment a Reader*, New York, Monthly Review Press, 101-149, 1970.
- Wallerstein, Immanuel, "The Rise and Future Demise of the Capitalist World System Concepts for Comparative Analysis" *Comparative Studies in Society and History*, 16, 4: 387-415, 1974.
- Mick Moore, "Political Underdevelopment: What causes „bad governance“?" *Public Management Review*, 3(3) 2001.
- Lloyd I. & Rudolph, *In Pursuit Of Lakshmi: The Political Economy Of The Indian State*, Orient Blackswan, 1987.

- Sam Hickey et.al. Eds., *The Politics of Inclusive Development: Interrogating the Evidence*, OUP, 2015.
- R. maria Saleth et. al. *Issues and Challenges of Inclusive Development*, Springer, 2020.
- Elliott, Jennifer A., *An Introduction to Sustainable Development*, Taylor and Francis, 2013.
- Brett, E.A, *The World Economy since the War: The Politics of Uneven Development*, London, Macmillan, 1985.
- Andrew M. Fischer, “The End of Peripheries? Or the Enduring Relevance of Structuralism for Understanding Contemporary Global Development.” *Development and Change* 46, 4: 700-732, 2015.

Unit-IV Development Measures and Challenges

1 Credit

- Structural Adjustment Programmes
- Role of World Bank and IMF
- Regional Development Bank

Suggested Reading List:

- Select World Bank and IMF’s Reports on Structural Adjustment Programmes
- Giles Mohan, et.al., *Structural Adjustment: Theory, Practice and Impacts*, Routledge, 2000.
- Biersteker, Thomas J, “International Financial Negotiations and Adjustment Bargaining: An Overview.” In Thomas J. Biersteker, ed. *Dealing with Debt*, Boulder CO, Westview Press, 1993.
- B.C. Smith, *Understanding Third World Politics: Theories of Political Change and Development*. 4th Edition, Houndmills, Basingstoke, Hampshire, and New York: Palgrave Macmillan, 2013.
- Howard Handelman, *Challenges of Third World Development*, 7th edition. Boston: Longman (Pearson), 2012. Friedman, Jonathan, *Empowerment: The Politics of Alternative Development*, Oxford: Blackwell, 1992.
- Pranab K. Bardhan, *The Political Economy of Development in India*, B. Blackwell, 1984.
- Hamza Alavi, *Capitalism and Colonial Production: Essays on the Rise of Capitalism in Asia*, Croom Helm, 1982.
- Forrest D. Colburn, “Good-Bye to the „Third World“,” *Dissent*, June 2006
- Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, Princeton, NJ, Princeton University Press, 1995
- Abhijit Bannerjee and Esther Duflo, *Poor Economics, Public Affairs*, 2012.
- Pranab Bardhan, “Who Represents the Poor?” *Boston Review*, July 19, 2011
- Amartya Sen and Jean Derez, *An Uncertain Glory: India and Its Contradiction*, Princeton University Press, New York, 2013.

Course Contents & Credits of 1 Year PG to be studied after qualifying 8th Semester of FYUGP with 75% and above

Programme Description (1-Year Postgraduate Programme in Political Science)

The one-year Postgraduate Programme in Political Science is a meticulously designed course aimed at providing students with advanced knowledge and analytical skills in political theory, governance, public policy, international relations, and regional political dynamics, with a special focus on Northeast India. The programme is structured across two semesters, comprising a total of 44 credits, combining core disciplinary courses, elective papers, skill enhancement courses, and a research project, thereby ensuring a balance between theoretical understanding and practical competencies.

The first semester introduces students to research methodology, academic writing, and the political dynamics of Northeast India, alongside papers on foreign policy, human rights, East Asian political systems, contemporary global politics, and soft skills. These courses lay the foundation for critical thinking, analytical reasoning, and contextual understanding of regional and global political systems. The second semester builds

on this foundation with advanced courses in critical traditions in political theory, governance and public policy in India, peace and conflict in international politics, politics of identity, rural governance, politics of West Asia, and the application of AI in research. A key component of the programme is the PG-level Research Project, which equips students with hands-on experience in independent research, data analysis, and academic writing.

The programme emphasizes participatory learning through seminars, group discussions, and research-oriented activities, fostering a critical outlook and professional competence. It aligns with the UGC curriculum framework, which ensures that students are well-prepared for higher academic pursuits, research careers, and competitive examinations such as UGC-NET/JRF, SLET, UPSC, and APSC. In addition, it sensitizes students to India's social, political, economic, and cultural complexities, promoting democratic values, multicultural awareness, gender sensitivity, and responsible citizenship.

Overall, the programme aims to develop well-rounded political science graduates who are research-ready, socially responsible, and capable of contributing to academia, public administration, policy-making, and other professional fields requiring analytical and ethical political insight.

Programme Objectives

The one-year Postgraduate Programme (PG Semester I & II) is designed to provide students with advanced and holistic training in political science, combining theoretical depth with methodological rigour and practical engagement. The programme aims to cultivate a sophisticated understanding of political theory, governance, public policy, international relations, identity politics, and regional political dynamics, particularly focusing on Northeast India and evolving global issues. By introducing students to a wide range of specialised courses alongside skill-based papers such as soft skills and the use of AI in research, the programme seeks to develop critical thinking, analytical abilities, and professional competencies. A core objective is to strengthen students' research orientation through intensive modules on research methodology, academic writing, and a supervised research project, enabling them to undertake independent and ethically grounded academic work. Overall, the programme intends to produce well-informed, research-ready, and socially responsible individuals capable of meaningful contribution in academia, public service, and policy-oriented careers.

Programme Specific Outcomes

Upon completion of the programme, students will acquire a critical and research-oriented outlook essential for advanced studies in social sciences, particularly political science, supported by rigorous methodological training that enhances their scholarly potential (PSO-2). The curriculum, aligned with the UGC framework, equips learners with conceptual clarity and analytical skills that significantly strengthen their preparedness for national-level competitive examinations such as UGC-NET/JRF and SLET (PSO-3). Through participatory teaching-learning practices—including discussions, seminars, and group activities—the programme nurtures communication skills, leadership qualities, and professional readiness, enabling students to grow into competent educators and policy practitioners (PSO-4). The comprehensive and examination-oriented structure further assists students in preparing effectively for state and national civil services, including UPSC and APSC, with faculty guidance enhancing their exam readiness (PSO-5). Additionally, the programme deepens students' understanding of India's socio-political, economic, cultural, and historical complexities, fostering democratic values, multicultural sensitivity, and gender awareness, thereby empowering them to engage responsibly as informed citizens and future leaders (PSO-6).

Semester-IX : PG Semester -I (Total Credit: 22)

Course Objectives (COBs)

COB 1: To introduce students to the foundational concepts of research, including research problems,

hypotheses, objectives, and the significance of systematic inquiry.

COB 2: To familiarize learners with various traditions and philosophical approaches to knowledge production such as positivism, hermeneutics, Marxist, post-colonial, and feminist perspectives.

COB 3: To enable students to understand and apply qualitative and quantitative research methods commonly used in the social sciences.

COB 4: To develop competence in data collection techniques, sampling procedures, and the use of appropriate research tools for data interpretation and analysis.

COB 5: To enhance academic writing skills necessary for producing reviews of literature, research reports, proposals, and scholarly arguments.

Course Outcomes (COs)

After completing this course, students will be able to:

CO 1: Identify and formulate research problems, develop hypotheses, articulate research questions, and conduct a structured review of literature.

CO 2: Demonstrate an understanding of diverse epistemological traditions and evaluate their relevance for social science research.

CO 3: Apply appropriate qualitative and quantitative research methods including ethnography, surveys, focus groups, case studies, and mixed methods to different research contexts.

CO 4: Use suitable tools, techniques, and sampling methods for collecting, processing, and analyzing both primary and secondary data.

CO 5: Produce clear, coherent, and academically rigorous writing through proper organization, argumentation, citation, and presentation of research findings.

PGPSC901 RESEARCH METHOD AND ACADEMIC WRITING

Unit-I Basics of Research

2 Credit

Research Problem, Statement, Review of Literature, Research Objectives, Research Question, Hypothesis, Significance of Research

Suggested Reading List:

1. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
2. Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.
3. Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). SAGE Publications.
4. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
5. Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). SAGE Publications.

Unit-II Methods of Acquiring Knowledge

1 Credit

Traditional, Positivism, Hermeneutics, Empirical Marxist, Post-Colonial and Feminist Approach

Suggested Reading List:

1. Bhabra, G. K. (2014). *Connected sociologies*. Bloomsbury Academic.
2. Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. SAGE Publications.
3. Harding, S. (2004). *The feminist standpoint theory reader: Intellectual and political controversies*. Routledge.
4. Horkheimer, M., & Adorno, T. W. (2002). *Dialectic of enlightenment: Philosophical fragments*. Stanford University Press.

5. Smith, L. T. (2012). *Decolonizing methodologies: Research and indigenous peoples* (2nd ed.). Zed Books.

Unit-III Methods of Social Science Research

1 Credit

Qualitative: Ethnography, Focus Group, Narrative, Observation and Descriptive Method Quantitative: Survey Method, Case Study Method, (PKS) Correlational Method, Experimental Method and Mixed Method

Suggested Reading List:

1. Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
2. Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
3. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
4. Babbie, E. (2021). *The practice of social research* (15th ed.). Cengage Learning.
5. Teddlie, C., & Tashakkori, A. (2010). *Foundations of mixed methods research* (2nd ed.). SAGE Publications.

Unit-IV Data, Tools and Analysis

1 Credit

Types of Data: Primary and Secondary Data Collection: Methods, Tools and Techniques (PKS) Types and Techniques of Sampling: Simple, Random and Stratified Data processing, interpretation and analysis

Suggested Reading List:

1. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of applied statistics* (6th ed.). Sultan Chand & Sons.
2. Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
3. Lohr, S. (2022). *Sampling: Design and analysis* (3rd ed.). Chapman & Hall/CRC.
4. O'Leary, Z. (2017). *The essential guide to doing your research project* (3rd ed.). SAGE Publications.
5. Walliman, N. (2018). *Research methods: The basics* (2nd ed.). Routledge.

PGPSC902 POLITICAL DYNAMICS IN NORTH EAST INDIA

Course Objectives: This paper offers students to the themes, concepts and debates that underlie the study of political history of North East region, diverse and complex social structures, and discourses of ethnicity, nationalism, socio-political and cultural identities which eventually has had led the state apparatus (from colonial to postcolonial period) to introduce series of administrative mechanisms. The course will offer students to interrogate over manifold policy implementations and their implications over the politics and political processes in India's North East. It seeks to develop new insights among students on the relevance of studies on NEI to understand complex politics and political processes especially about the North East. It seeks to explore the socio-political and cultural construction of ethno-national identities and explain the relationships that exist between nation-state, identities, numbers of autonomy movements for separate states, secessionist movements, dialogues, peace dialogues and accords, people's rights and subsequent politics of development in NEI.

Course Learning Outcomes: The course politics and political processes in North East India remains helpful for students in developing critical ideas on complex politics concerning NEI which in turn will provide theoretical insights and perspectives to students if they wish to pursue research programme in the area of ethnicity, nationalism, identity politics and political processes in North East India. The paper also remains relevant for students, those preparing for UGC NET-JRF, SLET, UPSC, APSC and other competitive exams alike.

Unit - I: Demographic Profile of North East India**1 Credit**

- Pre-Colonial and NE Region
- Evolution and Geopolitical significance of North East as a Region

Suggested Reading List:

- *Political History of Assam* (All volumes), Publication Board, Govt. of Assam (ed.), 2008.
- Edward Gait, *A History of Assam*, Lawyers' Book Stall, Guwahati, 2008.
- Alexander Mackenzie, *The North-East Frontier of India*, Mittal Publishers, New Delhi, [1884], 1995.
- James C. Scott's *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, Yale University Press, New Heaven and London, 2009.
- Verrier Elwin, *India's North-east Frontier in the Nineteenth Century*, Oxford University Press, Bombay, 1959.
- M.S Prabhakara "Is North-East India Landlocked?", *Economic and Political Weekly*, Vol. 39, No. 42, Oct. 16-22, 2004, pp. 4606-4608.
- Peter Robb, "The Colonial State and Constructions of Indian Identity: An Example on the Northeast Frontier in the 1880s", *Modern Asian Studies*, Vol. 31, No. 2, May, pp. 245-283.
- Tilottoma Misra "Assam: A Colonial Hinterland" *Economic and Political Weekly*, August, 1990.
- Sanghamitra Misra, "The Nature of Colonial Intervention in the Naga Hills, 1840-80", *Economic and Political Weekly*, Vol. 33, No. 51, Dec, 19-25, p. 3277.
- Joysankar Hazarika, *Geopolitics of Northeast India*, Gyan Publishers, New Delhi, 1996.

Unit - II : Colonial and Post-colonial State of Governance**1 Credits**

- Inner Line
- Excluded and Partially Excluded Areas
- The Sixth Schedule
- Integration and Re-organization of States in North East

Suggested Reading List:

- Amalendu Guha, *Planter Raj to Swaraj- Freedom Struggle and Electoral Politics of Assam, 1826- 1947*, People's Publishing House Pvt. Ltd, New Delhi, 1977.
- H. Srikanth, "Colonialism in India: British colonialism in North East and Hill Tribes of Composite Assam", *Man and Society*, Indian Council of Social Science Research, Vol. III, Spring, 2006.
- Vijay Hansaria, *B.L Hansaria's Sixth Schedule to the Constitution*, 3rd Edition, Universal Law Publication, New Delhi, 2010.
- S.K. Chaube, *Hill Politics in Northeast India*, 3rd Edition, Orient Blackswan, New Delhi, 2012.
- Guha, Amalendu, "Great Nationalism, Little Nationalism and Problems of Integration" *Economic and Political Weekly*, Vol. 14, No. 7-8, 1979, pp. 455-458.
- Nag, Sajal, *India and North-East India: Mind, Politics and the Process of Integration (1946 1950)*, Regency Publications, 1998.
- B. Dutta Roy, *Reorganization of Northeast India since 1947*, Concept, New Delhi, 1996.
- David R. Syiemlieh, *On the Edge of Empire: Four british Plans for North East India, 1941-1947*, Sage, New Delhi, 2014.

Unit – III : Major Issues: Identity, Conflicts and Movements**2 Credit**

- Debates on Indigeneity and Immigration
- Autonomy Movements for Separate State
- Secessionist Movements: Greater Nagalim, Swadhin Asom
- Inter-Ethnic Conflicts and Border Disputes in NEI
- AFSPA and People's Rights

Suggested Reading List:

- Virginius Xaxa, “Tribes as Indigenous People of India”, *Economic & Political Weekly*, December 18, 1999.
- Srikanth, H, “Who in North-east India Are Indigenous?”, *Economic & Political Weekly*, Vol. XIIX, No. 20, May 17, 2014.
- Myron Weiner, *Sons of the Soil: Migration and Ethnic Conflict in India*, Princeton University Press, 1978.
- S.K. Das, “Immigration and Demographic Transformation of 1891-1981”, *Economic and Political Weekly*, Vol.15, No.19, 1980.
- Manirul Hussain, “Tribal Movement for Autonomous States in Assam”, *Economic and Political Weekly*, Vol. 22, No. 32, August, 1987.
- ,*The Assam Movement: Class, Identity and Ideology*, Manak Publications, New Delhi, 1993.
- Udayon Misra, *The Periphery Strikes Back: Challenges to the Nation-State in Assam and Nagaland*, IAS, Shimla, 2000.
- Sanjib Baruah, (ed.) *Beyond Counter-Insurgency: Breaking the Impasse in North-East India*, Oxford University Press, New Delhi, 2009.
- *Durable Disorder: Understanding the Politics of North East India*, Oxford University Press, 2005.
- *India Against Itself: Politics of Nationality in Assam* Oxford University Press, New Delhi 1999.
- Gitrin Phukan, *Inter-Ethnic conflict in Northeast India*, South Asian Publishers, New Delhi, 2005.
- Dutta, Nandana, *Questions of Identity of Assam: Location, Migration, Hybridity*, Sage Publications, New Delhi, 2012.
- Hazarika, Niru, *Ethnic Autonomy Question in N.E India: Search for an Answer*, Spectrum, Guwahati, 2005.
- Samaddar, Ranabir (ed.), *The Politics of Autonomy*, Sage Publication, New Delhi, 2005.
- P.S. Dutta, *Ethnic Movements in Poly-Cultural Assam*, Har-Anand Publication, New Delhi, 1990.
- B.B Kumar (ed.), *Problems of Ethnicity in the North East India*, Concept Publishing Company, New Delhi, 2007.
- Nani G. Mahanta, *Confronting the State: ULFA’s Quest for Sovereignty*, Sage Publication, New Delhi, 2013.
- Archana Upadhyay, *India’s Fragile Borderlands: The Dynamics of Terrorism in North East India*, I.B Tauris & Co., NY, 2009.
- Sajal Nag, *Nationalism, Separatism and Secessionism*, Rawat Publication, New Delhi, 1999.
- _____, *Contesting Marginality: Ethnicity, Insurgency and Subnationalism in North-East India*, Manohar Publishers & Distributors, New Delhi, 2002.
- Pakem, B. (ed.), *Nationality, Ethnicity and Cultural Identity in North-East India*, Omsons Publications, New Delhi, 1990.
- Varghese, B.G. and Desai (ed.), *Situation in Assam*, Gandhi Peace Foundation, Mimeo, 1980.
- Hiren Gohain, “Ethnic Unrest in the North-East”, *Economic and Political Weekly*, Vol. XXXII, No.8, Feb., 22, 1997.
- Prabhakara, M S, “Separatist Movement in the North-East”, *Economic and Political Weekly*, Vol. XLII, No. 09, March 03, 2007.
- Sanjay Kumar Roy, “Conflicting Nations in North-East India”, *Economic and Political Weekly*, Vol. XL, No. 21 May, 2006.
- Srikanth, H, “Discourses on Rights and India’s North-East”, *Economic and Political Weekly*, Vol. XL, No. 4, Jan. 22, 2005.
- “AFSPA: Legacy of Colonial Constitutionalism”, *Seminar*.

Unit – IV : Peace Processes and Development in NEI**1 Credit**

- Peace Dialogues, Accords and Role of Civil Society
- Debates on Development, Role of NEC and DoNER
- Look East/Act Policy, Trade and Connectivity

Suggested Reading List:

- Das, Samir Kumar, “Conflict and Peace in India’s North East: The Role of Civil Society”, *Policy Studies* 42, East-West Centre Washington, 2007, pp.1-3.
- Udayon Mishra, *India’s North East: Identity, Movement, State, and Civil Society*, Oxford University Press, New Delhi, 2014.
- (ed.) *Nation Building and Development in North East India*, Purbanchal Prakash, Guwahati, 1991.
- Abbi, B.L (ed.), *North East Region Problems and Prospects of Development*, Centre for Research in Rural and Industrial Development, Chandigarh, 1984.
- Nag, Sajal, “North East: A Comparative Analysis of Naga, Mizo and Meitei Insurgencies”, *Faultline*, Vol. 14.
- C. Joshua Thomas, Gurudas Das, *Look East to Act East Policy: Implications for India's Northeast*, Taylors & Francis, 2016.

PGPSC903 (A) FOREIGN POLICY OF MAJOR POWERS**Course Objective**

The course is designed to introduce students to the theoretical and conceptual foundations of foreign policy and to equip them with the analytical tools required to understand how states articulate, pursue, and defend their national interests. It aims to clarify key concepts such as foreign policy, diplomacy, and international relations while enabling learners to identify and evaluate the determinants that shape state behaviour in the global arena. Grounded in both classical and critical theoretical traditions, the course provides a framework for comparative analysis of major powers. By examining the foreign policies of the United States, Russia, and China, students will gain insight into each country’s strategic vision, national goals, and evolving geopolitical priorities. The course also seeks to foster an understanding of contemporary developments—such as US–China rivalry, Indo-US relations, Russia’s strategic challenges, and China’s expanding influence through initiatives like the Belt and Road Initiative (BRI). Ultimately, the objective is to develop informed, critical perspectives on global power politics and the evolving architecture of international relations.

Course Outcome

Upon completion of the course, students will be able to clearly define and differentiate between key concepts such as foreign policy, diplomacy, and international relations, and explain the major determinants that influence foreign policy decisions. They will be able to apply classical and critical theories to analyze state behaviour and geopolitical strategies in comparative perspective. Students will develop a thorough understanding of the foreign policies of the United States, Russia, and China, including their strategic visions, core principles, and contemporary priorities. They will gain the analytical capacity to interpret major global developments such as the US–China power competition, Indo–US relations, Russian national security challenges, and China’s growing use of economic, military, and soft-power instruments. Additionally, students will be equipped to critically assess multilateral engagements by major powers—such as China’s role in ASEAN, Africa, and the UN—and demonstrate an advanced ability to evaluate how evolving global dynamics shape international order. The course will strengthen their ability to think strategically, compare foreign policy models, and engage with scholarly debates in global politics.

UNIT I: Theoretical and Conceptual Foundation of Foreign Policy**1 Credit**

- Concepts and definition- foreign policy, diplomacy and international relations
- Determinants of foreign policy
- Theoretical approaches: Classical and Critical

Suggested Reading List:

- Hill, C. (2016). **Foreign Policy in the Twenty-First Century** (2nd ed.). Palgrave Macmillan.

- Rosenau, J. N. (1980). **The Scientific Study of Foreign Policy**. Nichols Publishing.
- Carlsnaes, W., Risse, T., & Simmons, B. A. (Eds.). (2013). **Handbook of International Relations** (2nd ed.). SAGE Publications.
- Waltz, K. N. (1979). **Theory of International Politics**. Addison-Wesley.
- Allison, G., & Zelikow, P. (1999). **Essence of Decision: Explaining the Cuban Missile Crisis** (2nd ed.). Longman.
- Smith, S., Hadfield, A., & Dunne, T. (Eds.). (2016). **Foreign Policy: Theories, Actors, Cases** (3rd ed.). Oxford University Press.
- Hudson, V. (2014). **Foreign Policy Analysis: Classic and Contemporary Theory**. Rowman & Littlefield.

UNIT II: Foreign Policy of United States of America (USA)

2 credit

- Strategic Vision and Goals
- Principles and Objectives: Democracy, Security and Strategic interest
- Contemporary development: US- China rivalry, Indo-US relation

Suggested Reading List:

- Brands, H. (2016). **Making the Unipolar Moment: U.S. Foreign Policy and the Rise of the Post–Cold War Order**. Cornell University Press.
- Stent, A. (2014). **The Limits of Partnership: U.S.–Russian Relations in the Twenty-First Century**. Princeton University Press.
- Mearsheimer, J. J. (2014). **The Tragedy of Great Power Politics** (Updated ed.). W. W. Norton.
- Goldgeier, J. M., & McFaul, M. (2003). **Power and Purpose: U.S. Policy Toward Russia After the Cold War**. Brookings Institution Press.
- Nye, J. S. (2004). **Soft Power: The Means to Success in World Politics**. PublicAffairs.
- Haass, R. (2017). **A World in Disarray: American Foreign Policy and the Crisis of the Old Order**. Penguin.

UNIT III: Foreign Policy of Russia

1 Credit

- Strategic Vision and National Goals
- Principles and Objectives
- Contemporary Issues and Challenges

Suggested Reading List:

- Tsygankov, A. P. (2019). **Russia’s Foreign Policy: Change and Continuity in National Identity** (5th ed.). Rowman & Littlefield.
- Stent, A. (2014). **The Limits of Partnership: U.S.–Russian Relations in the Twenty-First Century**. Princeton University Press.
- Mearsheimer, J. J. (2014). **The Tragedy of Great Power Politics**. W. W. Norton.
- Lo, B. (2015). **Russia and the New World Disorder**. Brookings Institution Press.
- Sakwa, R. (2017). **Russia Against the Rest: The Post-Cold War Crisis of World Order**. Cambridge University Press.

UNIT IV: Foreign Policy of China

1 Credit

- Strategic Vision and National Goals
- Instruments of power- BRI, Military, Soft Power

- Multilateral engagements – UN, ASEAN and Africa

Suggested Reading List:

- Shambaugh, D. (2016). **China's Future**. Polity Press.
- Xiao, R., & Buckley, L. (Eds.). (2019). **China's Foreign Policy: Concepts, Actors, and Processes**. Routledge.
- Zhao, S. (Ed.). (2015). **China's Search for Energy Security**. Routledge.
- Swaine, M. D. (2020). **American and Chinese Worldviews and the Implications for U.S.–China Relations**. Carnegie Endowment.
- Callahan, W. (2010). **China: The Pessimist Nation**. Oxford University Press.
- Rolland, N. (2017). **China's Eurasian Century? The Belt and Road Initiative and Its Strategic Implications**. NBR.

PGPSC903 (B) EMERGING ISSUES OF HUMAN RIGHTS

Course Objectives: This paper offers students to understand the themes and issues in the study of Human Rights. It seeks to develop new insights among students on the diverse perspectives that have emerged to offer evolution, understanding of basic concepts, role of UNO, international laws and protocols, challenges to vulnerable groups like women, children and refugees. It explores both the possibilities as well as limitations of the idea of Human Rights. The paper also deals with the emergence of Human Rights, its violations and its fallout on the working of Indian democracy and the role of NHRC, SHRC, NCW and NCM.

Course Learning Outcomes: The paper remains helpful for students if they wish to pursue research in the area of social rights, security etc. The paper has utility for students preparing for UGC NET-JRF exam and SLET exam.

Unit- I: Human Rights and UNO

2 Credits

- UN Charter and UDHR
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Socio-Cultural Rights (ICESCR)
- UN and Sustainable Development

Goals

Suggested Reading List:

- Robertson, A.H.& Merrills, J. G. (2005). *Human Rights in the World*. Delhi : Universal.
- Donnelly, Jack. (1989). *Universal Human Rights in Theory and Practice*. Ithaca: Cornell University Press.
- SAHRDC.(2008). *Human Rights and International Law*.New Delhi: OUP.
- United Nations, *Human Rights: A Compilation of International Instruments*, Bookwell, New Delhi, 2002.
- Vincent, R.J. (1986). *Human Rights and International Relation*. Cambridge: Cambridge University Press.
- Hussain, Monirul. (2008). *Interrogating Development: State, Displacement and Popular Resistance in North East India*. New Delhi : Sage.

- Kumar, Anuradha. (2002). *Encyclopaedia of Human Rights Development of under Privilege*. New Delhi: Sarup.

Unit- II : Issues of Human Rights in India

1 Credit

- Social Issues: gender stereotyping, social hierarchy, dowry
- Issues of Children: illiteracy, trafficking, violence, child marriage
- Issues of differently-abled persons
- Issue of Displacement for development

Suggested Reading List:

- K.P. Saksena, (Ed.). (2003). *Human Rights and the Constitution: Vision and the Reality*. New Delhi: Gyan Publishing.
- Ishay, M. R. (2004). *The History of Human Rights*. New Delhi: Orient Longman.
- Freeman, Michael. (2002). *Human Rights: An Interdisciplinary Approach*. Oxford: Polity.
- Baxi, Upendra. (2002) *The Future of Human Rights*. New Delhi: Oxford University Press
- Singh, B.P. (2008). *Human Rights in India: Problems and Perspectives*. New Delhi: Deep & Deep.
- Mujawar, Wasiyoddin R. (2009). *Social and Political Movements for Human Rights*. Delhi: Manglam.
- Chaudhary, S.N. (2005). *Human rights and poverty in India: theoretical issues*. Delhi: Concepts.

Unit - III: Implementation Mechanisms in India

2 Credits

- Judicial Activism and Use of PIL
- National Human Rights Commission, National Commission for Women
- National Commission for Schedule Caste and Schedule Tribes
- National Commission for Minorities

Suggested Reading List:

- Boyle, Kevin. (ed.). (2009). *New Institutions for Human Rights Protection*. Clarendon: OUP.
- Journal of National Human Rights Commission
- The National Commission for minorities Act, 1992
- Annual Report of National Commission for Women

Unit- IV: Challenges of Human Rights

1 Credit

- Refugees: Extradition and Asylum
- Women and Children
- Minority: Religious Minority, Linguistic Minority and Ethnic Minority

Suggested Reading List:

- Sharma, B.R. (2009). *Encyclopaedia of Human Rights and Women's Development*. New Delhi: Sarup & sons.
- Gurusamy, S.(2009). *Human Rights and Gender Justice*. New Delhi: APH.
- Pathak, J., Boro, M.C. & Kalita, J. (2016). *Reflection of Contemporary Social Issues*. Kolkata:Global Publishing House
- Alison Dundes Renteln , The Concept of Human Rights , *Anthropos*, Bd. 83, H. 4./6. (1988), pp. 343- 364
- Jack Donnelly , Human Rights as Natural Rights , *Human Rights Quarterly*, Vol. 4, No. 3 (Autumn, 1982), pp. 391-405
- Antoon De Baets, The Impact of the "Universal Declaration of Human Rights" on the Study of History, *History and Theory*, Vol. 48, No. 1 (Feb., 2009), pp. 20-43
- Jack Donnelly, Cultural Relativism and Universal Human Rights , *Human Rights Quarterly*, Vol. 6, No. 4 (Nov., 1984), pp. 400-419

PGPSE904 (A) East Asian Political System (China, Japan, South Korea)**Course Objective**

The primary objective of this course is to provide students with a comprehensive understanding of the political systems, historical trajectories, cultural foundations, and governance models that define major East Asian countries. By examining the evolution of political institutions and ideologies in China, Japan, and South Korea, the course aims to familiarize learners with the region's diverse political landscapes and their contemporary relevance. It also seeks to equip students with analytical frameworks to understand how East Asian states balance tradition and modernity, state power and societal participation, and economic progress and political reform. Through a comparative approach, the course encourages critical thinking on how political structures, party systems, civil society, and media influence governance and policy outcomes in East Asia.

Course Outcome

Upon completion of this course, students will be able to analyze and compare the political systems of major East Asian countries, understanding their historical roots, ideological influences, and governance patterns. They will develop the ability to critically evaluate the functioning of party systems, the role of bureaucracy, and the interplay between state and civil society in China, Japan, and South Korea. Students will also be equipped to interpret contemporary political developments, policy debates, and reform trajectories in the region. Additionally, learners will be prepared to assess how cultural norms, historical experiences, and institutional legacies shape political behavior and decision-making across East Asia. This foundational knowledge will support advanced study in comparative politics, international relations, and Asian regional

studies.

Unit I: Introduction to East Asia

2 Credit

- Political System
- Historical and Cultural foundation
- Political Ideologies and Governance Models

Suggested Readings:

1. Scalapino, R. A. (1995). *The Politics of Development in East Asia*. Harvard University Press.
2. Rozman, G. (Ed.). (2004). *East Asia: A New History*. Pearson Longman.
3. Dreyer, J. T. (2018). *Middle Powers and the Rise of China*. Oxford University Press.
4. Hagan, K., & Tanaka, S. (Eds.). (2009). *East Asian Political Thought in Modern Times*. Rowman & Littlefield.
5. Stockwin, J. A. A. (2019). *Governing Japan* (4th ed.). Wiley.

Unit II: Political System of China

1 Credit

- Party System
- Policy and Governance
- Civil Society and Media

Suggested Readings:

1. Lieberthal, K. (2004). *Governing China: From Revolution Through Reform* (2nd ed.). W. W. Norton.
2. Shambaugh, D. (2016). *China's Future*. Polity Press.
3. Saich, T. (2015). *Governance and Politics of China* (4th ed.). Palgrave.
4. Perry, E., & Selden, M. (Eds.). (2010). *Chinese Society: Change, Conflict and Resistance*. Routledge.
5. Zhao, S. (Ed.). (2015). *China's Search for Energy Security*. Routledge.

Unit III: Political System of Japan

1 Credit

- Political Structure
- Party System
- Civil Society and Media

Suggested Readings:

1. Hook, G. D., Gilson, J., Hughes, C. W., & Dobson, H. (2012). *Japan's International Relations* (3rd ed.). Routledge.
2. Stockwin, J. A. A. (2019). *Governing Japan* (4th ed.). Wiley.
3. Pempel, T. J. (Ed.). (2015). *The Politics of Japan's Foreign Policy*. Cornell University Press.
4. Jain, P. (2016). *Japan's Foreign Policy in the Twenty-First Century*. Lexington Books.
5. Pharr, S. J., & Krauss, E. S. (Eds.). (1996). *Media and Politics in Japan*. University of Hawaii Press.

Unit IV: Political System of South Korea

1 Credit

- Political Structure
- Party System
- Civil Society

Suggested Readings:

1. Seth, M. J. (2016). *South Korea's Modern History* (2nd ed.). Rowman & Littlefield.
2. Moon, C.-I., & Mo, J. (1999). *Democratization and Globalization in South Korea*. Routledge.
3. Haggard, S., & Kaufman, R. (2012). *The Political Economy of Democratic Transitions*. Princeton University Press.

4. Kim, S. S. (Ed.). (2011). *Korean Politics: The Quest for Democratization and Economic Development*. Cornell University Press.
5. Armstrong, C. K. (2007). *Korean Society: Civil Society, Democracy and the State*. Routledge.

PGPSE904 (B) Contemporary Issues in Global Politics

Course Level: Postgraduate

Credits: 5

Duration: One Semester (16 Weeks)

Course Objectives (COs)

By the end of this course, students will be able to:

1. Understand and critically analyze major contemporary global political issues.
2. Explore the role of international organizations and non-state actors in shaping world politics.
3. Evaluate the impact of globalization, regionalism, and nationalism on global governance.
4. Examine key global challenges such as climate change, migration, terrorism, and digital politics.
5. Develop analytical tools to assess policy responses to current global crises and conflicts.

Course Outcomes (COs)

Upon successful completion of this course, students will be able to:

1. Demonstrate critical awareness of contemporary global political challenges and trends.
2. Analyze the role and limitations of international institutions in managing global issues.
3. Assess the influence of globalization, regional dynamics, and rising powers on world politics.
4. Engage with real-world case studies and apply theoretical tools to evaluate global events.
5. Formulate informed opinions and policy perspectives on emerging political phenomena.

Course Units

Unit I: Theoretical and Conceptual Foundations

2 Credit

- Understanding Contemporary Global Politics: Key concepts and debates
- Globalization and its Discontents
- Sovereignty, Nationalism, and the Erosion of Borders
- Power and Hegemony in the Post-Cold War Era

Suggested Reading List:

1. Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The globalization of world politics* (8th ed.). Oxford University Press.
2. Cox, R. W., & Sinclair, T. J. (1996). *Approaches to world order*. Cambridge University Press.
3. Held, D., & McGrew, A. (Eds.). (2007). *Globalization theory: Approaches and controversies*. Polity Press.
4. Nye, J. S. (2011). *The future of power*. PublicAffairs.
5. Strange, S. (1996). *The retreat of the state: The diffusion of power in the world economy*. Cambridge University Press.

Unit II: Major Global Actors and Institutions**1 Credit**

- Role of the United Nations and Multilateralism
- Rise of China, Decline of US Hegemony?
- Global South and Emerging Powers
- NGOs, MNCs, and Non-state Actors in Global Governance

Suggested Reading List:

1. Acharya, A. (2014). *The end of American world order*. Polity Press.
2. Ikenberry, G. J. (2012). *Liberal leviathan: The origins, crisis, and transformation of the American world order*. Princeton University Press.
3. Kennedy, P. (2006). *The parliament of man: The past, present, and future of the United Nations*. Vintage Books.
4. Keohane, R. O., & Nye, J. S. (2011). *Power and interdependence* (4th ed.). Longman.
5. Sridhar, D., & Woods, N. (2013). *Trojan multinationals? Global corporations and the global governance of health*. Global Policy Press.

Unit III: Key Contemporary Issues**1 Credit**

- Climate Change and Environmental Politics
- Global Terrorism and Counter-terrorism
- Migration, Refugees, and Human Security
- Technology, Cyber Warfare, and Surveillance Politics

Suggested Reading List:

1. Barnett, J., & Duvall, R. (2005). Power in global governance. In M. Barnett & R. Duvall (Eds.), *Power in global governance* (pp. 1–32). Cambridge University Press.
2. Betts, A. (2013). *Survival migration: Failed governance and the crisis of displacement*. Cornell University Press.
3. Kaldor, M. (2012). *New and old wars: Organized violence in a global era* (3rd ed.). Stanford University Press.
4. Nye, J. S. (2010). *Cyber power*. Harvard University Press.
5. Stern, N. (2007). *The economics of climate change: The Stern review*. Cambridge University Press.

Unit IV: Regionalism, Conflicts, and Future Trends**1 Credit**

- Regional Organizations: EU, ASEAN, AU, BRICS
- Contemporary Geopolitical Conflicts (Ukraine-Russia, Israel-Palestine, South China Sea)
- Populism, Authoritarianism, and Democratic Backsliding
- Future of Global Order: Multipolarity or Fragmentation?

Suggested Reading List:

1. Acharya, A. (2012). *The making of Southeast Asia: International relations of a region*. Cornell University Press.
2. Diamond, L. (2019). *Ill winds: Saving democracy from Russian rage, Chinese ambition, and American complacency*. Penguin Press.
3. Kupchan, C. (2012). *No one's world: The West, the rising rest, and the coming global turn*. Oxford University Press.
4. Mearsheimer, J. J. (2018). *The great delusion: Liberal dreams and international realities*. Yale University Press.
5. Walt, S. M. (2018). *The hell of good intentions: America's foreign policy elite and the decline of U.S. primacy*. Farrar, Straus and Giroux.

PGPSE904 (C) Emerging Issues in Indian Administration

CREDITS: 5

Course Objectives

By the end of this course, students will be able to:

1. Understand the historical evolution of Indian administration from Kautilya's Arthashastra, Mughal rule, to the British legacy and the constitutional framework.
2. Analyze the administrative reforms since independence, including civil service reform, decentralization, and efficiency enhancement.
3. Examine the structure, recruitment, training, and capacity-building mechanisms of Indian civil services, including code of conduct and staff associations.
4. Explore contemporary issues in Indian administration such as e-governance, citizen-administration interface, and corruption.
5. Develop a critical perspective on the challenges and opportunities in modern Indian administration for improving governance and public service delivery.

Course Outcomes

After successful completion of the course, students will be able to:

1. Explain the evolution of Indian administration and identify key historical influences on contemporary governance.
2. Assess the impact of post-independence administrative reforms and understand the role of major committees and commissions.
3. Describe the functioning of civil services, including recruitment, training, discipline, and grievance redressal mechanisms.
4. Critically evaluate emerging issues in Indian administration such as e-governance, citizen participation, and corruption.
5. Apply theoretical knowledge to analyze administrative challenges and propose practical solutions for efficient governance in India.

Unit I Evolution of Indian Administration

2 Credit

- a) Kautilya's Arthashastra; Mughal administration
- b) Legacy of British rule in politics and administration
- c) Philosophical and constitutional framework of government.

Suggested Reading List:

1. Sharma, M. P., Sadana, B. L., & Harpreet. (2012). *Public administration in theory and practice*. Kitab Mahal.
2. Bhattacharya, M. (2019). *Public administration: Structure, process and behaviour* (2nd ed.). McGraw

Hill.

3. Alavi, H. (1973). The state in post-colonial societies. *New Left Review*, 1(74), 59–81.
4. Rangarajan, L. N. (Ed.). (1992). *Kautilya: The Arthashastra*. Penguin.
5. Misra, B. B. (1959). *The administrative history of India, 1834–1947*. Oxford University Press.

Unit II Administrative Reforms Since Independence

1 Credit

- a) Major concerns: civil service reform, decentralisation, efficiency
- b) Important committees and commissions
- c) Implementation.

Suggested Reading List:

1. Second Administrative Reforms Commission. (2005–2009). *Reports 1–15*. Government of India.
2. Basu, D. D. (2015). *Introduction to the Constitution of India* (21st ed.). LexisNexis.
3. Awasthi, A., & Maheshwari, S. R. (2009). *Public administration in India*. Macmillan.
4. Jain, R. B. (2004). *Decentralisation and good governance in India*. Sage.
5. Paul, S. (2012). *Strengthening public service delivery: Citizen report card model*. Public Affairs Centre.

Unit III Civil Services

1 Credit

- a) Recruitment, training and capacity-building
- b) Code of conduct and discipline, staff associations, civil service activism.
- c) Grievance redressal mechanism.

Suggested Reading List:

1. Nigro, F. A., Nigro, L. G., & Kellough, J. E. (2014). *The new public personnel administration* (7th ed.). Cengage Learning.
2. Maheshwari, S. R. (2005). *Indian administration* (6th ed.). Orient Blackswan.
3. Government of India. (1964). *Central Civil Services (Conduct) Rules*.
4. Peters, B. G. (2022). *The politics of bureaucracy* (7th ed.). Routledge.
5. Kelkar, V. (2010). *Reforming India's public services: Lessons from grievance redressal systems*. NIPFP.

Unit IV Significant Issues in Indian Administration

1 Credit

- a) E-Governance
- b) Citizen-administration interface
- c) Corruption.
- c) Readings

Suggested Reading List:

1. Bhatnagar, S. (2014). *E-government: From vision to implementation*. Sage.
2. UNDP. (2005). *Human development report: International cooperation at a crossroads*.
3. Jain, R. B. (2001). *Corruption in India*. Allied Publishers.
4. World Bank. (2016). *Digital dividends: World development report*.
5. Pande, S. (2015). *Citizen-centric administration in India*. Indian Institute of Public Administration.

PGVAC905 (VAC): Soft Skills

Credits: 2

Course Objectives (COBs)

1. Develop effective communication skills-verbal, non-verbal, and written suitable for public, academic, and political environments.
2. Enhance leadership, teamwork, and conflict-management abilities essential for democratic engagement and organizational functioning.
3. Strengthen professional competencies such as presentation skills, decision-making, critical thinking, and workplace etiquette.
4. Promote holistic personality development by fostering self-confidence, emotional intelligence, and ethical conduct relevant to political science and public service.

Course Outcomes (COs)

After completing the course, students will be able to:

1. Demonstrate clear and impactful communication skills, including public speaking, debate, and written expression.
2. Apply leadership, teamwork, and negotiation techniques effectively in academic, political, and community settings.
3. Use professional skills, including presentations, resume writing, and interview preparation, to enhance employability and performance.
4. Exhibit improved self-awareness, confidence, and ethical behavior, enabling more effective participation in governance, civil society, and public discourse.

Unit I : Communication Skills for Public and Political Engagement 1 Credit

- Meaning, scope, and importance of soft skills in public life and governance.
- Debate, discussion, and argumentation skills for political discourse.
- Writing political briefs, policy notes, and analytical reports.

Suggested Reading List:

1. Barker, A. (2015). *Improve your communication skills* (4th ed.). Kogan Page.
2. Guffey, M. E., & Loewy, D. (2017). *Essentials of business communication* (11th ed.). Cengage Learning.
3. Gamble, T. K., & Gamble, M. (2016). *Interpersonal communication: Building connections together*. Sage Publications.
4. Barun, M. K. (2018). *Personality development and soft skills*. Oxford University Press.
5. Covey, S. R. (2013). *The 7 habits of highly effective people*. Simon & Schuster.

Unit II : Leadership, Teamwork and Conflict Management 1 Credit

- Leadership types and qualities: transformational, participatory, ethical leadership.
- Team building and collaborative work; coordination in political and administrative settings.
- Time management, decision-making, and problem-solving.

Suggested Reading List:

1. Whetten, D. A., & Cameron, K. S. (2016). *Developing management skills* (9th ed.). Pearson.
2. Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson.
3. Covey, S. R. (2013). *The 7 habits of highly effective people*. Simon & Schuster.
4. Barun, M. K. (2018). *Personality development and soft skills*. Oxford University Press.
5. Gamble, T. K., & Gamble, M. (2016). *Interpersonal communication: Building connections together*. Sage Publications.

Semester-X PG Semester -I (Total Credit: 22)

PGPSC1001 DEBATES ON CONTEMPORARY POLITICAL THEORIES

Course Objectives: With an objective to make students familiar with the conceptual developments within Political theory, this Course seeks to introduce the concepts of Justice, Rights, Liberty and Equality. It aims at making students aware of the contemporary debates vis- à-vis the contributions of various political theorists on the said themes. The thematic evolution of these concepts, more particularly in the later half of the 20th century, has a large bearing on the resurgence and revival of political theory. To that end, understanding these concepts emerges as an important exercise in the process of studying political Science.

Learning Outcomes: The Course will provide the epistemic window for understanding the conceptual evolution within political Science, more particularly in the later half of the 20th Century. As such, the Course is significant in comprehending the trajectory of resurgence of political theory after a period of hiatus brought by behaviouralism. It will help students in understanding the debates surrounding the core areas of Justice, Rights, Liberty and Equality. The course constitutes an important area of subject-domain knowledge vis-à-vis the UGC- NET/JRF and SLET as well as other competitive examinations.

Unit - I: Debates on Justice

2 Credits

- Debates on Justice Justice as Fairness (John Rawls)
- Robert Nozick's Entitlement Theory
- Amartya Sen's Perspective on Justice
- Communitarian and Feminist conceptions (Michael Walzer, Michael J. Sandel)
- Global Justice (Thomas Pogge)

Suggested Reading List:

- John Rawls (1971). *A Theory of Justice*. Belknap Press.
- Nozick, Robert (2018). *Entitlement Theory Libertarian Rights and the Minimal State*.
- Nozick, Robert (2013). *Anarchy, State, and Utopia*.
- Bhargava, Rajeev and Acharya, Ashok. (Ed.). (2010). *Political Theory: An Introduction*. New Delhi: Pearson Education.
- Hoffman, John and Graham, Paul. (2010). *Introduction to Political Theory*. New Delhi: Pearson Education.
- Sen, Amartya. (1992). *Minimal Liberty in Economica*. Vol. 59 No. 234 (May, 1992), pp. 139-159
- Michael Walzer (Feb. 1990). *The Communitarian Critique of Liberalism*, Political Theory, Vol. 18, No. 1, pp. 6-23
- *Michael J. Sandel (1982). Liberalism and the Limits of Justice*. Cambridge University Press.
- Thomas W. Pogge (2007). *World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms*. Balckwell .

Unit - II : Debates on Rights

1 Credit

- Moral vs Legal Rights
- Rights as Trumps (Ronald Dworkin)
- Natural rights (H.L.A.Hart)

Suggested Reading List:

- David Alm (2019). *Moral Rights and Their Grounds*. Routledge
- Ronald Dwokin (2013). *Taking Rights Seriously*. Harvard University Press
- HLA Hart (2012). *The Concept of Law*. Clarendon Law Series.

- Gauba, O.P. (2015). *An Introduction to Political Theory*. New Delhi: Macmillan.
- Hoffman, John & Graham, Paul. (2007). *Introduction to Political Theory*. Delhi: Pearson Education.
- Gerald F. Gaus & Chandran Kukathas (2004). *Handbook of Political Theory*. Sage
- Ramaswamy, Sushila. (2015). *Political Theory: Ideas and Concepts*. New Delhi: Macmillan.

Unit- III : Debates on Liberty

1 Credit

- Negative and Positive Liberty (Isaiah Berlin)
- Republican conception (Skinner)
- Freedom and the Market (Libertarians)
- Liberty, Equality and Justice: Inter-linkages

Suggested Reading List:

- Berlin, I. (1958). *Two Concepts of Liberty*. Oxford: Oxford University Press.
- Skinner, Quentin. (2002). *A Third Concept of Liberty*. Proceedings of the British Academy, 117, pp 237-68
- Heywood, Andrew. (2012). *Political Theory*. London: Macmillan Press.
- Das, P.G. (2009). *Modern Political Theory*. New Delhi: NCBA
- Mill, J.S. (2018). *On Liberty*. Delhi: Alpha Edition

Unit - IV : Debates on Equality

1 Credit

- Debates on Equality Value of Equality (Bernard Williams)
- Equality of Opportunity (John Rawls)
- Equality of what? (Welfare, Resources, Capability)

Suggested Reading List:

- Bernard Williams (1985). *Ethics and the Limits of Philosophy*. Harvard University Press
- John Elser (2012). *The idea of equality revisited*. Cambridge University Press
- John Rawls (1971). *A Theory of Justice*. Belknap Press.
- Howard, M.C. & King, J.E. (1975). *The Political Economy of Karl Marx*. New York: Longman.
- David Held. (2006). *Political Theory and the Modern State*. Delhi: World View
- Chandhoke, Neera. (1994). *Understanding the Post-colonial World: Theory and Practice*. New Delhi: Sterling.
- Daniels Norman (2016). *Equality of What: Welfare, Resources, or Capabilities?* Routledge

PGPSC1002 (A) Governance and Public Policy in India

Course Objectives

By the end of this course, students will be able to:

1. Understand the concepts of governance, good governance, and democratic governance in the Indian context.
2. Analyze the role of civil society, citizen participation, and individual engagement in democratic processes.
3. Examine mechanisms of accountability, administrative reforms, and transparency initiatives in Indian administration.
4. Explore practical tools and mechanisms for promoting good governance, including e-governance, decentralization, and citizen charters.
5. Evaluate the formulation and implementation of public policy and development planning in India, including major schemes and the role of NITI Aayog.

Course Outcomes

After successful completion of the course, students will be able to:

1. Explain the evolution and significance of governance and democratic processes in India.
2. Assess the contributions of civil society and citizens in promoting participatory governance.
3. Analyze accountability mechanisms, administrative reforms, and institutional checks and balances in India.
4. Apply knowledge of governance mechanisms, such as citizen charters, e-governance, and decentralization, to real-world scenarios.
5. Critically evaluate public policy processes, development planning, and major government initiatives aimed at socio-economic development.

UNIT I: Concepts of Governance and Democratic Framework in India

2 Credit

- Meaning and evolution of *governance*, *good governance*, and *democratic governance*.
- Civil society: nature, functions, and contributions to governance.
- Role of individuals and citizen participation in democratic processes.

Suggested Reading List:

1. Agarwal, R. (2018). *Public administration in India*. New Delhi: Orient Blackswan.
2. Bevir, M. (2013). *Governance: A very short introduction*. Oxford University Press.
3. Bovaird, T., & Löffler, E. (2009). *Public management and governance*. Routledge.
4. Jayal, N. G., & Mehta, P. B. (Eds.). (2010). *The Oxford companion to politics in India*. Oxford University Press.
5. Osborne, S. (2010). *The new public governance?* Routledge.
6. World Bank. (2007). *Strengthening World Bank group engagement on governance and anticorruption*. World Bank Publications.
7. UNDP. (1997). *Governance for sustainable human development*. United Nations Development Programme.

UNIT II: Accountability and Administrative Reforms

1 Credit

- Accountability and control in Indian administration.
- Institutional mechanisms of checks and balances.
- Administrative reforms in India: ARC recommendations, transparency initiatives.

Suggested Reading List:

1. Awasthi, A., & Awasthi, A. (2017). *Indian administration*. Pearson.
2. Basu, D. D. (2019). *Introduction to the Constitution of India*. LexisNexis.
3. Chakrabarty, B., & Chand, P. (2016). *Public administration in a globalizing world*. Sage Publications.
4. GoI. (2008). *Report of the Second Administrative Reforms Commission*. Government of India.
5. Jain, R. B. (2004). *Public administration in India: 21st century challenges*. Deep & Deep.
6. Phillips, A. (2015). *Accountability in governance*. Cambridge University Press.
7. Punchhi Commission. (2010). *Report on Centre–State relations*. Government of India.

UNIT III: Mechanisms for Good Governance

1Credit

- Consumer Protection Act, Citizen Charters, e-governance initiatives.

- Decentralization and people's participation.
- Challenges: financials, capacity building, corruption and political interference

Suggested Reading List:

1. Bava, N. (Ed.). (2000). *Public policy and governance in India*. Sage Publications.
2. Mathew, G. (1994). *Panchayati Raj in India*. Institute of Social Sciences.
3. Mishra, S. (2019). *Local governance in India*. Rawat Publications.
4. Singh, S. (Ed.). (2016). *Decentralisation and local governance*. Springer.
5. Srivastava, V. N. (2019). *Right to Information: A practical guide*. LexisNexis.
6. Sharma, M. P. & Sadana, B. L. (2015). *Public administration in theory and practice*. Kitab Mahal.
7. GoI. (2014). *Lokpal and Lokayuktas Act, 2013: Handbook*. Department of Personnel & Training.

UNIT IV: Public Policy and Development Planning in India

1 Credit

- Public policy: nature, process, and instruments of socio-economic development.
- Public Policies: PMAY, JJM, MNREGA, AYUSHMAN, PMGSY
- NITI Aayog: structure, functions, role in development.

Suggested Reading List:

1. Anderson, J. E. (2014). *Public policymaking*. Cengage Learning.
2. Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Penguin Books.
3. Howlett, M., Ramesh, M., & Perl, A. (2020). *Studying public policy*. Oxford University Press.
4. NITI Aayog. (2020). *Strategy for New India @ 75*. Government of India.
5. Paul, S. (2002). *Holding the state to account: Citizen monitoring in public services*. Books for Change.
6. Sharma, B. A. V. (2017). *Public policy in India*. Rawat Publications.
7. World Bank. (2018). *India development update*. World Bank Publications.

PGPSC1002 (B) Peace and Conflict in International Politics

Course Objectives

By the end of this course, students will be able to:

1. Understand key concepts, theories, and historical developments in peace and conflict studies.
2. Analyze dominant security frameworks, including traditional, nuclear, strategic, and disarmament approaches.
3. Examine major geopolitical transformations from the Cold War to the contemporary global order.
4. Evaluate internal and transnational security challenges such as terrorism, ecology, demography, and resource politics.
5. Explore alternative and critical perspectives on security, including feminist, cooperative, human, and developmental approaches.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of peace theories, military developments, and conflict trajectories.
2. Critically analyze traditional and non-traditional security concepts in global politics.
3. Explain Cold War dynamics, its phases, and the geopolitical shifts in the post-Cold War era.
4. Assess key internal and transnational security threats affecting contemporary international relations.
5. Apply alternative security perspectives to evaluate global peacekeeping, human security, and cooperative strategies.

UNIT I: Foundations of Peace and Conflict Studies

2 Credit

- Peace and Conflict Studies: history, evolution, and major theoretical approaches
- History of peace ideas and global peace movements
- Revolutions in Military Affairs (RMA): technological changes and strategic implications
- Changing nature of warfare and global conflict patterns

Suggested Reading List:

1. Barash, D. P., & Webel, C. (2018). *Peace and conflict studies* (4th ed.). Routledge.
2. Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization*. SAGE Publications.

3. Kaldor, M. (2013). *New and old wars: Organized violence in a global era* (3rd ed.). Polity Press.
4. Smith, R. (2021). *The utility of force: The art of war in the modern world*. Knopf.
5. Howard, M. (2009). *War in European history*. Oxford University Press.

UNIT II: Security Concepts and Strategic Thought

1 Credit

- Traditional security paradigm and threat perceptions
- Concept of strategy in international politics
- Nuclear weapons: deterrence theory and strategic stability
- Disarmament measures: chemical, biological, and nuclear weapons control regimes
- Arms control treaties and global non-proliferation frameworks

Suggested Reading List:

1. Baylis, J., Wirtz, J., Gray, C. S., & Cohen, E. (Eds.). (2019). *Strategy in the contemporary world* (6th ed.). Oxford University Press.
2. Waltz, K. N. (1981). *The spread of nuclear weapons: More may be better*. International Institute for Strategic Studies.
3. Sagan, S. D., & Waltz, K. N. (2012). *The spread of nuclear weapons: An enduring debate* (3rd ed.). W. W. Norton.
4. Smithson, A. (2012). *Toxic archipelago: Chemical weapons and humanity*. Cornell University Press.
5. Cirincione, J. (2007). *Bomb scare: The history and future of nuclear weapons*. Columbia University Press.

UNIT III: The Cold War and Post-Cold War Global Politics

1 Credit

- Nature, origin, and ideological foundations of the Cold War
- Evolution of the Cold War: phases, crises, and détente
- Sino-Soviet rift and shifting power balances
- US-West European relations during the Cold War
- End of the Cold War and emerging geopolitical order
- Evolution of the European Union: from integration to present-day challenges

Suggested Reading List:

1. Gaddis, J. L. (2005). *The Cold War: A new history*. Penguin Press.
2. Westad, O. A. (2017). *The Cold War: A world history*. Basic Books.
3. Leffler, M. P., & Westad, O. A. (Eds.). (2010). *The Cambridge history of the Cold War* (Vols. 1–3). Cambridge University Press.
4. Judt, T. (2005). *Postwar: A history of Europe since 1945*. Penguin Books.
5. Dinan, D. (2014). *Origins and evolution of the European Union* (2nd ed.). Oxford University Press.

UNIT IV: Contemporary Security Challenges and Alternative Approaches

1 Credit

- Internal and transnational threats:
 - Ethnicity and cultural conflicts
 - Ecological dangers and climate security
 - Terrorism and violent extremism
 - Demographic pressures
 - Narcotics trafficking
 - Politics of oil and energy security

Suggested Reading List:

1. Buzan, B., Wæver, O., & de Wilde, J. (1998). *Security: A new framework for analysis*. Lynne Rienner Publishers.
2. Dalby, S. (2014). *Security and environmental change*. Polity Press.
3. Crenshaw, M. (Ed.). (2010). *The counterterrorism reader*. Routledge.
4. Klare, M. T. (2012). *The race for what's left: The global scramble for the world's last resources*. Metropolitan Books.
5. Goodhand, J. (2008). Corrupting or consolidating the peace? The drugs–conflict nexus in

Afghanistan. *International Peacekeeping*, 15(3), 405–423.

PGPSC1003: Research Project 5 Credit

Course Objective

The primary objective of *PGPSC1003: Research Project* is to equip postgraduate students with the ability to independently conceptualize, design, and execute a systematic research study within the discipline of political science or related social sciences. The course aims to develop a strong foundation in research methodology, critical thinking, and academic writing by guiding students through the processes of identifying a research problem, reviewing relevant literature, formulating objectives and hypotheses, selecting appropriate methods, collecting and analysing data, and presenting evidence-based conclusions. It further seeks to cultivate academic integrity, methodological rigour, and problem-solving skills, thereby enabling students to contribute meaningfully to scholarly debates and policy-oriented discussions. Through continuous guidance and hands-on engagement, the course intends to foster research competencies that prepare students for higher academic pursuits, professional research roles, and analytically oriented careers.

Course Outcome

Upon successful completion of *PGPSC1003: Research Project*, students will demonstrate the ability to independently conduct a complete research study and produce a scholarly dissertation that reflects methodological soundness, analytical depth, and clarity of argumentation. They will be able to identify and define complex research problems, review and synthesize literature, apply suitable research designs, and use qualitative, quantitative, or mixed methods effectively. Students will acquire skills in data collection, interpretation, and critical evaluation of findings, as well as competence in academic writing, citation practices, and ethical research conduct. The course will enable learners to translate research insights into meaningful academic or policy contributions and enhance their preparedness for advanced research degrees, competitive examinations, development sector roles, and evidence-based decision-making environments.

PGPSE1004 (A) The Politics of Identity in Comparative Perspective

Objective: This course examines different theoretical approaches to, and dimensions of, the politics of identity. Focusing, in particular, on societies that experienced colonial rule, it explores how the colonial intervention shaped identities, and moulded the patterns of identity-based mobilization that unfolded over the colonial era and postcolonial phase. It examines the politics of nationhood, and its intersection with the politics of race, caste, religion, and gender, and the efforts made by postcolonial states to deal with cultural difference and conflict, and historically deep ascriptive inequalities. Identities are shaped not merely by state processes, but also by mobilization undertaken by parties and movements, often in response to state processes themselves; the course traces the interaction between identities and this mobilizational politics. Finally, it explores how identity politics has impacted various facets of the process of democratization in postcolonial

societies.

Course Outcome:

By the end of this course, students will develop a comprehensive understanding of how identities are formed, contested, and mobilized within comparative political contexts, particularly in societies shaped by colonial rule. They will be able to critically explain major theoretical approaches to identity—whether primordial, strategic, or politically constructed and analyse how colonial and postcolonial state structures influenced race, caste, gender, religion, and nationhood. Students will gain the ability to evaluate how anti-colonial nationalisms and postcolonial constitutional frameworks addressed cultural diversity and historical inequalities, while also understanding the dynamics of political mobilization, party politics, social movements, and collective violence arising from identity cleavages. Finally, learners will be equipped to assess the complex relationship between identity politics and democratic processes, including its implications for democratic deepening, stability, and conflict in postcolonial societies.

Unit I: Understanding Identity-Theoretical Foundations and Historical Contexts 2 Credit

- Theoretical approaches to identity: primordial ties, strategic choices, and political constructions
- Evolution of identities through political and social processes
- Anti-colonial nationalisms and their role in shaping collective identities
- Colonial rule and its impact on group identities, social classifications, and group conflicts

Suggested Reading List:

1. Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism* (Revised ed.). Verso.
2. Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories*. Princeton University Press.
3. Brass, P. R. (1991). *Ethnicity and nationalism: Theory and comparison*. SAGE Publications.
4. Smith, A. D. (2009). *Ethno-symbolism and nationalism: A cultural approach*. Routledge.
5. Young, R. J. C. (2001). *Postcolonialism: An historical introduction*. Blackwell.

Unit II: Identity, Nationhood, and Exclusion

1 Credit

- The nation's engagement with race, caste, religion, and gender
- Nation-making: inclusion, exclusion, and the politics of belonging
- Contesting nationhood: "Whose nation?" debates in comparative perspective

Suggested Reading List:

1. Yuval-Davis, N. (2011). *The politics of belonging: Intersectional contestations*. SAGE Publications.
2. Gellner, E. (2008). *Nations and nationalism*. Cornell University Press.
3. Dirks, N. B. (2001). *Castes of mind: Colonialism and the making of modern India*. Princeton University Press.

4. Anthias, F. (2002). Where do I belong? Narrating collective identity and translocational positionality. *Ethnicities*, 2(4), 491–514.
5. Balibar, É., & Wallerstein, I. (1991). *Race, nation, class: Ambiguous identities*. Verso.

Unit III: Identities and the Postcolonial State

1 Credit

- Legal and institutional approaches to cultural diversity: language, religion, tribe
- State policies toward historically rooted inequalities: caste and race
- Identity, constitution-making, and the tension between individual rights and community claims
- Tradition versus modernity: identity formation in postcolonial constitutional frameworks

Suggested Reading List:

1. Khilnani, S. (1999). *The idea of India*. Farrar, Straus and Giroux.
2. Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford University Press.
3. Austin, G. (1999). *The Indian Constitution: Cornerstone of a nation*. Oxford University Press.
4. Mamdani, M. (1996). *Citizen and subject: Contemporary Africa and the legacy of late colonialism*. Princeton University Press.
5. Parekh, B. (2008). *A new politics of identity: Political principles for an interdependent world*. Palgrave Macmillan.

Unit IV: Identity, Mobilization, Conflict, and Democracy

1 Credit

- When and why social cleavages gain political salience
- Identity-based political mobilization: role of political parties and social movements
- Identity politics and collective violence: causes, patterns, and consequences
- Identity politics, democratic deepening, and the challenges to democratic stability

Suggested Reading List:

1. Horowitz, D. L. (2000). *Ethnic groups in conflict* (2nd ed.). University of California Press.
2. Varshney, A. (2002). *Ethnic conflict and civic life: Hindus and Muslims in India*. Yale University Press.
3. Wilkinson, S. I. (2004). *Votes and violence: Electoral competition and ethnic riots in India*. Cambridge University Press.
4. Chandra, K. (2004). *Why ethnic parties succeed: Patronage and ethnic head counts in India*. Cambridge University Press.
5. Tilly, C. (2003). *The politics of collective violence*. Cambridge University Press.

This course aims to provide students with a comprehensive understanding of the institutional, constitutional, and administrative foundations of rural governance in India. It seeks to familiarise learners with the structure and functioning of Panchayati Raj Institutions, the significance of the 73rd Constitutional Amendment, and the mechanisms of democratic decentralisation. The course intends to develop analytical insights into key issues such as functional and fiscal decentralisation, decentralised planning, and accountability within rural governance systems. Additionally, it aims to introduce students to major central government initiatives for rural development and their implementation dynamics. Finally, the course aspires to build awareness about the importance of people's participation by examining the roles of NGOs, self-help groups, user associations, and community-based institutions in strengthening rural administration and development.

Course Outcomes

Upon completing this course, students will gain a deep understanding of the evolution, structure, and operation of rural governance in India, particularly through the Panchayati Raj framework. They will be able to critically assess the constitutional provisions, power distribution, and reservation policies that shape rural democratic institutions. Learners will develop the ability to evaluate the challenges and prospects of decentralisation, including issues related to planning, finances, and accountability. They will also acquire knowledge of major rural development programmes such as MGNREGA, NRHM, ARWSP, and SSA, and understand their impact on improving livelihoods and service delivery. Moreover, students will appreciate the significance of grassroots participation and will be able to analyse how NGOs, SHGs, and user groups contribute to inclusive governance and rural empowerment. This course will equip them with conceptual and practical insights essential for engaging with rural policy, administration, and development practice.

Unit I: Institutional Framework of Rural Governance

2 Credit

- Democratic decentralisation and the Panchayati Raj system: organisational structure and electoral processes
- The 73rd Constitutional Amendment: distribution of powers, functions, and intra-tier responsibilities
- The Eleventh Schedule and functional domains of Panchayati Raj Institutions (PRIs)
- Reservation policies for women, Scheduled Castes, and Scheduled Tribes in rural governance

Suggested Reading List:

1. Mathew, George. *Status of Panchayati Raj in the States of India*.
2. B.S. Baviskar & George Mathew (eds.). *Inclusion and Exclusion in Local Governance*.
3. S.L. Sharma. *Grassroots Democracy in India*.
4. Jain, L.C. *Panchayati Raj in India: A Brief History*.
5. Ministry of Panchayati Raj (Government of India) Reports.

Unit II: Issues in Decentralisation

1 Credit

- Functional decentralisation and the challenges of decentralised planning
- Fiscal decentralisation: revenue sources, grants, and financial autonomy of PRIs
- Accountability mechanisms: social audits, transparency measures, and grievance redressal
- Obstacles to effective decentralisation in rural India

Suggested Reading List:

1. Manor, James. *The Political Economy of Democratic Decentralization*.
2. World Bank. *Decentralization and Local Democracy in the World*.
3. Oommen, M.A. *Fiscal Decentralisation to Local Governments in India*.
4. Shah, Anwar. *Local Governance in Developing Countries*.
5. UNDP. *Decentralised Governance for Development*.

Unit III: Central Government Initiatives for Rural Development **1 Credit**

- Economic Initiatives: objectives, implementation, and outcomes
- Health and Water: objectives, implementation, and critical analysis
- NEP (2020): objectives, structure, implementation challenges, and critical analysis

Suggested Reading List:

1. Dreze, Jean & Reetika Khera. *MGNREGA: A Review of Early Experiences*.
2. Ministry of Rural Development (Government of India). *MGNREGA Reports*.
3. Rao, M. Govinda. *India's Health Sector: NRHM and Beyond*.
4. Govinda, R. *Education and Development in India: SSA Experiences*.
5. UNICEF India. *Water and Sanitation Programme Reports*.

Unit IV: People's Participation and Community-Based Governance **1 Credit**

- Role of Non-Governmental Organisations (NGOs) in strengthening rural governance
- Self-Help Groups (SHGs) and grassroots empowerment
- Participatory governance and the role of citizens in rural development

Suggested Reading List:

1. Korten, David. *Getting to the 21st Century: Voluntary Action and the Global Agenda*.
2. Ebrahim, Alnoor. *NGOs and Organizational Change*.
3. NABARD. *SHG–Bank Linkage Programme Reports*.
4. Chambers, Robert. *Rural Development: Putting the Last First*.
5. Uphoff, Norman. *Local Organizations: Intermediaries in Rural Development*.

PGPSE1004 (C): POLITICS OF WEST ASIA

Course Objective

The primary objective of this course is to provide students with a comprehensive understanding of the historical, political, cultural, and strategic dynamics that shape West Asian politics. It aims to introduce the evolution of political systems in the region, the complex interplay of religion, identity, and nationalism, and the impact of imperial interventions. The course further seeks to examine key regional conflicts, major power involvement, and cooperation frameworks such as the GCC. By engaging with contemporary issues including democracy debates, human rights, authoritarian governance, and mass protests students will develop the conceptual and analytical tools needed to interpret the multilayered political landscape of West Asia. Ultimately, the course aspires to enhance learners' ability to analyze regional developments within broader international relations frameworks.

Course Outcome

Upon completion of this course, students will be able to critically analyze the historical evolution and political structures of West Asian states and assess the region's strategic, economic, and cultural significance in global politics. They will gain the ability to explain the rise of nationalism, imperial legacies, and enduring conflicts such as the Arab–Israel issue, as well as interpret the geopolitical motivations of external actors like the USA, Russia, and the EU. The course will enable learners to evaluate regional organizations, patterns of cooperation and rivalry, and the socio-political implications of contemporary movements such as the Arab Spring. Students will also develop informed perspectives on debates surrounding democracy, authoritarianism, human rights, and state repression, equipping them for advanced research or policy analysis related to West Asia.

Unit I: Introduction to West Asian Politics

2 Credit

- Historical evolution of political systems in West Asia
- Religious and cultural significance of West Asia
- Economic and Strategic significance

Suggested Reading List:

1. Cleveland, W. L., & Bunton, M. (2016). *A History of the Modern Middle East* (6th ed.). Westview Press.
2. Gelvin, J. L. (2020). *The Modern Middle East: A History* (5th ed.). Oxford University Press.
3. Halliday, F. (2005). *The Middle East in International Relations: Power, Politics and Ideology*. Cambridge University Press.
4. Gause, F. G. (2010). *The International Relations of the Persian Gulf*. Cambridge University Press.
5. Owen, R. (2013). *State, Power and Politics in the Making of the Modern Middle East* (3rd ed.). Routledge.

Unit II: West Asia and Major imperial powers

1 Credit

- Rise and Decline of Ottoman Empire
- European hegemony, World War I and emergence of nationalism
- Rise of Zionism and creation of Israel

Suggested Reading List:

1. Zürcher, E. J. (2017). *Turkey: A Modern History* (4th ed.). I.B. Tauris.
2. Fromkin, D. (2009). *A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East*. Holt Paperbacks.
3. Cleveland, W. L., & Bunton, M. (2016). *A History of the Modern Middle East*. Westview Press.
4. Shlaim, A. (2014). *The Iron Wall: Israel and the Arab World* (Updated ed.). W. W. Norton.
5. Smith, C. D. (2016). *Palestine and the Arab-Israeli Conflict* (9th ed.). Bedford/St. Martin's.

Unit III: Regional Politics and International Relations in West Asia

1 Credit

- Arab- Israel conflict and peace efforts
- Regional Cooperation and GCC Politics
- USA, Russia, EU in West Asia- Interventions and Alliances

Suggested Reading List:

1. Quandt, W. B. (2005). *Peace Process: American Diplomacy and the Arab-Israeli Conflict* (3rd ed.). Brookings Institution Press.
2. Gause, F. G. (2010). *The International Relations of the Persian Gulf*. Cambridge University Press.
3. Hinnebusch, R., & Ehteshami, A. (Eds.). (2014). *The Foreign Policies of Middle East States* (2nd ed.). Lynne Rienner Publishers.
4. Lawson, F. H. (Ed.). (2016). *Global Security Watch—The Middle East*. Praeger.
5. Barnett, M., & Solingen, E. (2007). "Regionalism, Regimes, and Security in the Middle East." *International Politics*, 44(2–3).

Unit IV: Contemporary issues and challenges in West Asia

1 Credit

- Democracy and human rights debates
- Popular protests- Arab Spring and beyond
- State repression, surveillance and resistance

Suggested Reading List:

1. Lynch, M. (2013). *The Arab Uprising: The Unfinished Revolutions of the New Middle East*. PublicAffairs.
2. Anderson, L. (2011). "Demystifying the Arab Spring." *Foreign Affairs*, 90(3).
3. Dalacoura, K. (2016). *Political Violence in the Middle East*. Oxford University Press.
4. Brownlee, J., Masoud, T., & Reynolds, A. (2015). *The Arab Spring: Pathways of Repression and*

Reform. Oxford University Press.

- Bellin, E. (2012). "Reconsidering the Robustness of Authoritarianism in the Middle East." *Comparative Politics*, 44(2).

PGSEC1005 Use of AI in Research

2 Credit

Course Objectives

By the end of this course, students will be able to:

- Understand the foundational concepts and historical development of Artificial Intelligence (AI) relevant to political science.
- Apply AI-based tools for data collection, processing, and analysis in political research.
- Explore practical applications of AI in political behavior, policy modeling, and electoral studies.
- Examine ethical, legal, and social implications of AI in political contexts.
- Develop critical thinking for integrating AI methodologies in qualitative and quantitative political research.

Course Outcomes

After completing the course, students will be able to:

- Demonstrate understanding of AI principles and their applicability in political science research.
- Use AI tools such as machine learning, deep learning, and natural language processing (NLP) for political data analysis.
- Analyze political patterns and trends using AI-driven models and predictive analytics.
- Evaluate ethical, governance, and privacy challenges posed by AI in political research and policymaking.
- Design and implement a research project incorporating AI methodologies in political science inquiry.

Course Units

Unit I: Foundations of AI in Political Science

1 Credit

- Introduction to AI: concepts, scope, and historical evolution
- Relevance of AI in political science research
- Overview of machine learning, deep learning, and data mining
- Political data: types, sources, and characteristics (structured vs. unstructured data)

Suggested Reading List:

- Russell, S., & Norvig, P. (2021). *Artificial intelligence: A modern approach* (4th ed.). Pearson.
- Alpaydin, E. (2020). *Introduction to machine learning* (4th ed.). MIT Press.
- Lazer, D., et al. (2020). *Computational social science*. Cambridge University Press.
- Wooldridge, M. (2021). *Artificial intelligence: The basics*. Routledge.

Unit II: AI Tools and Techniques for Political Research

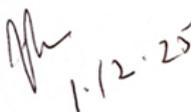
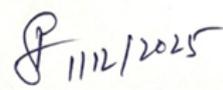
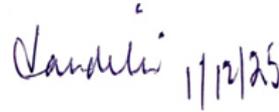
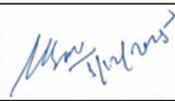
2 Credit

- Natural Language Processing (NLP) for text analysis: speeches, manifestos, social media
- Sentiment analysis and opinion mining in political contexts
- Social network analysis and political communication
- Predictive analytics for electoral behavior and polling

Suggested Reading List:

- Jurafsky, D., & Martin, J. H. (2023). *Speech and language processing* (3rd ed.). Pearson.

2. Grimmer, J., & Stewart, B. M. (2013). Text as data: The promise and pitfalls of automatic content analysis methods for political texts. *Political Analysis*, 21(3), 267–297.
<https://doi.org/10.1093/pan/mps028>
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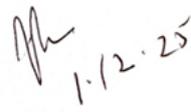
| SIGNATURE OF SUBJECT EXPERTS & MEMBERS OF THE BOARD OF STUDIES | | |
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| |  | |
| | Prof. Madan Chandra Boro | |

Note: The FYUGP SYLLABUS of Political Science was approved in the 10th Academic Council meeting held on 14-03-2023 under Agenda No. 10.17/AC/14.03.20123, Vide Resolution No. 10.17

Proposal: The revised FYUGP SYLLABUS & 1 YEAR PG SYLLABUS prepared by BoS as per NEP (2020) is approved in the 10th Academic Council (Agenda No. 13.05/AC/08.12.2025, & Resolution No. 12.05)



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