

SIDHO-KANHO-BIRSHA UNIVERSITY



**POST-GRADUATE CURRICULUM
(M.A. IN POLITICAL SCIENCE)**

**CHOICE BASED CREDIT SYSTEM (CBCS)
DEPARTMENT OF POLITICAL SCIENCE**

**TWO-YEAR FULL-TIME PROGRAM
REVISED ON 30-11-2022
COURSE STRUCTURE & EVALUATION PROCEDURE**

2022-2023

**MASTER OF ARTS
(POLITICAL SCIENCE)
Subject Code-MPOL**

TWO-YEAR FULL-TIME PROGRAM

REVISED CBCS

COURSE STRUCTURE & EVALUATION PROCEDURE



DEPARTMENT OF POLITICAL SCIENCE

**SIDHO-KANHO-BIRSHA UNIVERSITY
RANCHI ROAD, P.O.- SAINIK SCHOOL
PURULIA, WEST BENGAL, PIN- 723104**

**MASTER OF ARTS (POLITICAL SCIENCE) TWO-YEAR
REGULAR FULL-TIME PROGRAM**

AFFILIATION

The proposed program shall be governed by rules and regulations of the Sidho-Kanho-Birsha University and the course will be undertaken under the Department of Political Science, Faculty of Arts, Sidho-Kanho-Birsha University, Purulia, West Bengal, India.

PROGRAM STRUCTURE

The Two-year M.A. program is divided into four Semesters which are Semester-I, Semester-II, Semester III and Semester-IV.

EXPLANATION OF ABBREVIATIONS:

- 1) **M** stands for Master or Post Graduate
- 2) **POL** stands for POLITICAL SCIENCE
- 3) **CC** stands for Core Course or General Paper
- 4) **ME** stands for Major Elective or Special Paper
- 5) **OE** stands for Open Elective to be chosen by the students of other departments
- 6) **OP** stands for Outreach Programme for Community Responsibility & Extension Activity
- 7) **AC** stands for Add-On Course to develop relevant and essential skills
- 8) **T** stands for Theory
- 9) **S** stands for Practical and
- 10) **P** stands for Project/Dissertation

LIST OF MAJOR ELECTIVES / SPECIAL PAPERS:

The department will announce at the beginning of the respective semesters, the list of major electives or special papers which will be offered during semesters III and IV depending upon the availability of the faculty members and the demand for electives.

Area-A Modern India: Society & Politics

Area - B Third World and Contemporary International Relations

Area-C Human Rights & Women Studies

OPEN ELECTIVE: Open elective paper will be offered by the Department of Political Science to the students of other PG departments of Sidho-Kanho-Birsha University at the beginning of Semester - III. We have framed one theoretical Paper entitled: **Human Rights Study (MPOLOET 305)**. It will be a theory paper for basic conceptual orientation regarding evolving trajectories of human rights.

ADD-ON COURSE: The Add-On Course of the Political Science Department is entitled **Indian Constitution (MPOLACT 406)** which will be offered at the beginning of Semester – IV and it will be opened to all PG students of Sidho-Kanho-Birsha University.

Course Structure at a Glance (Master of Arts)

		Credit	Course Code	Paper Name		
Part-I	First Yr	Semester-I	4	MPOLCCT-101	Enlightenment & its critics	
			4	MPOLCCT-102	Political Theories & Ideas	
			4	MPOLCCT-103	Political Sociology	
			4	MPOLCCT- 104	Comparative Politics	
			4	MPOLCCT- 105	Modern Indian Political Thought	
			4	MPOLCCT-106	Modern Indian Political Movements	
		Semester-II	4	MPOLCCT- 201	Constitution & Constitutional Politics in India	
			4	MPOLCCT-202	Politics in India (Issues & Challenges)	
			4	MPOLCCT-203	Public Administration	
			4	MPOLCCT-204	Development Administration	
			4	MPOLCCT-205	Concepts & Theories of International Relations	
			4	MPOLCCT-206	Contemporary Issues in World Politics	
		Part-II	Second Year	Semester-III	4	MPOLCCT-301
4	MPOLCCT- 302				Social Foundations of Indian Politics	
4	MPOLMET				A	Mod. India (Politics in India)

			303 A / B / C (Spl.Paper)	B	Third World &Contem. IR (South & South Asian Politics)
				C	Human Rights & Woman Studies (Human Rights-History etc.)
		4	MPOLMET-304 A / B / C (Sp.Paper)	A	Dissertation
				B	Dissertation
				C	Dissertation
		4	MPOLOET-305	Human Rights Study*Will be offered to the students of other PG Departments	
		4	MPOLOPS-306	Community Awareness Campaign (On Domestic Violence Act etc)	
	Semester – IV	4	MPOLCCT-401	Local Self-Govt.	
		4	MPOLMET-402 A / B / C (Sp.Paper)	A	Constitutional Law of India
				B	Politics in the Middle East
				C	Woman Studies
		4	MPOLMET-403 A / B / C (Sp.Paper)	A	Political Economy of Development
				B	Developing Countries & IR Organization
				C	Feminism: Theories & Practice
		4	MPOLMET-404 A / B / C (Sp.Paper)	A	India & the World
				B	Globalization & Cont. World Politics
				C	Women & legal actions
		4	MPOLMEP-405 A/B/C	A	Project Work
				B	
				C	
		4	MPOLACT-406	Indian Constitution (To be offered to both Pol.Sc students & also for those of Other disciplines)	

SCHEME OF EXAMINATION:

1. The medium of instruction and examination shall be either English or Bengali or both. Generally, answers may be given either in Bengali or English.

2. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by Sidho-Kanho-Birsha University.

3. The system of evaluation shall be as follows:

3.1 Each course will carry 50 marks, of which 10 marks shall be reserved for internal assessment based on classroom participation, seminar, term courses, and tests. Any student who fails to participate in classes & seminars will be debarred from appearing in the end-semester examination in the specific course and no Internal Assessment marks will be awarded. His/her Internal Assessment marks will be awarded as and when he/she attends regular classes in the course in the next applicable semester. No special classes will be conducted for him/her during other semesters.

3.2 The remaining 40 marks in each paper shall be awarded based on a written examination at the end of each semester. The duration of the written examination for each paper shall be two hours.

3.3 Internal Assessment will be taken after due notification by the concerned teacher. It can be a written test or oral presentation or both.

PASS PERCENTAGE

Minimum marks for passing the examination in each semester shall be 40% in each paper.

REQUIREMENT OF PERCENTAGE OF ATTENDANCE TO APPEAR IN END-TERM EXAMINATION:

No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Department of Political Science, Sidho-Kanho-Birsha University to have an attendance of 75% of the total number of class lectures, and seminars, projects, extension activities, cultural programs, community awareness programs, etc. conducted in each semester during his/her course of study subject to the fulfillment other conditions as notified from time to time by Sidho-Kanho-Birsha University. The decision of the Sidho-Kanho-Birsha University Authority will be treated as final in this regard.

PAPER: I	
COURSE TITLE: ENLIGHTENMENT AND ITS CRITIQUES	
NO. OF CREDITS: 4	
COURSE CODE: MPOLCCT 101	
TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i) This course aims to familiarize students with the theoretical underpinnings of the 18th-century European Enlightenment. Students will explore the intellectual climate of the time, examining how Enlightenment thinkers challenged traditional authority and promoted reason, science, and individual rights. ii) Students will investigate the contributions of significant figures from Voltaire to Kant, analyzing their philosophies and writings. This exploration will include understanding their differing perspectives on reason, morality, politics, and society. iii) The course will encourage students to critically evaluate and assess the philosophies of various Enlightenment thinkers. Through discussions and written assignments, students will engage with primary texts to understand the implications of these ideas on contemporary thought. iv) Finally, students will develop a critical perspective on this transformative phase of European history. By examining both the achievements and limitations of Enlightenment thought, students will gain insights into its lasting impact on modern philosophy, politics, and culture.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i) The course will enrich the study of political philosophy by integrating scientific reasoning and empirical evidence into discussions of governance, ethics, and societal structures. Students will explore how the Enlightenment period emphasized rational thought and scientific inquiry as tools for understanding human nature and improving society. This approach will encourage students to critically analyze political theories and their implications in a contemporary context, fostering a balanced perspective that values both philosophical discourse and scientific advancements. ii) A key outcome of this course is to enable students to lessen their reliance on religious dogmas when engaging with political and ethical issues. By examining Enlightenment thinkers who advocated for secularism and reason over faith-based beliefs, students will learn the importance of questioning traditional narratives and developing their own informed viewpoints. The curriculum will emphasize the value of religious tolerance, encouraging students to appreciate diverse beliefs while advocating for a rational discourse that transcends dogmatic constraints. iii) The course will also focus on ameliorating current conditions of inequality by applying Enlightenment principles such as liberty, equality, and fraternity. Students will investigate historical and contemporary examples of inequality, analyzing how Enlightenment ideas can inform policies aimed at social justice and equity. Through

	critical engagement with texts from prominent Enlightenment philosophers, students will be equipped to propose solutions that address systemic inequalities in modern society.
SYLLABUS	
GROUP A	
1.	Background to European Enlightenment.
2.	Kant and Enlightenment.
3.	Hegel's criticism-concept of civil society.
4.	Hegel's concept of state.
GROUP B	
5.	Marx & Hegelians
6.	Right Hegelians-Nietzsche & his theory of Superman.
7.	Modernity & its criticism-rise of Post-modernism.
8.	Feminist critique of Enlightenment
FURTHER READING:	
<ol style="list-style-type: none"> 1. Himmelfarb, G. (2004). <i>The Roads to Modernity: The British, French, and American Enlightenments</i>. New York: Alfred A. Knopf. 2. Israel, J. (2001). <i>Radical Enlightenment: Philosophy and the Making of Modernity 1650–1750</i>. Oxford: Oxford University Press. 3. Israel, J. (2006). <i>Enlightenment Contested: Philosophy, Modernity, and the Emancipation of Man 1670–1752</i>. Oxford: Oxford University Press. 4. Pagden, A. (2013). <i>The Enlightenment: And Why It Still Matters</i>. Oxford: Oxford University Press. 5. Pinker, S. (2018). <i>Enlightenment Now: The Case for Reason, Science, Humanism, and Progress</i>. New York: Viking. 6. Pocock, J. G. A. (1999–2015). <i>Barbarism and Religion (Vols. 1–6)</i>. Cambridge: Cambridge University Press. 	

PAPER:II	
COURSE TITLE: POLITICAL THEORIES & IDEAS	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 102	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i) The primary objective of this course is to equip students with the ability to articulate and critically analyze key political concepts. This includes foundational ideas such as democracy, justice, power, and authority. Students will engage with various theoretical traditions that have shaped political thought throughout history, allowing them to understand how these concepts are applied in different contexts. ii) Another objective is to enable students to explore diverse theoretical traditions within political science, including liberalism, conservatism, socialism, feminism, and post-colonialism. By examining these frameworks, students will learn to appreciate the complexities of political ideologies and their implications for contemporary issues. iii) Students will be trained to construct coherent arguments that reflect a deep understanding of political theories and concepts. This involves not only defending their viewpoints but also engaging with opposing perspectives in a respectful and informed manner. The course will emphasize critical thinking skills necessary for effective argumentation. iv) A significant goal of this course is to enable students to connect theoretical knowledge with practical applications in the realm of politics. This includes encouraging them to explore ways in which they can contribute to political praxis—actions that are informed by theory and aimed at effecting change within their communities or broader society. v) The course aims to foster a sense of civic responsibility among students. By understanding political concepts and engaging with theoretical traditions, students will be better prepared to participate actively in democratic processes and advocate for social justice issues that resonate with their values.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i) One of the primary outcomes of offering this course is to develop deeper knowledge that will help dispel the cloud of biased perceptions. By engaging critically with various theoretical frameworks, students will be able to identify and challenge preconceived notions that often distort understanding. ii) The course aims to enhance students' ability to make sense of current events through a well-informed lens. By exploring the interplay between state, society, and market relations, students will

	<p>develop a nuanced understanding of how these elements influence contemporary issues. Thus, learners will get the guidance to connect real-world phenomena, fostering a more comprehensive grasp of global dynamics.</p> <p>iii) The course also purports to unravel the complex relationships between state and society as well as state and market interactions. Students will learn how these relationships shape policy decisions, economic outcomes, and social structures. This exploration will provide insights into governance, power dynamics, and the role of institutions in shaping societal outcomes.</p> <p>iv) Finally, the course shall teach students the language of theoretical discourse. Mastery of this language is considered a key for articulating complex ideas effectively within academic contexts. By engaging with foundational theories and contemporary debates, students will gain the skills necessary to contribute meaningfully to discussions on political ideologies and structures.</p>
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SYLLABUS

GROUP A

1.	Political Theory: Nature & Scope, Decline & resurgence of Political Theory.
2.	Background to the rise of Liberalism (Modern, Classical Liberalism & Neo-Liberalism) and Contemporary Liberalism- (i) Rawls’ theory of justice & (ii) Nozick’s reconstruction of liberal political theory.
3.	Post-Structuralism and Post-Colonialism

GROUP B

4.	Ideology: Origin & Role of Ideology.
5.	Democracy: Concept, Evolution of its meaning & types of democracy
6.	Individual & Social Justice: Amartya Sen’s concept of justice and development.

FURTHER READING:

1. Benjamin Constant – The Liberty of the Ancients Compared with that of the Moderns (1819)
2. Isaiah Berlin – Two Concepts of Liberty (1958)
3. Richard Rorty – Contingency, Irony, and Solidarity (1989)
4. Georg Lukács – History and Class Consciousness (1923)
5. Herbert Marcuse – One-Dimensional Man (1964)
6. Michael Oakeshott – Rationalism in Politics and Other Essays (1962)
7. Leo Strauss – Natural Right and History (1953)
8. Jean-François Lyotard – The Postmodern Condition (1979)
9. Gilles Deleuze & Félix Guattari – A Thousand Plateaus (1980)

PAPER:III	
COURSE TITLE: POLITICAL SOCIOLOGY	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 103	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. Understanding political processes: Students would learn how politics, society, and decision-makers interact. ii. Understanding political institutions: Students would learn how political institutions are shaped by social, economic, and cultural forces. iii. Understanding political power: Students learn how power is distributed and how it influences politics. iv. Understanding political change: Students learn how political processes, institutions, and change are dynamic. v. Understanding the relationship between politics and society: Students learn how politics and society are linked and how they influence each other. vi. Understanding the role of social cleavages: Students learn how social divisions like race, class, and gender impact politics. vii. Understanding political participation: Students learn how people participate in politics through voting, protesting, and other actions. viii. Understanding the prerequisites of democracy: Students learn what makes a democracy work and what can make it vulnerable. ix. Understanding the role of social movements: Students learn how social movements can impact formal politics.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understand political and social interactions: Students would learn how politics and society are embedded in each other. ii. Understand political processes: Students would learn how political processes operate historically and spatially. iii. Understand the state and society: Students learn how the state and society interact to shape politics. iv. Understand political powers: Students learn about different political powers, including the influence of caste and patriarchy. v. Understand political change: Students learn about the historicity of political change and the dynamic nature of political phenomena.

	vi. Develop research questions: Students learn to generate hypotheses and research questions within the theoretical perspectives of political sociology. vii. Understand political concepts: Students learn about different theoretical and conceptual issues in political sociology. viii. Understand political phenomena: Students learn to use theoretical and conceptual issues to understand political phenomena.
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SYLLABUS

GROUP A

1.	Political Sociology: An Introduction
2.	Concepts of Power & Authority-Elite theories& typologies of authority.
3.	Groups in Politics.
4.	Capitalism & Class.

GROUP B

5.	Ethnicity, Nation & Nationalism.
6.	Politics of identity.
7.	Sociology of State-State formation.
8.	Sociology of Development-Role of tradition & modernity, Globalization

FURTHER READING:

1. Manuel Castells – The Rise of the Network Society (1996)
2. David Held et al. – Global Transformations: Politics, Economics, and Culture (1999)
3. Saskia Sassen – Territory, Authority, Rights: From Medieval to Global Assemblages (2006)
4. Benedict Anderson – Imagined Communities: Reflections on the Origin and Spread of Nationalism (1983)
5. Ernesto Laclau – On Populist Reason (2005)
6. Francis Fukuyama – Identity: The Demand for Dignity and the Politics of Resentment (2018)
7. Wendy Brown – Undoing the Demos: Neoliberalism’s Stealth Revolution (2015)
8. Thomas Piketty – Capital in the Twenty-First Century (2013)
9. David Harvey – A Brief History of Neoliberalism (2005)

PAPER:IV	
COURSE TITLE: COMPARATIVE POLITICS	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 104	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. Comparing political systems: Students learn to compare different political systems, institutions, and processes. For example, they might compare the US presidential system to the UK parliamentary system. ii. Analyzing data: Students learn to analyze data to find patterns and trends, and draw conclusions. iii. Developing theories: Students learn to develop broad theories by generating lessons from one country and applying them to another. iv. Understanding political events: Students learn to understand political events and developments in different countries. v. Following global political trends: Students learn to follow and interpret global political trends such as democratization and shifts in authoritarianism. vi. Developing research skills: Students learn research methods and models to analyze political science themes. vii. Understanding political thought: Students learn about political thought in countries other than the US. viii. Connecting political concepts to real-life situations: Students learn to connect political concepts to real-life situations.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understanding political systems: Students can learn to understand the functioning of political systems, institutions, and processes in different countries. ii. Comparing political systems: Students can learn to compare political systems across countries using the comparative method. iii. Analyzing political issues: Students can learn to analyze political issues in different countries, including the impact of globalization and the level of democratization. iv. Developing critical thinking skills: Students can learn to think critically about political issues, including the challenges of democratization and civil conflict. v. Understanding the historical context: Students can learn to understand the historical context of modern states, constitutional

	<p>development, and political economy.</p> <p>vi. Understanding the role of institutions: Students can learn to understand the role of institutions in comparative perspective.</p> <p>vii. Understanding the strengths and weaknesses of different approaches: Students can learn about the strengths and weaknesses of different approaches to comparative politics. Comparative politics is a subfield of political science that involves the systematic study and comparison of political systems across different countries.</p>
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SYLLABUS

GROUP A

1.	Comparative Politics: Scope & Methods
2.	Political Mobilization & Participation-Election & Electoral Process
3.	Political Communication-Role & Function of Media
4.	Parliamentarianism & Corporatism.

GROUP B

5.	Political Parties: Party System & role of parties in democracies
6.	New Social Movements-issues of Gender, Sexuality & Environment.
7.	Politics of Authoritarianism.
8.	Decolonization & Politics of post-coloniality.

FURTHER READING:

1. Stein Rokkan – State Formation, Nation-Building, and Mass Politics in Europe (1999)
2. Sheri Berman – The Primacy of Politics: Social Democracy and the Making of Europe’s Twentieth Century (2006)
3. Louis Hartz – The Liberal Tradition in America (1955)
4. Robert Putnam – Bowling Alone: The Collapse and Revival of American Community (2000)
5. Guillermo O’Donnell – Bureaucratic Authoritarianism: Argentina, 1966-1973, in Comparative Perspective (1988)
6. Javier Corrales & Michael Penfold – Dragon in the Tropics: Venezuela and the Legacy of Hugo Chávez (2011)
7. Atul Kohli – State-Directed Development: Political Power and Industrialization in the Global Periphery (2004)
8. Meredith Woo-Cumings (Ed.) – The Developmental State (1999)
9. Crawford Young – The Postcolonial State in Africa: Fifty Years of Independence, 1960-2010 (2012)
10. Jean-François Bayart – The State in Africa: The Politics of the Belly (1993)

PAPER: V	
COURSE TITLE: MODERN INDIAN POLITICAL THOUGHT	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 105	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. Understanding the ideas of modern Indian thinkers: Learning about the ideas of thinkers who shaped India's politics during the colonial and post-colonial eras ii. Understanding the context of these ideas: Learning about the socio-economic, political, and cultural contexts that shaped the thinkers' ideas iii. Comparing the ideas of different thinkers: Comparing the ideas of different thinkers on issues of national importance iv. Understanding the relevance of these ideas: Understanding the relevance of these ideas in contemporary India v. Understanding the shift away from Eurocentric views: Understanding the shift away from excessive reliance on Eurocentric views to study Indian politics vi. Understanding the transition from liberal to neo-liberal politics: Understanding the transition in Indian politics from liberal to neo-liberal politics vii. Understanding the issues that shaped contemporary Indian politics: Understanding the issues that shaped contemporary Indian politics
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understand the ideas of key modern Indian thinkers ii. Understand how these ideas shaped modern India iii. Understand the shift away from Eurocentric views in studying Indian politics iv. Understand the workings of the Indian political system v. Understand how the principles of separation of powers and checks and balances operate in India vi. Understand the importance of the socio-economic and political context vii. Understand the significance of the legitimacy of political structures

SYLLABUS

GROUP A

1.	Perspectives on Nation & Nationalism-Modernity debate.
2.	Social & political thought of early reformers; Rammohun, Vidyasagar & Bankimchandra.
3.	Tagore: Language of Nationalism & 'Swadeshi Samaj'.
4.	Gandhi's theory of i) Satyagraha, ii) Non-violence & iii) State.

GROUP B

5.	Subhas Chandra Bose: political ideas, esp. his concept of development and reconstruction.
6.	Nehru: Concept of Nationalism & Development.
7.	Socialists & Indian political thought: M.N.Roy, R. M. Lohia & Jaya Prakash Narayan
8.	Critique of mainstream nationalism: Jyotirao Phule, B.R.Ambedkar & Deen Dayal Upadhyay.

FURTHER READING:

1. Granville Austin – The Indian Constitution: Cornerstone of a Nation (1966)
2. Rajeev Bhargava (Ed.) – Politics and Ethics of the Indian Constitution (2008)
3. Pratap Bhanu Mehta – The Burden of Democracy (2003)
4. Ashis Nandy – The Intimate Enemy: Loss and Recovery of Self under Colonialism (1983)
5. T. N. Madan – Modern Myths, Locked Minds: Secularism and Fundamentalism in India (1997)
6. Amartya Sen – The Argumentative Indian (2005)
7. Gail Omvedt – Dalits and the Democratic Revolution (1994)
8. Kanha Ilaiah – Why I Am Not a Hindu (1996)
9. Uma Chakravarti – Gendering Caste: Through a Feminist Lens (2003)
10. Partha Chatterjee – The Nation and Its Fragments: Colonial and Postcolonial Histories (1993)
11. Sudipta Kaviraj – The Trajectories of the Indian State: Politics and Ideas (2010)
12. Shiv Visvanathan – Theatres of Democracy: Between the Epic and the Everyday (2016)

PAPER: VI	
COURSE TITLE: MODERN INDIAN POLITICAL MOVEMENTS No. of Credits: 4	
COURSE CODE: MPOLCCT 106 TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. Understanding the evolution of political ideas: Learning how political ideas, institutions, and structures have changed over time ii. Recognizing the influence of social, economic, and political forces: Understanding how social, economic, and political forces have shaped political thought iii. Examining the role of key thinkers: Analyzing the ideas of key thinkers like Swami Vivekananda, Mahatma Gandhi and B.R. Ambedkar iv. Studying the impact of ancient texts: Understanding how ancient texts like the Vedas, Upanishads, Arthashastra, and Manusmriti have influenced political thought v. Identifying the distinctive features of Indian political thought: Recognizing the commitment to democratic values, social justice, and a synthesis of traditional and modern principles
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understanding political developments: Students learn to understand, contextualize, and reflect on political issues and events in modern times. ii. Understanding political thinkers: Students learn about the methods and tools used by political thinkers to analyze political events. iii. Understanding political philosophies: Students learn about the diverse political philosophies that have shaped India's governance and social structure. iv. Understanding political thought: Students learn about the rich and diverse intellectual tradition of Indian political thought. v. Understanding the issues of nation, nationalism, and national identity: Students learn about the issues of nation, nationalism, and national identity that are central to modern Indian political thought.

SYLLABUS

GROUP A

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| 1. | Approaches to the study of modern Indian Political Movements. |
| 2. | Early rebellions against the British Raj-Indigo revolt, Santhal rebellion, etc. |
| 3. | The Revolt of 1857: Debate on the First War of Independence. |
| 4. | Swadeshi Movement |

GROUP B

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| 5. | Gandhi-led Movements. |
| 6. | Agrarian movements in post-colonial India. |
| 7. | Working class movements in post-colonial India. |
| 8. | Human rights movements. |

FURTHER READING:

1. Sumit Sarkar – Modern India: 1885–1947 (1983)
2. Bipan Chandra – India’s Struggle for Independence (1988)
3. Sekhar Bandyopadhyay – From Plassey to Partition and After: A History of Modern India (2014)
4. A. R. Desai – Social Background of Indian Nationalism (1948)
5. M. K. Gandhi – Hind Swaraj (1909)
6. Judith M. Brown – Gandhi and Civil Disobedience: The Mahatma in Indian Politics (1977)
7. Bhikhu Parekh – Gandhi’s Political Philosophy: A Critical Examination (1989)
8. Peter Heehs – The Bomb in Bengal: The Rise of Revolutionary Terrorism in India 1900–1910 (1993)
9. Bipan Chandra – India’s Struggle for Independence (1988)
10. Sabyasachi Bhattacharya – The Revolutionary Movement in India: 1905-1919 (1971)
11. M. N. Roy – India in Transition (1922)
12. E. M. S. Namboodiripad – The Communist Party in India: Its Policy and Programme (1986)
13. Sumanta Banerjee – In the Wake of Naxalbari: A History of the Naxalite Movement in India (1980)
14. Peasant and Land Reform Movements
15. Gail Omvedt – Reinventing Revolution: New Social Movements and the Socialist Tradition in India (1993)
16. A. R. Desai – Rural Sociology in India (1977)
17. K. Balagopal – Probing in the Political Economy of Agrarian Classes and Conflicts (1989)
18. B. R. Ambedkar – Annihilation of Caste (1936)
19. Christophe Jaffrelot – Dr. Ambedkar and Untouchability: Analysing and Fighting Caste (2005)
20. Kancha Ilaiah – Why I Am Not a Hindu: A Sudra Critique of Hindutva Philosophy, Culture and Political Economy (1996)
21. Gail Omvedt – Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit

- Movement in Colonial India (1994)
22. Kumkum Sangari & Sudesh Vaid (Eds.) – Recasting Women: Essays in Colonial History (1989)
 23. Uma Chakravarti – Gendering Caste: Through a Feminist Lens (2003)
 24. Radha Kumar – The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990 (1993)
 25. 3. Contemporary Political Movements (Post-1990s)
 26. Christophe Jaffrelot – The Hindu Nationalist Movement and Indian Politics (1996)
 27. Jyotirmaya Sharma – Hindutva: Exploring the Idea of Hindu Nationalism (2003)
 28. Ramachandra Guha – The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya (1989)
 29. Arundhati Roy – The Greater Common Good (1999)
 30. Madhav Gadgil & Ramachandra Guha – This Fissured Land: An Ecological History of India (1992)
 31. T. K. Oommen – Protest and Change: Studies in Social Movements (1990)
 32. K. Balagopal – Ear to the Ground: Selected Writings on Class and Caste* (2011)
 33. P. Sainath – Everybody Loves a Good Drought (1996)
 34. Arvind Narrain & Alok Gupta (Eds.) – Because I Have a Voice: Queer Politics in India (2005)
 35. Ruth Vanita & Saleem Kidwai – Same-Sex Love in India: A Literary History (2000)
 36. Shohini Ghosh – Fire: A Queer Classic (2010)
 37. Arvind Kejriwal – Swaraj (2012)
 38. Jean Drèze & Amartya Sen – An Uncertain Glory: India and Its Contradictions (2013)
 39. Zoya Hasan – Democracy and the Crisis of Inequality (2021)

SEMESTER-II	
PAPER:I	
COURSE TITLE: CONSTITUTION & CONSTITUTIONAL POLITICS IN INDIA No. OF CREDITS: 4	
COURSE CODE: MPOLCCT 201	
TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. Understanding the Constitution: Learn about the Constitution's origin, evolution, and features ii. Understanding the Constitution's values: Learn about the constitutional values and objectives iii. Understanding the Constitution's rights and duties: Learn about the fundamental rights and duties of Indian citizens iv. Understanding the Constitution's structure: Learn about the division of powers between the union and state governments v. Understanding the Constitution's institutions: Learn about the institutions of the state, including the legislature, executive, and judiciary

	<ul style="list-style-type: none"> vi. Understanding the Constitution's processes: Learn about the processes of democracy at the local, state, and union levels vii. Understanding the Constitution's emergency provisions: Learn about the emergency provisions and how security laws fit into the constitutional framework viii. Understanding the Constitution's role in governance: Learn about the role of the Constitution in establishing the basic framework of governance ix. Understanding the Constitution's role in politics: Learn about the political processes that have shaped India's politics x. Developing critical thinking: Learn to construct arguments about Indian politics
<p>COURSE OUTCOMES:</p>	<ul style="list-style-type: none"> i. Understanding the Constitution: Students understand the origin, evolution, and features of the Constitution ii. Understanding the Constitution's role: Students understand how the Constitution binds the government's legislative, executive, and judicial branches iii. Understanding the Constitution's values: Students understand the Constitution's objectives and values, such as democracy, liberty, and secularism iv. Understanding the Constitution's rights and duties: Students understand the fundamental rights and duties of citizens, and the state's obligations to citizens v. Understanding the Constitution's institutions: Students understand the roles of the President, Prime Minister, Council of Ministers, and local administration vi. Understanding the Constitution's processes: Students understand the working of Indian democracy at the local, state, and union levels vii. Understanding the Constitution's emergency provisions: Students understand the emergency provisions of the nation and state, and the laws related to them viii. Understanding the Constitution's amendment history: Students understand the key political developments that have shaped and amended the Constitution

SYLLABUS	
GROUP A	
1.	Framing of the Constitution: Major debates on i) Reservation & the question of justice & ii) Autonomy of the 'Tribal' regions.
2.	Philosophy of the Indian Constitution—Major shifts.
3.	Democracy & Constitutionalism.
4.	Politics of Reservation.
GROUP B	
5.	Minorities & Minority politics
6.	The Lokpal debate—Corruption & Criminalization of politics in India.
7.	Judicial activism & the question of Parliamentary sovereignty.
8.	Accession of Jammu & Kashmir to India. Issues & present relationship between J&K and India.
FURTHER READING:	
<ol style="list-style-type: none"> 1. Granville Austin – The Indian Constitution: Cornerstone of a Nation (1966) 2. Granville Austin – Working a Democratic Constitution: The Indian Experience (1999) 3. B. Shiva Rao (Ed.) – The Framing of India's Constitution: A Study (1968) 4. Durga Das Basu – Introduction to the Constitution of India (1950, updated editions) 5. Rajeev Bhargava (Ed.) – Politics and Ethics of the Indian Constitution (2008) 6. S. P. Sathe – Judicial Activism in India: Transgressing Borders and Enforcing Limits (2003) 	

PAPER:II	
COURSE TITLE:POLITICS IN INDIA (ISSUES &CHALLENGES) NO. OF CREDITS: 4	
COURSE CODE: MPOLCCT 202 TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. Understanding the Indian Constitution: Students learn about the Constitution, the debates that led to its creation, and the institutions that make up the modern Indian government. ii. Understanding the political system: Students learn about the structure and dynamics of the Indian government. They also learn about the division of powers and the special provisions for governance in the Constitution. iii. Understanding the role of citizens and elites: Students learn about the roles, strategies, and limitations of citizens and governmental elites. iv. Understanding the role of region, religion, and other factors: Students learn about how region, religion, ethnicity, caste,

	<p>class, and community affect politics in different states.</p> <p>v. Understanding the political thought of modern India: Students learn about the political thought of modern Indian thinkers, including their nationalist, left, and socialist ideologies.</p> <p>vi. Understanding the political philosophies of the past: Students learn about the political philosophies of the past, including how they viewed issues of rights, liberty, equality, and justice.</p> <p>vii. Understanding the public administrative system: Students learn about the public administrative system and public policy science.</p>
COURSE OUTCOMES:	<p>i. Understanding the role of the Constituent Assembly in framing the Indian Constitution</p> <p>ii. Understanding the silent features of the Indian Constitution</p> <p>iii. Distinguishing between Fundamental Rights and Directive Principles</p> <p>iv. Analyzing the position of the President and the powers of the Prime Minister</p> <p>v. Discussing the powers of the Lok Sabha and Rajya Sabha</p> <p>vi. Understanding the global context of politics, government, and citizenship</p> <p>vii. Understanding the world, country, and society</p> <p>viii. Understanding and following changes in patterns of political behavior, ideas, and structures</p> <p>ix. Being aware of ethical problems, social rights, values, and responsibility to the self and to others</p>
SYLLABUS	
GROUP A	
1.	Perspectives on the study of Indian politics.
2.	Nature of the Indian state.
3.	Communities and community-based politics—the role of caste, class & ethnicity, Dalit Politics- recent trends.
4.	Regionalism & Regional Movements.

GROUP B	
5.	Women & Politics.
6.	Critique of secularism, communal politics & communal violence.
7.	State politics: Role of sub-state, inter-state and trans-state politics.
8.	Politics in West Bengal: the Left experiment & the dynamics of Regime change.
FURTHER READING:	
<ol style="list-style-type: none"> 1. Paul R. Brass – The Politics of India Since Independence (1990, updated edition) 2. Ramachandra Guha – India After Gandhi: The History of the World's Largest Democracy (2007) 3. Christophe Jaffrelot – India’s Silent Revolution: The Rise of the Lower Castes in North India (2003) 4. Atul Kohli (Ed.) – The Success of India’s Democracy (2001) 5. Suhas Palshikar, K. C. Suri & Yogendra Yadav (Eds.) – Party Competition in Indian States: Electoral Politics in Post-Congress Polity (2014) 	

PAPER:III	
COURSE TITLE: THEORIES AND CONCEPTS OF PUBLIC ADMINISTRATION	
NO. OF CREDITS: 4	
COURSE CODE: MPOLCCT 203	
TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. To understand the nature and scope of Public Administration; ii. To appreciate the methodological pluralism and synthesizing nature of knowledge in Public Administration; iii. To comprehend the changing paradigms of Public Administration; iv. To acquaint with the theories, approaches, concepts and principles of Public Administration; v. To understand the administrative theories and concepts to make sense of administrative practices. vi. To Understand public administration theory and concepts from multiple perspectives;
COURSE OUTCOMES:	<ol style="list-style-type: none"> i. Develop a sound theoretical and practical understanding of the basic concepts and theories of organization and functioning of public administration in diverse field. ii. Prepare and inculcate the requisite skills and aptitude imperative for to be a good public administrator. iii. Promote and prepare students for greater commitment to higher ethical standards of public administration. iv. Prepares students for leadership and scholarship by educating them in areas of public policy and governance, comparative public administration, personnel administration, civil services reforms, development administration and development debate, financial

	administration, urban and rural governance, global governance issues, e-governance, exclusion and inclusive policy and human rights and so many.
SYLLABUS	
GROUP A	
1.	Development of Public Administration as a discipline-nature & scope
2.	Early theories & Public Administration: Scientific Management theory, Classical approach & Human Relations approach.
3.	New Public Administration.
4.	Decision-making Approach.
GROUP B	
5.	Critical theory of Public Organization.
6.	Marxist theory of Bureaucracy.
7.	Organizational Theory.
8.	Changing model of Public Administration—E-Governance.
FURTHER READING:	
<ol style="list-style-type: none"> 1. Woodrow Wilson – The Study of Administration (1887) 2. Max Weber – Economy and Society (1922) (Chapters on Bureaucracy) 3. Frederick W. Taylor – The Principles of Scientific Management (1911) 4. Luther Gulick & Lyndall Urwick (Eds.) – Papers on the Science of Administration (1937) 5. Chester Barnard – The Functions of the Executive (1938) 6. Herbert A. Simon – Administrative Behavior (1947) 7. M. Laxmikanth – Public Administration (2011, updated editions) 8. S. R. Maheshwari – Indian Administration (2001) 9. B. L. Fadia & Kuldeep Fadia – Public Administration: Administrative Theories and Concepts (2017) 10. A. Avasthi & S. R. Maheshwari – Public Administration in India (2012) 	

PAPER:IV	
COURSE TITLE: DEVELOPMENT ADMINISTRATION AND GOVERNANCE	
	No. of CREDITS: 4
COURSE CODE: MPOLCCT 204	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. The objective of this course is to provide students with an understanding of the role and significance of administrative systems in fostering social, economic, and political development. ii. It aims to examine the processes, policies, and strategies employed by public administration bodies at various levels to facilitate development. iii. The course will also explore the challenges faced by administrators in promoting sustainable development, focusing on issues such as governance, accountability, public service delivery, and the management of resources in a developmental context.

COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understand the Theories and Practices of Development Administration: Recognize key development theories and administrative strategies and their application in real-world scenarios. ii. Analyze Development Policies and Programs: Critically evaluate the policies, programs, and interventions used in the development process, particularly within public administration. iii. Identify Key Issues in Development Management: Recognize and understand the challenges faced by development administrators, such as resource allocation, governance, corruption, and capacity building. iv. Evaluate Governance and Accountability Mechanisms: Assess the role of governance, transparency, and accountability in the success of development programs. v. Develop Practical Solutions to Development Problems: Apply administrative and managerial techniques to design and implement development initiatives effectively, ensuring sustainable growth and poverty reduction. vi. Examine Global and Local Development Strategies: Compare and contrast development administration practices in different countries and understand the impact of global economic trends and local conditions. vii. Promote Sustainable Development: Understand the principles of sustainable development and their importance in ensuring long-term progress and growth within administrative systems. viii. Improve Public Service Delivery: Gain insight into how to enhance the efficiency and effectiveness of public service delivery in the context of development administration. ix. Strengthen Leadership and Policy Decision-Making: Build skills for leadership and decision-making within governmental and non-governmental organizations working towards development goals.
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SYLLABUS

GROUP A

1.	Origin of Development Administration, Nature & Scope.
2.	Fred Rigg's of 'prismatic trap' & Development Administration.
3.	Bureaucratic Neutrality; Debate on 'Committed' bureaucracy.
4.	Development Administration and its challenges of Policy implementation.

GROUP B

5.	Role of non-state actors in development administration.
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6.	Critique in the theory of development administration.
7.	Radical Challenges to Development—Administering post-development.
8.	Public Administration in the age of Globalization-Global governance & the role of Global multilateral institutions.
9.	Governance: Different dimensions.
FURTHER READING:	
<ol style="list-style-type: none"> 1. Fred W. Riggs – The Ecology of Public Administration (1961) 2. Dwight Waldo – Development Administration: Concepts and Problems (1970) 3. Edward Weidner – Development Administration in Asia (1970) 4. Ramesh K. Arora & Sangeeta Sharma – Development Administration: Theory and Practice (1992) 5. M. P. Sharma & B. L. Sadana – Public Administration in Theory and Practice (2016) 	

PAPER: V	
COURSE TITLE: CONCEPTS & THEORIES OF INTERNATIONAL RELATIONS	
No. of CREDITS: 4	
COURSE CODE: MPOLCCT 205	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. The objective of this course is to introduce students to the key theories and concepts that shape the study and practice of international relations (IR). ii. The course aims to provide students with a deep understanding of various theoretical frameworks, including realism, liberalism, constructivism, Marxism, and others, that explain the behavior of states, international organizations, and non-state actors in the global arena. iii. Students will explore how these theories have evolved over time and analyze their relevance and application to contemporary global issues such as conflict, cooperation, diplomacy, and global governance.
COURSE OUTCOMES:	<ol style="list-style-type: none"> i. Understand Core Theories of International Relations: Comprehensively grasp the main theoretical approaches to international relations, such as realism, liberalism, constructivism, Marxism, feminism, and postcolonialism, and their key assumptions and methodologies. ii. Analyze State Behavior: Examine how different theoretical perspectives explain the actions and motivations of states in the international system, including the causes of war, peace, alliances, and conflict resolution. iii. Critically Evaluate IR Theories: Critically assess the strengths and weaknesses of different IR theories and understand their application to both historical and contemporary global issues. iv. Apply Theoretical Frameworks to Real-World Issues: Use theoretical frameworks to analyze current global events and challenges, including conflicts, international trade, human rights, environmental issues, and

	<p>global security.</p> <p>v. Understand the Role of Non-State Actors: Investigate the impact of non-state actors (e.g., international organizations, NGOs, multinational corporations) within the international system, and explore how IR theories account for their influence.</p> <p>vi. Explore Global Power Dynamics: Assess the distribution of power in the international system and explore concepts such as hegemony, balance of power, and global governance, particularly in the context of shifting global power dynamics.</p> <p>vii. Examine International Cooperation and Conflict: Analyze the nature of international cooperation and conflict through different theoretical lenses, including peacebuilding, diplomacy, and multilateralism.</p> <p>viii. Engage with Modern Critiques of IR Theory: Understand and critique modern perspectives on IR, including post-structuralist and critical theories, and engage with debates on the relevance of classical IR theories in the 21st century.</p> <p>ix. Develop Analytical Skills: Enhance the ability to apply theoretical insights to complex global issues and develop critical thinking and analytical skills in interpreting international relations events.</p>
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SYLLABUS

GROUP A

1.	International Relations as a discipline-relationship with political science.
2.	Scientific approach to International Relations: Debate between tradition & science.
3.	Realism & Critique.
4.	Approaches to the political economy of International Relations.

GROUP B

5.	Positivism & post-Positivism in International Relations.
6.	Post-Positivism intervention in the study of International Relations I: Normative theory & Critical Theory
7.	Post-Positivism intervention in the study of International Relations II: Constructivism, Post-modernism & Feminism.
8.	Evolution of the post-War International Relations: Cold War, Détente, New Cold War, Post-Cold War, Era & debate on Unipolarity.

FURTHER READING:

1. Hans J. Morgenthau – Politics Among Nations: The Struggle for Power and Peace (1948)
2. E. H. Carr – The Twenty Years’ Crisis: 1919–1939 (1939)
3. Kenneth Waltz – Theory of International Politics (1979)

4. John Mearsheimer – The Tragedy of Great Power Politics (2001, updated 2014)
5. Michael Doyle – Liberalism and World Politics (1986)
6. Robert Keohane & Joseph Nye – Power and Interdependence (1977)
7. Andrew Moravcsik – The Choice for Europe: Social Purpose and State Power (1998)
8. G. John Ikenberry – After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars (2001)
9. Alexander Wendt – Social Theory of International Politics (1999)
10. Nicholas Onuf – World of Our Making: Rules and Rule in Social Theory and International Relations (1989)
11. Martha Finnemore & Kathryn Sikkink – International Norm Dynamics and Political Change (1998)
12. Hedley Bull – The Anarchical Society: A Study of Order in World Politics (1977)
13. Barry Buzan – From International to World Society? English School Theory and the Social Structure of Globalization (2004)
14. Immanuel Wallerstein – World-Systems Analysis: An Introduction (2004)
15. Robert Cox – Social Forces, States and World Orders: Beyond International Relations Theory (1981)
16. Antonio Gramsci (Selections by Robert Cox & others) – Selections from the Prison Notebooks (1971)
17. Cynthia Enloe – Bananas, Beaches and Bases: Making Feminist Sense of International Politics (1989)
18. J. Ann Tickner – Gender in International Relations: Feminist Perspectives on Achieving Global Security (1992)
19. Edward Said – Orientalism (1978)
20. Richard Ashley – The Geopolitics of Geopolitical Space: Toward a Critical Social Theory of International Politics (1987)
21. David Campbell – Writing Security: United States Foreign Policy and the Politics of Identity (1998)
22. Robyn Eckersley – The Green State: Rethinking Democracy and Sovereignty (2004)
23. Matthew Paterson – Understanding Global Environmental Politics: Domination, Accumulation, Resistance (2001)
24. Stephen Walt – Taming American Power: The Global Response to U.S. Primacy (2005)
25. Joseph Nye – Soft Power: The Means to Success in World Politics (2004)
26. Barry Buzan & Ole Wæver – Regions and Powers: The Structure of International Security (2003)
27. Samuel P. Huntington – The Clash of Civilizations and the Remaking of World Order (1996)

PAPER: VI	
COURSE TITLE: CONTEMPORARY ISSUES IN WORLD POLITICS	
No. of CREDITS: 4	
COURSE CODE: MPOLCCT 206	
TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. The objective of this course is to provide students with an in-depth understanding of the current global political landscape, focusing on the major issues, trends, and challenges facing the world today. Students will explore key topics such as international conflicts, terrorism, human rights, global governance, environmental sustainability, migration, and the rise of new powers. ii. The course aims to develop the students' ability to critically analyze and evaluate these contemporary issues through a political, economic, and social lens, encouraging them to engage with current events and the broader forces shaping world politics.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understand Contemporary Global Issues: Gain a comprehensive understanding of the major political, economic, and social issues impacting world politics today, including conflict, globalization, environmental crises, and shifting power dynamics. ii. Analyze the Impact of Globalization: Assess the effects of globalization on politics, culture, economics, and security, and understand its role in shaping the international political environment. iii. Evaluate Key Political Conflicts: Critically examine the causes, dynamics, and resolutions of contemporary political conflicts, including regional disputes, ethnic conflicts, and the implications of war on global stability. iv. Examine International Organizations and Governance: Explore the role of international organizations (such as the United Nations, the World Trade Organization, and regional organizations) in addressing global issues, promoting peace, and enhancing cooperation. v. Understand Global Security Challenges: Investigate current global security concerns, including terrorism, cyber threats, arms proliferation, and the role of international diplomacy and military alliances in maintaining peace. vi. Critique Human Rights and Social Justice Issues: Explore contemporary debates surrounding human rights, social justice, and global inequalities, including issues like refugees, migration, racial and gender inequality, and economic disparity. vii. Analyze Environmental Politics and Sustainability: Investigate the role of environmental politics in world affairs, including global efforts to address climate change, sustainability, and environmental protection. viii. Assess the Rise of New Powers: Examine the shifting global balance

	<p>of power with the rise of emerging powers such as China, India, and others, and analyze their implications for global governance and international relations.</p> <p>ix. Develop Policy Recommendations: Apply analytical skills to develop practical solutions or policy recommendations for addressing contemporary global issues, considering the complexities of international cooperation and conflict.</p> <p>x. Engage with Current World Events: Develop the ability to engage with and critically evaluate current world events, using theoretical and practical insights gained from the course to understand the ever-evolving landscape of global politics.</p>
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SYLLABUS

GROUP A

1.	Post-Cold War era & the Crisis of the Sovereign State.
2.	Globalization & its impact: From International Relations to World Politics.
3.	Human Rights & Humanitarian Interventions.
4.	Environmental Challenges—Climate Change & Environmental disasters, Evolution of Environmental Regimes.

GROUP B

5.	Migration in the age of Globalization, Refugees & IDPs, International Refugee Protection Regimes & UN guiding principles.
6.	Resource Crisis & resource politics with special reference to Africa.
7.	Terrorism as a global challenge: War on Terror & Global anti-terror initiatives.
8.	Security threats in the contemporary world: From National to Human Security.

FURTHER READING:

1. Joseph Nye & Robert Keohane – Power and Interdependence (1977)
2. John Ikenberry – Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order (2011)
3. Michael Barnett & Martha Finnemore – Rules for the World: International Organizations in Global Politics (2004)
4. Thomas Weiss & Rorden Wilkinson (Eds.) – International Organization and Global Governance (2018)
5. David Held & Anthony McGrew (Eds.) – Globalization/Anti-Globalization: Beyond the Great Divide (2007)
6. John Mearsheimer – The Great Delusion: Liberal Dreams and International Realities (2018)
7. Stephen Walt – The Hell of Good Intentions: America's Foreign Policy Elite and the Decline of U.S. Primacy (2018)
8. Barry Buzan & Ole Wæver – Regions and Powers: The Structure of International Security (2003)
9. Richard Haass – The World: A Brief Introduction (2020)
10. Lawrence Freedman – The Future of War: A History (2017)
11. Robyn Eckersley – The Green State: Rethinking Democracy and Sovereignty (2004)

12. Dale Jamieson – Reason in a Dark Time: Why the Struggle Against Climate Change Failed – and What It Means for Our Future (2014)
13. Bill McKibben – Falter: Has the Human Game Begun to Play Itself Out? (2019)
14. Kate Aronoff, Alyssa Battistoni, Daniel Cohen & Thea Riofrancos – A Planet to Win: Why We Need a Green New Deal (2019)
15. Simon Nicholson & Paul Wapner (Eds.) – Global Environmental Politics: From Person to Planet (2014)
16. Samuel Moyn – The Last Utopia: Human Rights in History (2010)
17. Beth Simmons – Mobilizing for Human Rights: International Law in Domestic Politics (2009)
18. Darren O’Byrne – Human Rights: An Introduction (2013)
19. Jack Donnelly – Universal Human Rights in Theory and Practice (2013)
20. Thomas Pogge – World Poverty and Human Rights (2008)
21. 5. International Political Economy and Global Inequality
22. Thomas Piketty – Capital in the Twenty-First Century (2013)
23. Joseph Stiglitz – Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump (2018)
24. Dani Rodrik – The Globalization Paradox: Democracy and the Future of the World Economy (2011)
25. Branko Milanovic – Global Inequality: A New Approach for the Age of Globalization (2016)
26. Susan Strange – States and Markets (1988)
27. Klaus Schwab – The Fourth Industrial Revolution (2016)
28. Bruce Schneier – Click Here to Kill Everybody: Security and Survival in a Hyper-Connected World (2018)
29. Henry Farrell & Abraham Newman – Of Privacy and Power: The Transatlantic Struggle over Freedom and Security (2019)
30. Jamie Susskind – Future Politics: Living Together in a World Transformed by Tech (2018)
31. Ben Buchanan – The Hacker and the State: Cyber Attacks and the New Normal of Geopolitics (2020)
32. Graham Allison – Destined for War: Can America and China Escape Thucydides’s Trap? (2017)
33. David Shambaugh – China Goes Global: The Partial Power (2013)
34. Rush Doshi – The Long Game: China's Grand Strategy to Displace American Order (2021)
35. Kevin Rudd – The Avoidable War: The Dangers of a Catastrophic Conflict between the US and Xi Jinping’s China (2022)
36. Elizabeth Economy – The Third Revolution: Xi Jinping and the New Chinese State (2018)
37. Yascha Mounk – The People vs. Democracy: Why Our Freedom Is in Danger and How to Save It (2018)
38. Francis Fukuyama – Identity: The Demand for Dignity and the Politics of Resentment (2018)
39. Cas Mudde & Cristóbal Rovira Kaltwasser – Populism: A Very Short Introduction (2017)
40. Jan-Werner Müller – What Is Populism? (2016)
41. Steven Levitsky & Daniel Ziblatt – How Democracies Die (2018)

SEMESTER - III	
PAPER: I	
COURSE TITLE: RESEARCH METHODOLOGY	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 301	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. The objective of this course is to equip students with the essential knowledge and skills necessary to conduct systematic, scientific research. ii. The course will cover both qualitative and quantitative research methods, emphasizing research design, data collection, analysis, and interpretation. Students will learn how to formulate research questions, develop hypotheses, select appropriate research methods, and present research findings in a clear and structured manner. iii. The course also aims to provide students with the critical thinking skills needed to evaluate existing research and to use ethical practices in their own research endeavors.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understand Research Methodology: Gain a strong foundation in the fundamental concepts, types, and methods of research, including both qualitative and quantitative approaches. ii. Formulate Research Questions and Hypotheses: Learn to develop clear and focused research questions and hypotheses based on existing literature and theoretical frameworks. iii. Design Research Projects: Understand how to design a research project, including selecting appropriate research methods, sampling strategies, and data collection techniques. iv. Conduct Data Collection and Analysis: Develop skills in collecting data through surveys, interviews, experiments, or archival research, and analyze the data using various statistical and qualitative analysis tools. v. Evaluate Research Ethics: Understand and apply ethical principles in research, including informed consent, confidentiality, and avoiding plagiarism. vi. Use Research Tools and Software: Gain proficiency in using research tools and software for data collection, analysis, and presentation, such as SPSS, NVivo, or other specialized software. vii. Interpret and Present Research Findings: Learn how to interpret research results and effectively communicate findings through written reports, research papers, and presentations.

	<p>viii. Critically Evaluate Research: Develop the ability to critically assess and evaluate existing research studies, understanding their strengths, limitations, and potential biases.</p> <p>ix. Apply Research in Real-World Contexts: Understand how research can be applied to solve real-world problems, inform policy decisions, and contribute to academic fields.</p> <p>x. Prepare for Academic and Professional Research: Be prepared to conduct high-quality, original research in academic or professional contexts, following rigorous methodological and ethical standards.</p>
SYLLABUS	
GROUP A	
1.	Nature of Social Research-Types of Social Research.
2.	Basic Research Designs: Conventional Research designs, Exploratory research designs, Descriptive research designs, Experimental research designs.
3.	Sampling & sampling design-probability & non-probability sampling.
GROUP B	
4.	Methods of data collection: Observation: Types of Observation, Interview etc.
5.	Interview types, Questionnaire for interview: contents & formats of questions.
6.	Data processing & analysis: i) coding of data, data analysis, Tabulation. ii) Content Analysis: purpose of content analysis & application of content analysis.
FURTHER READING:	
<ol style="list-style-type: none"> 1. John W. Creswell & J. David Creswell – Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2017) 2. Wayne C. Booth, Gregory G. Colomb & Joseph M. Williams – The Craft of Research (2016) 3. Alan Bryman – Social Research Methods (2015) 4. Zina O’Leary – The Essential Guide to Doing Your Research Project (2017) 5. Earl Babbie – The Practice of Social Research (2020) 	

PAPER:II	
COURSE TITLE: SOCIAL FOUNDATIONS OF INDIAN POLITICS	
No. OF CREDITS: 4	
COURSE CODE: MPOLCCT 302	
TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. The objective of this course is to provide students with an in-depth understanding of the social structures, cultural factors, and historical processes that shape political life in India. It explores the relationship between society and politics in India, focusing on key themes such as caste, class, religion, ethnicity, gender, and rural-urban divides. ii. The course also aims to examine the role of social movements, political ideologies, and democratic institutions in shaping Indian political practices. By analyzing the social foundations of Indian politics, students will gain insights into the complexities of political behavior and governance in a diverse, democratic society.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understand the Social Structure of Indian Society: Gain a comprehensive understanding of the social fabric of India, including caste, class, religion, and ethnic divisions, and how these influence political dynamics. ii. Analyze the Role of Social Inequality: Assess the impact of social inequalities (such as caste, class, and gender) on political participation, representation, and power distribution in India. iii. Examine the Relationship between Social Movements and Politics: Understand the role of social movements (such as the Dalit, women, and labor movements) in shaping Indian politics and advocating for social change. iv. Explore the Role of Religion in Indian Politics: Analyze the intersection of religion and politics in India, including the influence of communal identities, secularism, and religious-based political mobilization. v. Assess the Impact of Regionalism and Ethnicity: Understand the significance of regional and ethnic identities in shaping political parties, movements, and voting behavior in India. vi. Evaluate the Role of Political Ideologies in India: Study the influence of different political ideologies (such as socialism, nationalism, and liberalism) on the political discourse and governance in India. vii. Examine Indian Democracy and Governance: Understand the functioning of Indian democracy, including electoral processes, political parties, and institutions like the Parliament and the judiciary, and their interaction with social dynamics. viii. Critique Indian Political Institutions: Analyze the strengths and weaknesses of Indian political institutions in addressing social

	<p>challenges and ensuring inclusive development.</p> <p>ix. Explore the Impact of Urbanization and Globalization: Investigate the social and political changes brought about by urbanization, migration, and globalization, and how these influence the political landscape of India.</p> <p>x. Develop a Holistic Perspective on Indian Politics: Gain a nuanced understanding of how social factors intersect with political processes in India, and how social foundations continue to shape contemporary political issues.</p>
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SYLLABUS

GROUP A

1.	Background: Nature of Indian Nationalism & Colonialism—British Administrative Structure & its impact
2.	Political culture in India: basic traits
3.	Social Structure—Caste: Modernization process—politics of backward caste & scheduled castes & Scheduled Tribes

GROUP B

4.	Language & Politics: Linguistic structure in India—Language issues during national movement
5.	Religion in India: British policy
6.	Regional dimensions in India: Diversity

FURTHER READING:

1. Rajni Kothari – Politics in India (1970)
2. Atul Kohli (Ed.) – The Success of India’s Democracy (2001)
3. Partha Chatterjee – The Nation and Its Fragments: Colonial and Postcolonial Histories (1993)
4. Paul R. Brass – The Politics of India Since Independence (1990)
5. Zoya Hasan (Ed.) – Politics and the State in India (2000)

PAPER:III

GROUP: A - MODERN INDIA: SOCIETY & POLITICS (SPECIAL PAPER)

COURSE TITLE: POLITICS IN INDIA: CONCEPTS & PERSPECTIVES

NO. OF CREDITS: 4

COURSE CODE: MPOLMET 303A

TOTAL CONTACT HOURS: 60

COURSE OBJECTIVES:	<p>i. The course Modern India: Society and Politics aims to provide students with a critical understanding of the social, economic, and political transformations in India from the late 18th century to the present. It explores the impact of colonial rule, nationalist movements, social reforms, and post-independence developments. The objective is to equip students with analytical skills to evaluate key historical events, socio-political changes, and their implications for contemporary India.</p>
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COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understand Colonial Impact – Analyze the nature of British colonial rule and its effects on Indian society, economy, and governance. ii. Evaluate Social Reform Movements – Examine major social reform movements and their role in shaping modern Indian society. iii. Assess Nationalist Movements – Understand the rise of Indian nationalism, the role of key leaders, and the strategies used to attain independence. iv. Explore Post-Independence Challenges – Discuss the political, social, and economic challenges faced by India after independence. v. Analyze Contemporary Issues – Connect historical developments with contemporary social and political issues in India. vi. Develop Critical Thinking – Enhance the ability to critically assess historical events and their impact on present-day Indian society and politics.
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SYLLABUS

GROUP A

1.	Mapping politics in India: contending perspectives.
2.	The federal setting & the rise of state politics.
3.	Rise of regionalism & regional movements.
4.	‘Regions within Regions’-the growth of sub-regional politics.

GROUP B

5.	Civil Society & public institution
6.	Political Culture in India
7.	The secular basis of Indian polity & its crisis.
8.	State of democracy.

FURTHER READING:

1. Ramachandra Guha – India After Gandhi: The History of the World’s Largest Democracy (2007)
2. Bipan Chandra et al. – India Since Independence (2008)
3. Paul R. Brass – The Politics of India Since Independence (1990)
4. Christophe Jaffrelot (Ed.) – India’s Silent Revolution: The Rise of the Lower Castes in North India (2003)
5. Pratap Bhanu Mehta – The Burden of Democracy (2003)

PAPER: III	
GROUP - B: THIRD WORLD & CONTEMPORARY INTERNATIONAL RELATIONS (SPECIAL PAPER)	
COURSE TITLE: SOUTH AND SOUTH ASIA POLITICS	NO. OF CREDITS: 4
COURSE CODE: MPOLMET 303 B	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. The course Third World and Contemporary International Relations aims to provide students with a comprehensive understanding of the political, economic, and social dynamics of the Third World in the context of international relations. It examines the historical legacy of colonialism, the Cold War's impact, globalization, and contemporary global challenges. ii. The course also explores the role of international organizations, regional conflicts, and the influence of emerging powers on global governance.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understand the Concept of the Third World – Analyze the historical origins, characteristics, and evolving definitions of the Third World in global politics. ii. Examine the Impact of Colonialism and Imperialism – Assess how colonial legacies continue to shape the political and economic structures of Third World nations. iii. Analyze Cold War and Post-Cold War Dynamics – Understand the impact of superpower rivalry on Third World nations and the changes in international relations after the Cold War. iv. Evaluate Globalization and Development – Examine the role of globalization, international financial institutions, and economic policies in shaping Third World development. v. Assess Regional Conflicts and Security Challenges – Investigate key regional conflicts, civil wars, and security issues affecting the Third World. vi. Explore the Role of International Organizations – Analyze the impact of the United Nations, World Bank, IMF, and other global institutions on Third World countries. vii. Understand Emerging Powers and South-South Cooperation – Assess the role of emerging economies like China, India, and Brazil in reshaping global power dynamics. viii. Critically Engage with Contemporary Issues – Develop analytical skills to assess current global issues such as climate change, migration, terrorism, and human rights from a Third World perspective.

SYLLABUS	
GROUP A	
1.	South Asia as a regional entity: Cooperation among south Asian states—Institutional & other arrangements.
2.	Historical background of movement for New International Economic Order (NIEO), Economic relations between North & South.
3.	Religion & politics in South
GROUP B	
4.	Emerging powers: China & India & their economic & political relations.
5.	Political Development in Bangladesh, evolution of sectarian conflicts in Pakistan & the changing face of Islamic violence.
6.	Ethno-nationalism & the politics of terror in India's North-East: An Overview.
FURTHER READING:	
<ol style="list-style-type: none"> 1. Björn Hettne – Development Theory and the Three Worlds (1995) 2. Christopher Clapham – Third World Politics: An Introduction (1985) 3. Howard Handelman – The Challenge of Third World Development (2019) 4. Jean-François Bayart – The State in Africa: The Politics of the Belly (2009) 5. Robert H. Jackson – Quasi-States: Sovereignty, International Relations and the Third World (1993) 	

PAPER:III	
GROUP -C: HUMAN RIGHTS & WOMAN STUDIES (SPECIAL PAPER)	
COURSE TITLE: HUMAN RIGHTS	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 303 C	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. The course Human Rights and Women Studies aims to provide students with a comprehensive understanding of human rights principles, their historical evolution, and their significance in contemporary society, with a special focus on women's rights. It examines gender inequality, legal frameworks, international conventions, and the role of social movements in advocating for women's rights. ii. The course also explores the intersectionality of gender with race, class, and other social factors, fostering a critical perspective on issues related to justice, empowerment, and policy-making.
COURSE OUTCOMES:	<ol style="list-style-type: none"> i. Understand Human Rights Concepts – Explain the fundamental principles, historical development, and philosophical foundations of human rights. ii. Analyze International Human Rights Frameworks – Examine global human rights institutions, conventions (e.g., CEDAW, UDHR), and their impact on national policies.

	<ul style="list-style-type: none"> iii. Examine Women's Rights in a Human Rights Framework – Understand women's rights as human rights and analyze gender-based discrimination, violence, and legal protections. iv. Explore Gender and Intersectionality – Assess how gender intersects with class, race, ethnicity, and other identities in shaping social experiences. v. Critically Assess Feminist Movements – Evaluate the role of feminist and women's rights movements in advocating for gender equality and policy reforms globally and locally. vi. Analyze Gender-Based Violence and Discrimination – Investigate issues such as domestic violence, workplace discrimination, reproductive rights, and trafficking. vii. Evaluate the Role of the State and Society – Understand the responsibilities of governments, NGOs, and civil society in promoting and protecting women's rights. viii. Develop Critical Thinking and Advocacy Skills – Foster analytical and advocacy skills to engage with contemporary debates on gender justice, human rights, and policy interventions.
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SYLLABUS

GROUP A

1.	Brief History of Human Rights—Philosophical, Legal & Political perspectives on Human Rights.
2.	The United Nations & the Universal Declaration of Human Rights—Civil & Political Rights, Economic, Social & Cultural rights, Cultural relativism.
3.	Human rights protection mechanisms in International Law, the concept of sovereignty.
4.	Women & Children

GROUP B

5.	Crimes against humanity.
6.	Genocide.
7.	State crimes—Torture, Encounter, Custodial violence & disappearances.
8.	Truth Commissions.

FURTHER READING:

1. Björn Hettne – Development Theory and the Three Worlds (1995)
2. Christopher Clapham – Third World Politics: An Introduction (1985)
3. Howard Handelman – The Challenge of Third World Development (2019)
4. Jean-François Bayart – The State in Africa: The Politics of the Belly (2009)

5. Robert H. Jackson – Quasi-States: Sovereignty, International Relations and the Third World (1993)
6. Atul Kohli – Democracy and Development in India: From Socialism to Pro-Business (2010)
7. Meredith Weiss – Political Violence in South and Southeast Asia (2010)
8. John Sidel – Riots, Pogroms, and Jihad: Religious Violence in Indonesia (2006)
9. Evelyn Goh – The Struggle for Order: Hegemony, Hierarchy, and Transition in Post-Cold War Asia (2013)
10. Andrew Nathan & Larry Diamond – China’s Transition (2012)
11. Dani Rodrik – The Globalization Paradox: Democracy and the Future of the World Economy (2011)
12. Arundhati Roy – Capitalism: A Ghost Story (2014)
13. Jason Hickel – The Divide: A Brief Guide to Global Inequality and Its Solutions (2017)
14. Amartya Sen – Development as Freedom (1999)
15. Thomas Piketty – Capital and Ideology (2019)

PAPER: IV	
Group – A: Modern India: Society & Politics	
COURSE CODE: MPOLMET 304 A	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. The course Modern India: Society and Politics aims to provide students with a critical understanding of the social, economic, and political transformations in India from the late 18th century to the present. It explores the impact of colonial rule, nationalist movements, social reforms, and post-independence developments. ii. The objective is to equip students with analytical skills to evaluate key historical events, socio-political changes, and their implications for contemporary India.
COURSE OUTCOMES:	<ol style="list-style-type: none"> i. Understand Colonial Impact – Analyze the nature of British colonial rule and its effects on Indian society, economy, and governance. ii. Evaluate Social Reform Movements – Examine major social reform movements and their role in shaping modern Indian society. iii. Assess Nationalist Movements – Understand the rise of Indian nationalism, the role of key leaders, and the strategies used to attain independence. iv. Explore Post-Independence Challenges – Discuss the political, social, and economic challenges faced by India after independence. v. Analyze Contemporary Issues – Connect historical developments with contemporary social and political issues in India.

	vi. Develop Critical Thinking – Enhance the ability to critically assess historical events and their impact on present-day Indian society and politics.
Dissertation	

PAPER: IV	
GROUP - B : THIRD WORLD & CONTEMPORARY INTERNATIONAL RELATIONS (SPECIAL PAPER)	
COURSE CODE: MPOLMET 304 B TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i) To encourage students to learn from concrete case studies in the context of third world countries. ii) To re-examine third world reality and contemporary international relations from the perspective of changed post-Cold War perspective.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i) To enable students to engage in research on issues like resource geopolitics, migration, terrorism etc. ii) To enable students so that they can work with think tanks or media by optimizing their conceptual understanding,
Dissertation	

PAPER: IV	
GROUP - C: HUMAN RIGHTS & WOMAN STUDIES (SPECIAL PAPER)	
COURSE TITLE: ENLIGHTENMENT AND ITS CRITIQUES NO. OF CREDITS: 4	
COURSE CODE: MPOLMET 304 C TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. Understanding society: Learn about contemporary issues in society and develop a global perspective ii. Understanding oppression: Learn about the various forms of oppression and marginalization iii. Understanding gender inequality: Learn about gender injustice, bias, discrimination, and inequality iv. Understanding access to services: Learn about equality of opportunity and access to public services v. Understanding civic rights: Learn about civic and social rights vi. Understanding systemic exclusion: Learn about systemic and institutional strategies of exclusion and inclusion vii. Understanding historical context: Learn about the historical and contemporary context in which women, queer, and gender

	<p>non-conforming individuals have exercised their agency</p> <p>viii. Understanding gender in relation to other factors: Learn about gender in relation to race, ethnicity, class, sexuality, privilege, and power</p> <p>ix. Developing research skills: Develop a spirit of inquiry and research</p> <p>x. Developing analytical skills: Learn to use frameworks from various disciplines to analyze gender, sexuality, and women</p> <p>xi. Preparing for the workplace: Prepare students to meet the needs of an increasingly diverse workplace</p>
COURSE OUTCOMES:	<p>i. Understanding the human rights system</p> <p>ii. Understanding human rights advocacy</p> <p>iii. Understanding the obligations of human rights observance</p> <p>iv. Developing respect for different cultures and values</p> <p>v. Developing empathy for different ethnic groups</p> <p>vi. Reshaping thinking and actions on real-life issues</p> <p>vii. Defining and evaluating gender as a social construct</p> <p>viii. Understanding how gender intersects with other variables like race, class, and sexuality</p> <p>ix. Analyzing social and political systems using a gender lens</p> <p>x. Conducting scholarly research on gender issues</p> <p>xi. Understanding how gender, power, privilege, and oppression play out across cultures</p>
Dissertation	

PAPER: V	
COURSE TITLE: HUMAN RIGHTS STUDY(Open Elective Paper for Students of other PG Depts only)	
No. of CREDITS: 4	
COURSE CODE: MPOLOET 305	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<p>i. Understanding human rights: Learning about human rights in a global and national context</p> <p>ii. Understanding human rights violations: Learning about the causes and effects of human rights abuses</p>

	<ul style="list-style-type: none"> iii. Developing empathy: Learning to respect different cultures and values, and to challenge prejudice iv. Developing civic responsibility: Learning about legal rights and how to enforce them v. Developing skills: Learning how to collect, evaluate, and report on human rights abuses vi. Developing strategies: Learning how to create effective responses to human rights violations vii. Promoting human rights: Learning how to advocate for human rights and social justice
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Understand human rights law: Learn about the Constitution of India and laws that protect human rights ii. Analyze human rights issues: Apply human rights law to real-world situations iii. Recognize human rights violations: Identify problems that arise when human rights are not upheld iv. Evaluate human rights practices: Assess the effectiveness of human rights practices in different contexts v. Understand the international context: Learn about the global context of human rights vi. Appreciate human rights diversity: Understand how human rights are impacted by different cultures, races, and ethnicities vii. Develop respect for human rights: Learn about the core principles of human rights philosophy viii. Become an advocate: Learn how to advocate for human rights and challenge prejudice.

SYLLABUS

GROUP A

1.	Origin of the concept & three generations of Human Rights.
2.	International Human Rights Conventions.
3.	Human Rights in India—basically Constitutional provision including Human Rights Act of 1993 & composition & functions of Human Rights Commissions at the national and state level.
4.	Human Rights & the role of Indian judiciary.

GROUP B	
5.	Cases of Human Rights violations & humanitarian intervention.
6.	Challenges before Human Rights regime in India esp. continuing poverty, displacement, Maoism, insurgency, abuse of state power.
7.	Human Rights & Globalization.
8.	Role of media, civil society organizations & social movements for protection of Human Rights.
FURTHER READING: <ol style="list-style-type: none"> 1. Dani Rodrik – The Globalization Paradox: Democracy and the Future of the World Economy (2011) 2. Arundhati Roy – Capitalism: A Ghost Story (2014) 3. Jason Hickel – The Divide: A Brief Guide to Global Inequality and Its Solutions (2017) 4. Amartya Sen – Development as Freedom (1999) 5. Thomas Piketty – Capital and Ideology (2019) 	

PAPER: VI	
COURSE TITLE: OUTREACH PROGRAMME FOR COMMUNITY RESPONSIBILITY & EXTENSION ACTIVITY	
NO. OF CREDITS: 4	
COURSE CODE: MPOLOPS 306	
TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. Community Assessment: Identify and analyze the needs and challenges of diverse communities. Conduct thorough community needs assessments using appropriate research methods. ii. Outreach Strategy Development: Design targeted outreach plans aligned with identified community needs. <ol style="list-style-type: none"> a. Select appropriate outreach channels and communication methods. b. Develop culturally sensitive messaging to effectively engage diverse populations. iii. Programme Implementation: <ol style="list-style-type: none"> a. Facilitate partnerships with community organizations and stakeholders. b. Manage logistics and resources for outreach activities. c. Deliver outreach programs effectively using various delivery methods (e.g., workshops, presentations, community events). iv. Communication Skills: <ol style="list-style-type: none"> a. Practice active listening and effective communication techniques.

	<ul style="list-style-type: none"> b. Develop skills in public speaking and presentation delivery. c. Utilize appropriate communication tools for outreach campaigns. v. Data Collection and Evaluation: <ul style="list-style-type: none"> a. Design data collection tools to measure program impact. b. Analyze quantitative and qualitative data to assess programme effectiveness. c. Utilize evaluation findings to improve future outreach initiatives. vi. Ethical Considerations: <ul style="list-style-type: none"> a. Understand ethical principles in community engagement and outreach. b. Identify and address potential power dynamics and biases in outreach practices. vii. Advocacy and Social Change: <ul style="list-style-type: none"> a. Develop strategies for advocating for policy changes to address community needs. b. Promote civic engagement and empower communities to take action.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Community planning: Develop a long-term plan to meet current and future needs ii. Cultural understanding: Describe and respond to cultural differences that affect how people with disabilities participate in community services iii. Collaboration: Work with health services, local government, and other agencies to build resilient communities iv. Community response: Respond to people with medical diseases.
SYLLABUS	
<p>Students will propagate progressive legislations of Govt.viz. Domestic Violence Act, The Right to Free & Compulsory Education, The Right to Information, etc. among the members of the local community/neighbourhood. The system of assessment will be based on their overall participation & performance during such programme.</p>	

SEMESTER - IV	
PAPER: I	
COURSE TITLE: LOCAL SELF-GOVERNMENT	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 401	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. Understanding Decentralized Governance: To enable students to comprehend the conceptual framework, evolution, and significance of local self-government in India, including the 73rd and 74th Constitutional Amendments. ii. Analyzing Institutional Frameworks To equip students with the knowledge and skills to analyze the organizational structures, functions, and powers of local governments in India, such as Panchayats, Municipalities, and Urban Local Bodies. iii. Developing Participatory Governance Skills: To develop in students the ability to think critically and creatively about the challenges and opportunities facing local self-governance in India, and to design and propose innovative solutions that promote participatory governance, transparency, and accountability.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Application of Theoretical Frameworks to Practical Scenarios: Students will be able to apply theoretical frameworks and concepts related to local self-government, such as participatory governance, transparency, and accountability, to real-world scenarios and case studies, demonstrating their ability to think critically and creatively and pursue career in as Public Policy Analyst to solve ground level issues. ii. Design and Development of Innovative Solutions for Local Governance: Upon completing this course, students will be able to design and propose innovative solutions to address the complex challenges facing local self-government in India, including issues related to service delivery, public participation, and resource management, demonstrating their ability to think strategically and develop effective solutions. iii. The Course shall help the students to actively engage in enhancing the liaison between the Governance structures as well as Civil Society circuits and help foster micro-level understanding of the issues that often goes unaddressed due to bureaucratic red-tapism and political violence. They shall also pursue higher studies in Rural Administration and various other interdisciplinary career paths.

SYLLABUS	
GROUP A	
1.	Concept of Local Govt.—its objectives & rationale, limitations of Local Govt., Impact of Globalization on Local Government.
2.	Evolution—Constitutional provision, different Committees & Commissions on PRIs, Peoples’ participation.
3.	73 rd Constitution Amendment Act, Panchayet after post-colonial amendment Acts.
4.	India-Bangladesh: A Complete study in terms of Local Democracy.
GROUP B	
5.	Evolution of Municipal Govt, types, Constitutional position, different Committees & Commissions.
6.	74 th Constitution Amendment Act: its significance, metropolitan personnel, relation with Govt., Governance & nature & pattern of Urbanization in India.
7.	Success and failure of Local Govt. in India.
8.	Local Self- Government: Post-74th Amendment Scenario
FURTHER READING:	
<ol style="list-style-type: none"> 1. M.P. Sharma & B.L. Sadana – Public Administration in Theory and Practice (2018) 2. S.R. Maheshwari – Local Government in India (2003) 3. James Manor – The Political Economy of Democratic Decentralization (1999) 4. D. L. Sheth & B.S. Baviskar (Eds.) – Restructuring Local Government for Effective Decentralisation (2005) 5. Jean Drèze & Amartya Sen – India: Development and Participation (2002) 6. S. R. Maheshwari – Local Government in India (2003) 7. M. V. Rao & M. S. A. Rao – Panchayats and Development (1996) 8. George Mathew – Status of Panchayati Raj in the States of India (2000) 9. A. M. Shah – The Grassroots of Democracy: Field Studies of Indian Elections (2007) 10. G. S. Narwani – Rural Development Through Democratic Decentralization (2002) 	

PAPER:II	
GROUP – A: MODERN INDIA: SOCIETY & POLITICS	
COURSE TITLE: CONSTITUTIONAL LAW OF INDIA	NO. OF CREDITS: 4
COURSE CODE: MPOLMET 402A	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. Basic Concepts: <ol style="list-style-type: none"> a. Define and explain core constitutional concepts like sovereignty, federalism, separation of powers, rule of law, and judicial review. b. Analyze the Preamble of the Constitution and its significance in interpreting constitutional provisions.

	<ul style="list-style-type: none"> ii. Structure of Government: <ul style="list-style-type: none"> a. Examine the composition, powers, and functions of the Union Executive (President, Prime Minister, Council of Ministers), Legislature (Parliament), and Judiciary (Supreme Court). b. Understand the relationship between the Union and State governments under the federal system. iii. Fundamental Rights and Duties: <ul style="list-style-type: none"> a. Detail the various fundamental rights enshrined in the Constitution and their limitations. b. Explain the concept of fundamental duties and their importance in a democratic society. iv. Directive Principles of State Policy (DPSP): <ul style="list-style-type: none"> a. Analyze the role of DPSP in guiding government policy and their non-enforceable nature. v. Emergency Provisions: <ul style="list-style-type: none"> a. Understand the conditions under which emergency provisions can be declared and their implications on fundamental rights. vi. Election Commission and Independent Bodies: <ul style="list-style-type: none"> a. Study the structure and functions of the Election Commission and other independent constitutional bodies like the Comptroller and Auditor General of India. vii. Judicial Review and Interpretation: <ul style="list-style-type: none"> a. Analyze landmark Supreme Court cases that have interpreted and expanded the scope of constitutional provisions. b. Understand the concept of judicial activism and its role in upholding constitutional values. viii. Critical Analysis and Contemporary Issues: <ul style="list-style-type: none"> a. Discuss contemporary challenges to constitutional principles and ongoing debates regarding amendments or interpretations of the Constitution. b. Evaluate the effectiveness of the Constitution in addressing social and economic inequalities.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Comprehending foundational concepts: <ul style="list-style-type: none"> a. Define and explain the core principles of the Indian Constitution like sovereignty, democracy,

	<p style="text-align: center;">secularism, and justice.</p> <p>ii. Understanding the structure of government:</p> <p style="padding-left: 40px;">a. Identify and explain the powers and functions of the three organs of government (Executive, Legislature, Judiciary) at both the Union and State levels.</p> <p>iii. Analyzing fundamental rights:</p> <p style="padding-left: 40px;">a. Articulate the various fundamental rights enshrined in the Constitution, their limitations, and the process of judicial review to safeguard them.</p> <p>iv. Interpreting directive principles:</p> <p style="padding-left: 40px;">a. Discuss the significance of Directive Principles of State Policy and their role in guiding government policy.</p> <p>v. Evaluating federalism:</p> <p style="padding-left: 40px;">a. Analyze the distribution of powers between the Centre and States, including the concept of cooperative federalism.</p> <p>vi. Understanding emergency provisions:</p> <p style="padding-left: 40px;">a. Explain the different types of emergency provisions in the Constitution and their implications on fundamental rights.</p> <p>vii. Assessing the role of institutions:</p> <p style="padding-left: 40px;">a. Examine the functions and significance of institutions like the Election Commission, the Supreme Court, and the President.</p> <p>viii. Analyzing landmark cases:</p> <p style="padding-left: 40px;">a. Critically evaluate key Supreme Court judgments that have interpreted and shaped the Constitution.</p> <p>ix. Applying legal reasoning to contemporary issues:</p> <p style="padding-left: 40px;">a. Analyze current constitutional issues and debates related to rights, governance, and social justice through the lens of the Constitution.</p> <p>x. Developing critical thinking skills:</p> <p style="padding-left: 40px;">a. Engage in thoughtful discussions and debates</p>
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	concerning the interpretation and application of constitutional provisions.
SYLLABUS	
GROUP A	
1.	The Historical Background.
2.	Outstanding features of the Constitution.
3.	Fundamental Rights & Fundamental Duties.
GROUP B	
4.	The Union Judiciary-The Supreme Court.
5.	The State Judiciary.
6.	(i) SC & ST Atrocity Act & (ii) POSCO(2012)
FURTHER READING:	
<ol style="list-style-type: none"> 1. Granville Austin – The Indian Constitution: Cornerstone of a Nation (1966) 2. Granville Austin – Working a Democratic Constitution: A History of the Indian Experience (1999) 3. B. Shiva Rao (Ed.) – The Framing of India's Constitution: A Study (1968) 4. S. C. Kashyap – Our Constitution: An Introduction to India’s Constitution and Constitutional Law (2001) 	

PAPER:II	
GROUP - B: THIRD WORLD & CONTEMPORARY INTERNATIONAL RELATIONS (SPECIAL PAPER)	
COURSE TITLE: POLITICS IN THE MIDDLE EAST	NO. OF CREDITS: 4
COURSE CODE: MPOLMET 402B	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i) To encourage students to learn from concrete case studies in the context of third world countries. ii) To re-examine third world reality and contemporary international relations from the perspective of changed post-Cold War perspective.
COURSE OUTCOMES:	<ol style="list-style-type: none"> i) To enable students to engage in research on issues like resource geopolitics, migration, terrorism etc. ii) To enable students so that they can work with think tanks or media by optimizing their conceptual understanding.

SYLLABUS	
GROUP A	
1.	Arab unity & interference from the outside world.
2.	The creation of Israel & the Arab-Israel war
3.	Oil politics in the Middle East.
4.	Search for Diplomacy: Jasmine Revolution in the Middle East.
GROUP B	
5.	Revival of Islam in Middle East-Conflict with West.
6.	Conflict between Iraq & Iran, Iraq's invasion of Kuwait, Gulf War, US invasion of Iraq.
7.	Iran's search for nuclear power, conflict with the US.
8.	Monarchy in Saudi Arabia, its special relations with the West.
FURTHER READING:	
<ol style="list-style-type: none"> 1. Björn Hettne – Development Theory and the Three Worlds (1995) 2. Christopher Clapham – Third World Politics: An Introduction (1985) 3. Howard Handelman – The Challenge of Third World Development (2019) 4. Jean-François Bayart – The State in Africa: The Politics of the Belly (2009) 5. Robert H. Jackson – Quasi-States: Sovereignty, International Relations and the Third World (1993) 	

PAPER:II	
GROUP - C: HUMAN RIGHTS & WOMAN STUDIES (SPECIAL PAPER)	
COURSE TITLE: WOMAN STUDIES: HISTORY OF EVOLUTION	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 402 C	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. To enrich students with a comprehensive understanding of human rights violations past and present, at home and abroad and thus to emphasize the importance of new laws and government schemes for women empowerment. ii. To foster a strong commitment among students to uphold and advocate the value of human rights actively, particularly focusing on women's rights, through critical analysis and engagement with contemporary issues. iii. To encourage students to carve out innovative pathways for promoting human rights by integrating theoretical knowledge with practical applications, thereby empowering them to become effective advocates in their communities, thereby reinforcing collective responsibility towards achieving a just society

COURSE OUTCOMES:	<ol style="list-style-type: none"> i. Students will develop a comprehensive understanding of human rights and women’s rights, fostering a culture of respect within society that acknowledges the inherent dignity of all individuals. ii. The course will contribute towards ensuring dignity of human life through an understanding of our collective struggle for rights thereby promoting social coalitions for equality and justice. iii. The students will learn the pathway to achieve Sustainable Development Goals, recognizing the interdependence between social equity and environmental sustainability. iv. Students will be equipped with concepts necessary for advocacy in favour of such benign values by engaging in dialogues and initiatives that promote human rights and empower women in various societal contexts. v. The course will transform theoretical knowledge into active participation in community-based projects aimed at raising awareness about human and women rights.
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SYLLABUS

GROUP A

1.	Concepts & needs for women studies
2.	Scope of Women Studies- Woman Studies as an academic discipline.
3.	Women’s movement: Pre-Independence, post-Independence & current women’s movements.
4.	Women in Development (WID), Women & Development (WAD), Gender & Development (GAD).

GROUP B

5.	National Committees & Commissions for Women.
6.	Govt. organizations for women—Dept. for Women & Child Development.
7.	Women & NGOs.
8.	Empower and Women in India: Social, Economic & Political dimensions.

FURTHER READING:

1. Dani Rodrik – The Globalization Paradox: Democracy and the Future of the World Economy (2011)
2. Arundhati Roy – Capitalism: A Ghost Story (2014)
3. Jason Hickel – The Divide: A Brief Guide to Global Inequality and Its Solutions (2017)
4. Amartya Sen – Development as Freedom (1999)
5. Thomas Piketty – Capital and Ideology (2019)

PAPER: III	
GROUP – A: MODERN INDIA: SOCIETY & POLITICS	
COURSE TITLE: POLITICAL ECONOMY OF DEVELOPMENT	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 403 A	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i) To promote understanding about India’s post-independence development journey. ii) To engage students with stimulating discourse on scholarly perspectives on India’s political economy.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i) Students’ knowledge of economic reforms in the age of LPG will be more enhanced through classroom deliberation & it will sharpen their insights. ii) Students debating skill and research interests in areas of economic governance, centre-state relations and evaluation of policy responses to new challenges will be enhanced.
SYLLABUS	
GROUP A	
1.	India’s political economy: contending approaches.
2.	Changes in agrarian economy: types of peasant mobilization in rural India.
3.	Agrarian changes in class relations.
4.	Changing strategies of Industrialization during the Five Yr Plans, Role of Industrial Bourgeoisie and the Indian state.
GROUP B	
5.	Developing India in the age of Globalization—the Economic Meltdown & its impact.
6.	The state of Indian State in the age of Globalization.
7.	Globalization & its impact-I-Environmental issues.
8.	Globalization & its impact-II-Population displacement & the legal regime of Land Acquisition
FURTHER READING:	
<ol style="list-style-type: none"> 1. Dani Rodrik – The Globalization Paradox: Democracy and the Future of the World Economy (2011) 2. Arundhati Roy – Capitalism: A Ghost Story (2014) 3. Jason Hickel – The Divide: A Brief Guide to Global Inequality and Its Solutions (2017) 4. Amartya Sen – Development as Freedom (1999) 5. Thomas Piketty – Capital and Ideology (2019) 	

PAPER: III	
GROUP - B: THIRD WORLD & CONTEMPORARY INTERNATIONAL RELATIONS (SPECIAL PAPER)	
COURSE TITLE: DEVELOPING COUNTRIES & INTERNATIONAL ORGANIZATION	
No. of CREDITS: 4	
COURSE CODE: MPOLCCT 403 B	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	i) To encourage students to learn from concrete case studies in the context of third world countries. ii) To re-examine third-world reality from the perspective of changed post-Cold War perspective.
COURSE OUTCOMES:	i) To enable students to engage in research on issues like resource geopolitics, migration, terrorism etc. ii) To enable students so that they can work with think tanks or media by optimizing their conceptual understanding,
SYLLABUS	
GROUP A	
1.	Domestic politics & Developing world.
2.	Common features & common problems of developing countries (esp. economic & social problems).
3.	India & her Neighbourhood: Indo-Pak, Indo-SriLanka, Indo-Nepal, Indo-Bangladesh relations.
GROUP B	
4.	Changing Global politics & the role of UNO with special reference to Specialized agencies.
5.	India's participation in UNO, Reform of UNO & India's case for permanent membership of Security Council.
6.	Asia-Pacific economic cooperation: ASEAN & G8.
FURTHER READING:	
1. Dani Rodrik – The Globalization Paradox: Democracy and the Future of the World Economy (2011) 2. Arundhati Roy – Capitalism: A Ghost Story (2014) 3. Jason Hickel – The Divide: A Brief Guide to Global Inequality and Its Solutions (2017) 4. Amartya Sen – Development as Freedom (1999) 5. Thomas Piketty – Capital and Ideology (2019)	

PAPER: III	
GROUP - C: HUMAN RIGHTS & WOMAN STUDIES (SPECIAL PAPER)	
COURSE TITLE: FEMINISM: THEORIES & PRACTICE	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 403 C	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i) To enrich students with a comprehensive understanding of human rights violations past and present, at home and abroad and thus to emphasize the importance of new laws and government schemes aimed at protecting these rights. ii) To foster a strong commitment among students to actively uphold and advocate the value of human rights, particularly focusing on women's rights, through critical analysis and engagement with contemporary issues. iii) To encourage students to carve out innovative pathways for promoting human rights by integrating theoretical knowledge with practical applications, thereby empowering them to become effective advocates in their communities, thereby reinforcing collective responsibility towards achieving a just society
COURSE OUTCOMES:	<ul style="list-style-type: none"> i) Students will develop a comprehensive understanding of human rights and women's rights, fostering a culture of respect within society that acknowledges the inherent dignity of all individuals. ii) The course will contribute towards ensuring dignity of human life through an understanding of our collective struggle for rights thereby promoting social coalitions for equality and justice. iii) The students will learn the pathway to achieve Sustainable Development Goals, recognizing the interdependence between social equity and environmental sustainability. iv) Students will be equipped with concepts necessary for advocacy in favour of such benign values by engaging in dialogues and initiatives that promote human rights and empower women in various societal contexts. v) The course will transform theoretical knowledge into active participation in community-based projects aimed at raising awareness about human and women rights.
SYLLABUS	
GROUP A	
1.	Liberal Feminism—Rationality
2.	Marxist Feminism—Production
3.	Radical Feminism: Gender Patriarchy
4.	Socialist Feminism - Class & Gender

GROUP B	
5.	Girl Child in society-Child labourers
6.	Indian Women—Family
7.	Portrayal of women in mass media (Cinema, TV, Print media).
8.	Information Technology-impact on women's development.
FURTHER READING:	
<ol style="list-style-type: none"> 1. Mary Wollstonecraft – A Vindication of the Rights of Woman (1792) 2. Simone de Beauvoir – The Second Sex (1949) 3. Betty Friedan – The Feminine Mystique (1963) 4. bell hooks – Feminist Theory: From Margin to Center (1984) 5. Gerda Lerner – The Creation of Patriarchy (1986) 6. Carole Pateman – The Sexual Contract (1988) 7. Sylvia Federici – Caliban and the Witch: Women, the Body and Primitive Accumulation (2004) 8. Maria Mies – Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour (1986) 9. Chandra Talpade Mohanty – Feminism Without Borders: Decolonizing Theory, Practicing Solidarity (2003) 	

PAPER: IV	
GROUP – A: MODERN INDIA: SOCIETY & POLITICS	
COURSE TITLE: INDIA & THE WORLD	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 404 A	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i) To provide insights into key areas of India's external outreach. ii) To broaden our understanding of the dynamics of India's foreign policy response to complex changes.
COURSE OUTCOMES:	<ol style="list-style-type: none"> i) Students will acquire expertise to comprehend the shifts in Indian foreign policy ii) Students will be more interested to pursue higher studies on India's relations with different regions, groupings and IGOs like UN.
SYLLABUS	
GROUP A	
1.	Contending Approaches to the study of India, Foreignpolicy&relations.
2.	Origins of India's foreign policy-Non-alignment as the paradigm during the Cold War period.
3.	The decline of Non-alignment in the post-Cold War era.
4.	India's emergence as a 'Soft Power'-redefining security.

GROUP B	
5.	Evolution of India's nuclear policy.
6.	Bilateral relations: USA, Russia & the EU.
7.	India & her Neighbourhood.
8.	India & the transnational issues: Terrorism, Climate Change & Human Rights.
FURTHER READING:	
<ol style="list-style-type: none"> 1. Bimal Prasad – The Making of India's Foreign Policy: The Indian National Congress and World Affairs 1885-1947 (2001) 2. J.N. Dixit – Indian Foreign Policy and her Neighbours (2001) 3. David Malone – Does the Elephant Dance? Contemporary Indian Foreign Policy (2011) 4. M.S. Rajan – India in World Affairs: 1950-1960 (1964) 5. K. Natwar Singh – Profiles and Letters (2010) 6. S. Jaishankar – The India Way: Strategies for an Uncertain World (2020) 	

PAPER:IV	
GROUP - B: THIRD WORLD & CONTEMPORARY INTERNATIONAL RELATIONS (SPECIAL PAPER)	
COURSE TITLE: GLOBALIZATION & CONTEMPORARY WORLD POLITICS	
No. of CREDITS: 4	
COURSE CODE: MPOLCCT 404 B	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i) To fill the knowledge gaps with critical engagement in discussion with students. ii) To focus on newer issues like migration, climate change, new insecurities related to globalization.
COURSE OUTCOMES:	<ol style="list-style-type: none"> i) To course will enrich academic discipline of World Politics ii) It will prepare the students mentally for new world order. iii) To tackle global insecurities, we need to develop interdependence and broader coalition across borders. This orientation will emerge from this course structure.
SYLLABUS	
GROUP A	
1.	Globalization: Different views
2.	Globalization & states sovereignty
3.	Globalization & its impact on political economy: major landmarks.
GROUP B	
4.	Globalization & role of WTO
5.	Globalization, Development issues & environmental politics.
6.	Globalization & Localization.

FURTHER READING:

1. Arturo Escobar – Encountering Development: The Making and Unmaking of the Third World (1995)
2. Frantz Fanon – The Wretched of the Earth (1961)
3. Edward Said – Orientalism (1978)
4. Samuel P. Huntington – Political Order in Changing Societies (1968)
5. Haas & Hird-Controversies in Globalization (Sage CQPress, 2013)

PAPER:IV	
GROUP - C: HUMAN RIGHTS & WOMAN STUDIES (SPECIAL PAPER)	
COURSE TITLE: WOMAN & LEGAL ACTION	NO. OF CREDITS: 4
COURSE CODE: MPOLCCT 404 C	TOTAL CONTACT HOURS: 60
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i) To equip postgraduate students with a comprehensive understanding of human rights violations past and present and emphasizing the importance of new laws and government schemes aimed at protecting these rights. ii) To foster a strong commitment among students to actively uphold and advocate for human rights, particularly focusing on women’s rights, through critical analysis and engagement with contemporary issues. iii) To encourage students to carve out innovative pathways for promoting human rights by integrating theoretical knowledge with practical applications, thereby empowering them to become effective advocates in their communities, thereby reinforcing collective responsibility towards achieving a just society.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i) Students will develop a comprehensive understanding of human rights and women’s rights, fostering a culture of respect within society that acknowledges the inherent dignity of all individuals. ii) The course will contribute towards ensuring dignity of human life through an understanding of our collective struggle for rights thereby promoting social coalitions for equality and justice. iii) The students will learn the pathway to achieve Sustainable Development Goals, recognizing the interdependence between social equity and environmental sustainability. iv) Students will be equipped with concepts necessary for advocacy in favour of such benign values by engaging in dialogues and initiatives that promote human rights and empower women in various societal contexts. v) The course will encourage active participation in community-based projects aimed at raising awareness about human and women rights.

SYLLABUS	
GROUP A	
1.	Indian Constitution & the provision relating to women.
2.	Personal Laws.
3.	Violence against women, legal protection.
GROUP B	
4.	Family Courts, enforcement machinery-Police & Judiciary.
5.	IPC—Provisions relating to women.
6.	Human Rights as women's rights.
FURTHER READING:	
<ol style="list-style-type: none"> 1. Jack Donnelly – Universal Human Rights in Theory and Practice (1989) 2. Henry J. Steiner, Philip Alston & Ryan Goodman – International Human Rights in Context: Law, Politics, Morals (2007) 3. James Nickel – Making Sense of Human Rights (2007) 4. Lynn Hunt – Inventing Human Rights: A History (2007) 5. Micheline Ishay – The History of Human Rights: From Ancient Times to the Globalization Era (2008) 6. Nivedita Menon – Seeing Like a Feminist (2012) 7. Tanika Sarkar – Hindu Wife, Hindu Nation: Community, Religion, and Cultural Nationalism (2001) 8. Gail Omvedt – Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity (1995) 9. Uma Chakravarti – Gendering Caste: Through a Feminist Lens (2003) 10. Indira Jaising (Ed.) – Men’s Laws, Women’s Lives: A Constitutional Perspective on Religion, Common Law and Culture in India (2005) 	

PAPER: V	
COURSE TITLE: PROJECT WORK *	
NO. OF CREDITS: 4	
COURSE CODE: MPOLMEP 405 A	
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i. To analyze the historical evolution of Indian society and politics: This objective aims to provide students with an understanding of the key political, social, and economic changes that shaped modern India from the colonial period to post-independence. ii. To examine the role of institutions, ideologies, and movements in shaping contemporary India: Students will explore the significance of political parties, social reform movements, constitutional institutions, and the development of democracy in India.

	<p>iii. To critically assess contemporary issues in Indian society and politics: This objective seeks to enable students to understand and critically engage with current challenges in Indian society, such as caste, religion, regionalism, secularism, gender, and economic inequality.</p>
COURSE OUTCOMES:	<p>i. Enhanced understanding of India's historical and political context: Students will gain a comprehensive understanding of how India's modern political landscape was shaped by the colonial experience, the struggle for independence, and post-independence developments.</p> <p>ii. Ability to critically analyze contemporary social and political issues in India: Upon completion, students will be able to critically evaluate contemporary social and political issues like caste dynamics, communalism, nationalism, and India's role in global politics.</p> <p>iii. Increased awareness of the relationship between Indian society and politics: Students will develop an understanding of the interplay between social structures and political processes, including how social movements, the media, and public opinion influence governance and policymaking in India.</p>

PAPER: V	
COURSE TITLE: PROJECT WORK *	NO. OF CREDITS: 4
COURSE CODE: MPOLMEP 405 B	
COURSE OBJECTIVES:	<p>i. To examine the historical and geopolitical context of the Third World: This objective aims to explore the historical factors, such as colonialism and post-colonialism, that have shaped the political and economic realities of Third World countries.</p> <p>ii. To analyze the role of the Third World in contemporary international relations: Students will study how emerging economies and developing nations influence global politics, international institutions, and global economic systems.</p> <p>iii. To understand the global challenges faced by Third World countries in the 21st century: This objective aims to highlight the major challenges such as economic inequality, political instability, environmental issues, and security concerns in the context of global interdependence.</p>

COURSE OUTCOMES:	<ul style="list-style-type: none"> i. In-depth understanding of the historical foundations and challenges of the Third World: Students will develop a solid understanding of the socio-political and economic challenges faced by Third World nations, rooted in their colonial history and contemporary struggles. ii. Ability to assess the influence of the Third World in shaping global policy: Students will be able to analyze the role of developing countries in international organizations, diplomacy, trade, and conflict resolution in the present-day international system. ii. Critical evaluation of contemporary global issues affecting the Third World: Upon completion, students will be equipped to critically examine global issues like globalization, international aid, human rights, and regional conflicts, and their impact on the Third World in contemporary international relations.
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PAPER: V	
COURSE TITLE: PROJECT WORK *	NO. OF CREDITS: 4
COURSE CODE: MPOLMEP 405 C	
COURSE OBJECTIVES:	<ul style="list-style-type: none"> i. To explore the historical development and evolution of human rights: This objective aims to provide students with an understanding of the origin, growth, and international recognition of human rights, focusing on their application to women and marginalized groups. ii. To examine the intersection of gender and human rights: Students will analyze how gender influences the protection and violation of human rights, focusing on the challenges women face in various socio-political contexts globally. iii. To understand contemporary issues in women's rights and gender equality: This objective focuses on the current global and local challenges regarding women's rights, including violence, discrimination, reproductive rights, and gender equality in education and the workplace.
COURSE OUTCOMES:	<ul style="list-style-type: none"> i. Comprehensive understanding of human rights frameworks with a focus on women: Students will gain a deep understanding of international human rights frameworks, including treaties, conventions, and laws related to women's rights and gender equality. ii. Ability to critically analyze gender-based human rights violations: Upon completion, students will be able to critically assess real-world gender-based human rights violations and understand the legal, social, and political factors that contribute to them. ii. Increased awareness of global and local efforts toward achieving gender equality: Students will develop an

	understanding of the global movements, policies, and strategies for promoting women’s rights, as well as the challenges and successes of achieving gender equality.
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MPOLMEP 405 (Project Work)
<p>Students will be guided under the supervision of faculty members on the basis of the topic and as per the following suggestions made by the experts:</p> <ol style="list-style-type: none"> i) Project plan to be chosen and submitted by the students which are to be finalized by the designated supervisor in consultation with the student concerned. ii) Each project report, usually not more than 6000 words is to be assessed by the supervisor and one external expert appointed by the Hon’ble Vice-Chancellor on the recommendation of the Head of the Dept. iii) The full marks for the written part of the project will be 40 and awards will be on the basis of average marks (average of awards given by the Supervisor and the external expert). iv) There is to be a viva voce for each candidate for awarding the marks out of 10. <p>MODULE – 1: Marks – 40: Project writing by the students (based on interaction with the project guide regarding the selection of topic with justification, discussion on budget & action plan with a time-scale, etc).</p> <p>MODULE–2: Marks–10: Defending the Project paper during viva-voce.</p>

PAPER: VI	
MPOLACT(ADD ON COURSEfor Pol. Sc. Students & for other disciplines)	
COURSE TITLE: INDIAN CONSTITUTION	NO. OF CREDITS: 4
COURSE CODE: MPOLACT 406 TOTAL CONTACT HOURS: 60	
COURSE OBJECTIVES:	<ol style="list-style-type: none"> i) Post-graduate students will explore the historical context and significant events leading to the formulation of the Indian Constitution, examining how colonial legacies and socio-political movements shaped its development. ii) Students will analyze the views and contributions of prominent jurists from the Constituent Assembly, gaining insights into their philosophies and debates that influenced constitutional provisions, thereby fostering a deeper appreciation for legal reasoning. iii) The course will delve into the underlying philosophies that inform the Indian Constitution, including principles of justice, liberty, equality, and fraternity, encouraging students to critically engage with these ideals in contemporary contexts.

	<p>iv) Through discussions on rights and responsibilities enshrined in the Constitution, students will be encouraged to internalize values of good citizenship, emphasizing active participation in democratic processes and social responsibility.</p> <p>v) The comprehensive study of these objectives aims to equip students with a nuanced understanding of India's constitutional framework and its relevance in promoting an informed citizenry.</p>
COURSE OUTCOMES:	<p>i) To shun narrowness and enable students to embrace liberal spirit</p> <p>ii) To promote rational faculty of debate among the student</p> <p>iii) To develop sense of duties enshrined in the Constitution</p> <p>iv) To safeguard our fundamental institutions</p> <p>v) The knowledge of the constitutional system will benefit students to better perform in competitive examinations.</p>
SYLLABUS	
GROUP A	
1.	Indian Constitution: Salient features, with particular reference to the doctrine of Basic Structure.
2.	Federal Framework
3.	Judiciary & constitutional interpretation
GROUP B	
4.	Secularism in Indian Constitution
5.	Reservation provisions in Indian Constitution
6.	Emergency powers.
FURTHER READING:	
1) Sujit Choudhury, Madhav Khosla & Pratap Bhanu Mehta (2016)The Oxford Handbook of Indian Constitution, OUP.	

- **20% Syllabus Revised On 30/11/2022.**