



DEPARTMENT OF POLITICAL SCIENCE

THE SYLLABUS FOR POST-GRADUATE PROGRAMME IN POLITICAL SCIENCE

Under NEP with Effect from 2025-2026 Session

KAZI NAZRUL UNIVERSITY
ASANSOL-713340, WEST BENGAL, INDIA

The University

Kazi Nazrul University was established under the **West Bengal Act XIX of 2012**, with the assent of the Hon'ble Governor published in the *Kolkata Gazette Extraordinary* on **16 August 2012**. Named after the eminent poet, philosopher, and social reformer **Kazi Nazrul Islam (1899–1976)**, the University draws inspiration from his enduring ideals of freedom, equality, humanism, secularism, and cultural pluralism. As the National Poet of Bangladesh and one of the foremost literary figures of India, Nazrul's life and works continue to inspire generations through their commitment to social justice, inclusivity, and intellectual emancipation.

The University is committed to fostering an academic ecosystem that promotes excellence in teaching, learning, research, innovation, and community engagement. Guided by the values embodied in the philosophy of Kazi Nazrul Islam, it seeks to create an inclusive and intellectually vibrant environment that encourages critical thinking, interdisciplinary collaboration, creativity, ethical leadership, and lifelong learning.

The founding vision of the University is to function as a centre of excellence in higher education by providing quality instruction, advanced training, and research opportunities across diverse disciplines. It is dedicated to generating, preserving, and disseminating knowledge through innovative pedagogical practices, research-driven education, and meaningful academic collaborations. The University strives to cultivate competent, socially responsible, and globally aware graduates capable of addressing contemporary challenges through informed scholarship, professional excellence, and ethical conduct.

In alignment with the objectives of the National Education Policy (NEP) 2020, Kazi Nazrul University emphasises holistic and multidisciplinary education, research and innovation, skill development, digital learning, and institutional governance based on transparency, accountability, and quality assurance. The University remains committed to promoting academic excellence, fostering inclusive growth, strengthening industry and community partnerships, and contributing to sustainable national development through knowledge creation and societal engagement.

Department of Political Science

The Department of Political Science was established in 2014 with the objective of promoting excellence in teaching, research, and scholarly engagement in the discipline. Since its inception, the Department has been committed to fostering critical thinking, academic inquiry, and a comprehensive understanding of political institutions, processes, governance, and public policy in both national and global contexts. The Department offers Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.) programmes in Political Science. At the postgraduate level, students have the opportunity to pursue elective courses in specialised areas such as Public

Administration and International Relations, enabling them to develop advanced knowledge and domain-specific expertise.

The Department is supported by a well-equipped departmental library that provides access to a rich collection of books, reference materials, journals, and other academic resources. These facilities cater to the academic and research needs of students enrolled in the M.A., and Ph.D. programmes and encourage independent learning and high-quality research. The Department strives to create a vibrant academic environment through quality teaching, research, seminars, workshops, conferences, and extension activities. It remains dedicated to preparing students for higher education, research, public service, policy analysis, and diverse professional careers while promoting ethical values, academic integrity, and social responsibility.

Mission of the department

The Department of Political Science is committed to achieving its vision through excellence in teaching, research, innovation, and community engagement. Its mission is to:

- ❖ Translate the Department's vision into meaningful academic outcomes through quality education, research, and institutional development.
- ❖ Provide students with a strong foundation in the concepts, theories, approaches, issues, and contemporary debates in Political Science, enabling them to pursue higher studies and succeed in NET, SET, Civil Services, and other competitive examinations.
- ❖ Foster a culture of research by identifying emerging areas of inquiry, strengthening research aptitude, and equipping students with the knowledge and skills required for advanced academic and policy-oriented research.
- ❖ Encourage critical thinking and intellectual curiosity by promoting the study of contemporary political issues from historical, comparative, theoretical, empirical, and public policy perspectives.
- ❖ Ensure excellence in teaching and learning through innovative pedagogical practices, student-centred approaches, and continuous academic mentoring to enrich the overall learning experience.
- ❖ Uphold the highest standards of academic integrity, quality, inclusiveness, and institutional excellence in all teaching, research, and extension activities.
- ❖ Promote socially relevant education by addressing the social, cultural, economic, and democratic needs of the community through academic and outreach initiatives.
- ❖ Strengthen the research capabilities of both faculty members and students by encouraging publications, collaborative research, seminars, workshops, conferences, and academic networking.
- ❖ Preserve and enhance the Department's academic heritage while fostering interdisciplinary collaboration and integration across diverse areas of Political Science and related disciplines.

- ❖ Create a vibrant, inclusive, and research-oriented academic environment that supports intellectual growth, innovation, academic excellence, and holistic student development.
- ❖ Enrich the academic experience by organising distinguished lectures, seminars, workshops, and interactive sessions delivered by eminent scholars and experts from Political Science and allied disciplines.
- ❖ Integrate modern information and communication technologies into teaching, learning, and research by promoting the use of smart classrooms, virtual learning platforms, digital resources, Wi-Fi-enabled facilities, and other contemporary educational technologies.

Programme Outcomes (POs):

The latest syllabus of the Department of Political Science was adopted with effect from the 2025-2026 Session. The programme intends to:

PO1	Provide students with comprehensive knowledge and a critical understanding of the theories and practices of Political Science at the local, state, national, and global levels.
PO2	Foster the holistic development of students by nurturing their intellectual abilities, ethical values, and leadership qualities, enabling them to contribute responsibly to society and democratic governance.
PO3	Instil constitutional, ethical, and human values among students by promoting gender sensitivity, environmental sustainability, good governance, professional ethics, and social responsibility in the context of contemporary India.
PO4	Enhance students' skills, employability, and entrepreneurial capacities, with special emphasis on empowering learners from rural and socio-economically marginalised backgrounds through inclusive and outcome-oriented education.
PO5	The Department prepares students for diverse career opportunities in teaching, public administration, civil services, journalism, media, public policy, research, and civil society organisations, enabling them to make meaningful contributions to society.
PO6	Foster critical thinking and intellectual engagement among students, enabling them to analyse political processes and contribute meaningfully to democratic governance, public welfare, and social development.

Programme Specific Outcomes (PSOs):

After completion of the course, we expect the students to acquire understandings on:	
PSO1	Modern Political Thought
PSO2	The contemporary political-administrative issues and challenges in Indian Politics
PSO3	The rural power structure of Indian society
PSO4	The global politics
PSO5	The politics in comparative terms with emphases on approaches and methodologies
PSO6	The insight into political beliefs central to an understanding of the modern world
PSO7	Methodological debates in Social Sciences
PSO8	Public Administration and Policy Studies
PSO9	Politics of West Bengal
PSO10	Indian Knowledge System (IKS)
PSO11	Politics of Developing World
PSO12	Political Analysis
PSO13	Enlightenment and Modernity
PSO14	Advance Political Theory
PSO15	Comparative Politics
PSO16	Contemporary challenges before modern states
PSO17	Various Dimensions of Governance
PSO18	Various Global and Local challenges
PSO19	South Asian Studies
PSO20	The basic methods of social science research with AI
PSO21	Exploring variety of online learning methods like SWAYAM or various online learning platforms.

CURRICULUM & SYLLABUS FOR M.A. IN POLITICAL SCIENCE

Academic session 2026-2027

Programme Structure:

The course structure of the proposed programme is given below:

The students are required to take eight Major Coursework which are compulsory and three discipline specific elective courses/Major Research Coursework of five credits each. Students are to take two elective interdisciplinary elective (Minor) courses of four credits from other discipline

Semester-wise Course Division

First Semester: There are four compulsory Major Coursework with five credits each and one compulsory minor elective with four credits. **Major Coursework** are (i) Understanding South Asia (ii) Politics of Developing Societies (iii) Indian Political Thought (iv) Politics in West Bengal and **minor elective** is (i) Nation Building and National Integration in India.

Second Semester: There are four compulsory Major Coursework with five credits each and one compulsory minor elective with five credits. Compulsory **Major Coursework** are: (i) *Theory as Discourse* (ii) *Social Movements in Contemporary India* (iii) *Themes in Political Thought* (iv) *State Politics in India* and compulsory minor elective is (i) *Gender and Politics in India*.

Third Semester: There are three Major Research Coursework (students have to select any one group as offered by the Department) with five credits each. These are (1) **Group-A** (i) *International Relations: Theories and Concepts*, (ii) *Contemporary Issues in International Relations*, (iii) *Global Environmental Politics and World Order*; or (2) **Group-B** (i) *Theories and Concepts of Public Administration*, (ii) *Public Policies in India*, (iii) *Ideas of the Indian Knowledge System (IKS) in the Political Field* and there will be one compulsory course with five credits. **Compulsory Course** is (i) *Research Methodology with AI*.

Fourth Semester: There are two compulsory Research Dissertations (courses) with five credits and fifteen credits. (i) **Literature Review (five credits)** and (ii) **PG Dissertation (fifteen credits)**.

Abbreviations: MC= Major Coursework; MN=Minor; NC= Minor Course; VC=Vocational Course, MCE= Major Research Coursework Elective, RMAI= Research Methodology including Artificial Intelligence, RMC= Research Methodology including AI Course; RD=Research Dissertation; RDC=Research Dissertation Course; CA= Continuous Assessment, ESE= End Semester Examination, L= Lecture Hour; T= Tutorial Hour and P= Practical Hour/ Field Work and NA= Not Applicable

COURSE CURRICULUM

SEMESTER: I

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Understanding South Asia	MC-1	MAPLSMC701	5 - 0 - 0	5	30	70	100
Politics of Developing Societies	MC-2	MAPLSMC702	5 - 0 - 0	5	30	70	100
Indian Political Thought	MC-3	MAPLSMC703	5 - 0 - 0	5	30	70	100
Politics in West-Bengal	MC-4	MAPHIMC704	5 - 0 - 0	5	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 1 st Semester by other Disciplines within the faculty	MNC-1	See Pool	5 - 0 - 0	5	30	70	100
SEMESTER TOTAL:				25	500		

SEMESTER: II

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Theory as Discourse	MC-5	MAPLSMC801	5 - 0 - 0	5	30	70	100
Social Movements in Contemporary India	MC-6	MAPLSMC802	5 - 0 - 0	5	30	70	100
Themes in Political Thought	MC-7	MAPLSMC803	5 - 0 - 0	5	30	70	100
State Politics in India	MC-8	MAPLSMC804	5 - 0 - 0	5	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 5 th Semester by other Disciplines within the faculty	MNC-2	See Pool	5 - 0 - 0	5	30	70	100
SEMESTER TOTAL:				25	500		

Student exiting the programmes after securing 50 credits will be awarded PG Diploma in the relevant Discipline/Subject provided they secure following 2 credits in work based vocational courses during 1st year from the scheduled SWAYAM, NPTEL and ANY OTHER SIMILAR Courses. (Any one may pursue a course having more than 2 credits but 2 credit weightages will be considered).

Vocational Course	VC	VC201	0 - 0 - 4	2	30	20	50
-------------------	----	-------	-----------	---	----	----	----

SEMESTER: III								
Course Title		Course Type	Course Code	(L-T-P)	Credit	Marks		
						CA Marks	CA Marks	CA Marks
International Relations: Theories and Concepts	Group A	MCE-1	MAPLSMCE901	5 - 0 - 0	5	30	70	100
Contemporary Issues in International Relations		MCE-2	MAPLSMCE902	5 - 0 - 0	5	30	70	100
Global Environmental Politics and World Order		MCE-3	MAPLSMCE903	5 - 0 - 0	5	30	70	100
Theories and Concepts of Public Administration	Group B	MCE-1	MAPLSMCE904	5 - 0 - 0	5	30	70	100
Public Policies in India		MCE-2	MAPLSMCE905	5 - 0 - 0	5	30	70	100
Ideas of the Indian Knowledge System (IKS) in the Political Field		MCE-3	MAPLSMCE906	5 - 0 - 0	5	30	70	100
Research Methodology with AI		RMC-1	MAPLSRMAI901	3 - 0 - 4	5	30+15	20+35	100
SEMESTER: IV								
Course Title		Course Type	Course Code	(L-T-P)	Credit	Marks		
						CA Marks	CA Marks	CA Marks
Literature Review		RDC-1	MAPLSRD1001	0 - 3 - 4	5	60	40	100
PG Dissertation		RDC-2	MAPLSRD1002	0 -10- 10	15	180	120	300

POOL OF POLITICAL SCIENCE MINOR COURSES OFFERED BY POLITICAL SCIENCE DEPARTMENT FOR OTHER DISCIPLINES							
Course Title	Course type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Nation Building and National Integration in India	MNC-1	MAPLSMN701	5 - 0 - 0	5	30	70	100
Gender and Politics in India	MNC-2	MAPLSMN801	5 - 0 - 0	5	30	70	100

SYLLABUS FOR THE DEGREE OF MASTER OF ARTS (M. A.) IN POLITICAL SCIENCE

(Academic session 2026-2027)

Continuous Assessment: 30 marks & End Semester Examination: 70 marks.

MODE OF EVALUATION:

Continuous evaluation will comprise of internal assessment and end semester examination.

SEMESTER- I

MAJOR COURSEWORK- 1

Name of the Course: Understanding South Asia

Course Code: MAPLSMC701

Course Type: MAJOR	Course Details: MC-1		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

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

1. Understand the strategic significance of South Asia in regional and global politics, with particular emphasis on its geopolitical, geoeconomic, and security dimensions.
2. Analyze the major border disputes and territorial conflicts in South Asia, and assess their implications for regional peace, security, and interstate relations.
3. Examine the causes, dynamics, and consequences of civil wars, ethnic conflicts, and internal security challenges in the South Asian region.
4. Evaluate the democratic systems and political processes of South Asian countries, and critically assess the prospects and challenges of regional integration and cooperation.

Course Content:

Unit 1: South Asia as a Region: Strategic Significance, Geopolitical Importance, and Regional Dynamics.

Unit 2: Territorial Conflicts and Border Management in South Asia: India–Pakistan and India–Bangladesh.

Unit 3: Civil Wars and Ethnic Conflicts in South Asia: Sri Lanka’s Sinhala–Tamil Conflict and Pakistan’s Baloch Nationalist Movement.

Unit 4: Democracy and State Systems in South Asia: Comparative Perspectives on Pakistan, Bangladesh, Maldives, Sri Lanka, Nepal, Afghanistan, and Bhutan.

Unit 5: Regional Integration in South Asia: SAARC, BIMSTEC, and Emerging Regional Cooperation.

Unit 6: Refugees, Migration, and Cross-Border Infiltration in South Asia: Political, Security, and Humanitarian Dimensions.

Course Learning Outcomes (CLOs):

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

- ❖ Understand the historical, political, strategic, and geopolitical significance of South Asia as a regional entity.
- ❖ Analyze the major political, security, and socio-economic challenges confronting South Asian countries, including border disputes, ethnic conflicts, migration, and refugee issues.
- ❖ Examine the dynamics of inter-state relations in South Asia, with special reference to India’s relations with its neighbouring countries.
- ❖ Evaluate the role and effectiveness of regional organizations such as SAARC and BIMSTEC in promoting regional cooperation and integration.
- ❖ Develop a critical understanding of the relationship between nationalism, ethnicity, identity politics, and state-building processes in South Asia.
- ❖ Assess contemporary issues related to security, human rights, development, and regional stability in the context of South Asian politics.

Suggested Readings:

1. Ahmed, N. (2017). *Democratic governance in Bangladesh: Dilemmas of governing*. Routledge.
2. Baxter, C., Malik, Y. K., Kennedy, C. H., & Oberst, R. C. (Eds.). (2002). *Government and politics in South Asia* (5th ed.). Westview Press.
3. Chengappa, B. M. (2005). *Pakistan: Islamization, army and foreign policy*. A.P.H. Publishing Corporation.
4. Farmer, B. H. (1993). *An introduction to South Asia*. Routledge.
5. Ghosh, P. S. (2016). *Migrants, refugees and the stateless in South Asia*. Sage Publications.
6. Jolly, S., & Ahmad, N. (2018). *Climate refugees in South Asia: Protection under international legal standards and state practices in South Asia*. Springer Nature.
7. Lodhi, M. (Ed.). (2011). *Pakistan: Beyond the crisis state*. Rupa Publications.
8. Mitra, D., & Nandy, D. (Eds.). (2015). *South Asia and democracy: Contextualizing issues and institutions*. Kunal Books.
9. Mukhopadhyay, U. (2022). *Internal migration within South Asia: Contemporary issues and challenges*. Routledge.
10. Nandy, D. (Ed.). (2019). *Mapping South Asia: State, society and security dilemmas*. Blue Roan Publishers.
11. Nandy, D. (2010). *Understanding Pakistan*. Kunal Books.
12. Nandy, D., & Roy, S. (2022). *Refugees, migration, and conflicts in South Asia: Rethinking lives, politics, and policy*. Peter Lang.
13. Phadnis, U., & Ganguly, R. (2001). *Ethnicity and nation building in South Asia*. Sage Publications.
14. Rana, S. S. J. B. (2008). *Kingdom lost: Nepal's tryst with democracy (1951–2008)*. Rupa Publications.
15. Sundar, A., & Sundar, N. (2014). *Civil wars in South Asia: State, sovereignty, development*. Sage Publications.
16. Tikku, M. K. (2000). *Sri Lanka: A land in search of itself*. National Book Trust.
17. Zaki, I. H., & Parakh, R. M. (2016). *Small state security dilemma: A Maldivian perception*. Lancers Books.

SEMESTER- I

MAJOR COURSEWORK- 2

Name of the Course: Politics of Developing Societies

Course Code: MAPLSMC702

Course Type: MAJOR	Course Details: MC-2		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

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

1. Develop a conceptual understanding of the political systems, institutions, and processes in the countries of the Third World (Developing World).
2. Analyze the socio-economic, political, and historical factors shaping political development, governance, and state-building in the developing world, with particular emphasis on cause-and-effect relationships.

Course Content:

Unit 1: Approaches to the Study of Developing Societies in the Post-Cold War Era: Changing Dimensions and Contemporary Challenges.

Unit 2: Economic Dimensions of Developing Societies: Globalization, Liberalization, and Socio-Economic Inequalities.

Unit 3: The State in Developing Societies: State Formation, State-Building, and State Transformation.

Unit 4: Political Transformation in Developing Societies: From Authoritarianism to Democratization.

Unit 5: Civil Society and New Social Movements in Developing Societies: Identity, Participation, and Political Change

Unit 6: Religion and Politics in the Developing World: Contemporary Issues and Challenges

Course Learning Outcomes (CLOs):

- ❖ Understand the major theoretical approaches to the study of developing societies and analyze the changing political, economic, and social dynamics in the post-Cold War era.
- ❖ Examine the relationship between development, state, politics, and society, with special emphasis on the challenges faced by developing countries.
- ❖ Analyze the impact of globalization, liberalization, and economic transformations on developing societies and their implications for inequality and social justice.
- ❖ Evaluate the role of political institutions, governance systems, and development policies in addressing issues of poverty, exclusion, and socio-economic disparities.
- ❖ Understand the processes of democratization, political participation, social movements, and identity-based politics in developing societies.
- ❖ Critically assess contemporary challenges of developing societies, including governance crises, environmental concerns, technological change, and sustainable development.

Suggested Readings:

1. Burnell, P., & Randall, V. (Eds.). (2008). *Politics in the developing world* (3rd ed.). Oxford University Press.
2. Clapham, C. (1985). *Third world politics: An introduction*. Croom Helm.
3. Fawcett, L., & Sayigh, Y. (Eds.). (1999). *The third world beyond the Cold War: Continuity and change*. Oxford University Press.
4. Gonzales, A., & Norwine, J. (Eds.). (1998). *The new third world: Strategies for a changing era*. Westview Press.
5. Huntington, S. P. (1991). *The third wave: Democratization in the late twentieth century*. University of Oklahoma Press.
6. Keane, J. (2003). *Global civil society?* Cambridge University Press.
7. Ravenhill, J. (Ed.). (2020). *Global political economy* (6th ed.). Oxford University Press.
8. Almond, G. A., Powell, G. B., Dalton, R. J., & Strom, K. (2015). *Comparative politics today: A world view* (11th ed.). Pearson.
9. Diamond, L., Linz, J. J., & Lipset, S. M. (Eds.). (1995). *Politics in developing countries: Comparing experiences with democracy* (2nd ed.). Lynne Rienner Publishers.
10. Fukuyama, F. (2014). *Political order and political decay: From the Industrial Revolution to the globalization of democracy*. Farrar, Straus and Giroux.

SEMESTER- I

MAJOR COURSEWORK- 3

Course Name: Indian Political Thought

Course Code: MAPLSMC703

Course Type: MAJOR	Course Details: MC-3		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Objectives

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

1. Introduce students to the rich intellectual traditions of Indian political thought and the ideas developed by ancient Indian philosophers on politics, governance, statecraft, and social order.
2. Develop an understanding of the political institutions, concepts of kingship, administration, bureaucracy, and the relationship between the state and society as discussed in Indian political traditions.
3. Familiarize students with the ideas and contributions of prominent ancient and medieval Indian political thinkers and their relevance to contemporary political discourse.
4. Examine the major contributions of modern Indian political thinkers whose ideas have significantly influenced Indian society, polity, nationalism, social justice, and democratic thought.
5. Enable students to critically analyze the evolution of political ideas in India and understand their continuing relevance in shaping political institutions and public life.

Course Content:

Unit - 1: Kautilya's Political Thought: Saptanga Theory of State and Dandaniti.

Unit - 2: Medieval Political Thought in India: Historical Context, Major Themes, and Key Ideas.

Unit - 3: Raja Rammohan Roy: Rule of Law, Freedom of Thought, and Liberal Political Ideas.

Unit- 4: Bankim Chandra Chattopadhyay, Rabindranath Tagore, Sri Aurobindo, Swami Vivekananda, and Kazi Nazrul Islam: Ideas on Nationalism

Unit - 5: Gandhi's Political Thought: Swaraj, Trusteeship, and Ethical Foundations of Politics.

Unit - 6: B. R. Ambedkar's Political Thought: Social Justice, Equality, and Constitutional Democracy.

Unit - 7: Competing Ideologies of Indian Nationalism: Savarkar, Golwalkar, Iqbal, and Jinnah.

Unit - 8: Nehru and Subhas Chandra Bose: Socialism, and Visions of Nation-Building

Course Learning Outcomes (CLOs):

- ❖ Upon successful completion of this course, students will be able to:
- ❖ Understand the major ideas and contributions of ancient, medieval, and modern Indian political thinkers regarding politics, governance, statecraft, and the functioning of political institutions.
- ❖ Analyze the concepts of kingship, administration, sovereignty, and the relationship between the state and society as reflected in the ideas of Indian political thinkers.
- ❖ Explain the evolution and trajectory of key political ideas, concepts, and institutions in Indian political thought from ancient to modern times.
- ❖ Examine the political ideas of Raja Rammohan Roy, particularly his contributions to rule of law, freedom of thought, social reform, and liberal values.
- ❖ Analyze the diverse perspectives on nationalism offered by thinkers such as Bankim Chandra Chattopadhyay, Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, and Kazi Nazrul Islam.
- ❖ Evaluate the contributions of Mahatma Gandhi, B. R. Ambedkar, Jawaharlal Nehru, and Subhas Chandra Bose to ideas of Swaraj, social justice, socialism, and nation-building.
- ❖ Develop a critical understanding of the relevance of Indian political thought in contemporary debates on democracy, social equality, nationalism, and governance.

Suggested Readings:

1. Ambedkar, B. R. (1946). Prospects of democracy in India. In Dr. Babasaheb Ambedkar: Writings and speeches (Vol. 17, Part III, pp. 519–523). Mumbai: Education Department, Government of Maharashtra.
2. Basu, S. (2002). Religious revivalism as nationalist discourse: Swami Vivekananda and new Hinduism in nineteenth-century Bengal. London: Oxford University Press.
3. Chatterji, B. C. (2006). Anandamath (B. K. Roy, Trans.). New Delhi: Orient Paperbacks.
4. Chakraborty, B., & Pandey, R. K. (2009). Modern Indian political thought. New Delhi: Sage Publications.
5. Das, R., & Das, R. (2012). The nation and the community: Hindus and Muslims in the novels of Bankim Chandra Chatterjee. *Proceedings of the Indian History Congress*, 73, 578–587.
6. Dhar, S. (1981). Kautilya and the Arthashastra. New Delhi: Marwah Publications.
7. Dutt, M. N. (2003). Manusmriti. New Delhi: Vedic Books.
8. Halder, M. K. (1977). Renaissance and reaction in nineteenth century Bengal: Bankim Chandra Chattopadhyay (Translation of Bengali essay). Calcutta: Minerva Associates.
9. Jolly, J. (1923). Kautiliyam Arthashastra: Arthashastra of Kautilya. New Delhi: Motilal Banarasidass.
10. Parekh, B. (1997). The critique of modernity. In Gandhi: A brief insight (pp. 63–74). Delhi: Sterling Publishers.
11. Parel, A. J. (Ed.). (2002). Introduction. In Gandhi, freedom and self-rule. Delhi: Vistaar Publications.
12. Ambedkar, B. R. (2014). Annihilation of caste. New Delhi: Navayana Publishing.
13. Guha, R. (2013). Gandhi before India. New Delhi: Penguin Books.
14. Mehta, V. R. (1992). Foundations of Indian political thought. New Delhi: Manohar Publishers.
15. Vanaik, A. (2017). The Rise of Hindu authoritarianism: Secular claims, communal realities. London: Verso.
16. Pantham, T., & Deutsch, K. L. (Eds.). (1986). Political thought in modern India. New Delhi: Sage Publications.

SEMESTER- I

MAJOR COURSEWORK- 4

Course Name: Politics in West Bengal

Course Code: MAPLSMC704

Course Type: MAJOR	Course Details: MC-4		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

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

1. Understand the historical evolution and changing dynamics of politics in West Bengal from Independence to the present.
2. Examine the role of major political parties, political leadership, and ideological movements in shaping the political landscape of West Bengal.
3. Analyze the interaction between society, economy, culture, and politics in the state, with special reference to caste, class, ethnicity, and civil society.
4. Assess the emergence and transformation of political regimes, including the Congress, Left Front, All India Trinamool Congress, and the Bharatiya Janata Party.
5. Develop a critical understanding of contemporary political issues, governance, electoral politics, and democratic processes in West Bengal.

Course Content:

Unit 1: Nature and Course of West Bengal Politics: Historical Evolution, Society, Economy, and Polity.

Unit 2: Congress Rule in West Bengal (1947–1967): Policies, Leadership, Achievements, and Challenges.

Unit 3: Left in West Bengal Politics: United Front Regime (1967-1970) - Its Drawbacks; Left Politics in West Bengal – Rise and Decline. Left Front Government (1977- 2011) – Formations, Successes and Failures; Left Front in Post 2011 Period.

Unit 4: Emergence of the All India Trinamool Congress: Political Transformation and Governance in West Bengal.

Unit 5: Bharatiya Janata Party in Contemporary West Bengal Politics: Emergence, Electoral Growth, and Political Challenges.

Course Learning Outcomes (CLOs):

- ❖ Explain the historical evolution, socio-economic foundations, and major phases of political development in West Bengal.
- ❖ Analyze the role of political leadership, political parties, and ideological movements in shaping the politics and governance of West Bengal.
- ❖ Evaluate the contribution and limitations of different political regimes, including the Congress, Left Front, All India Trinamool Congress, and the Bharatiya Janata Party.
- ❖ Assess the influence of caste, class, ethnicity, civil society, and the Bhadrakalok in the political processes of West Bengal.
- ❖ Critically examine contemporary political issues, electoral behaviour, governance, and democratic transformations in West Bengal.
- ❖ Develop analytical and research skills to interpret the changing political landscape of West Bengal using historical, institutional, and comparative perspectives.

Suggested Readings:

1. Mukhopadhyay, A. Panchayat administration in West Bengal. Kolkata.
2. Mukherjee, B. (1992). Political culture and leadership in India: A study of West Bengal. New Delhi: South Asia Books.
3. Roy, B. (1993). West Bengal today: A fresh look. New Delhi: Mittal Publications.
4. Chakrabarti, D. (1988). Gorkhaland: Evolution of politics of segregation. Special Lecture, Centre for Himalayan Studies, University of North Bengal.
5. Hansen, T. B., & Jaffrelot, C. (Eds.). (1998). The BJP and the compulsions of politics in India. New Delhi: Oxford University Press.
6. Hasan, Z. (2002). Introduction: Conflict, pluralism and the competitive party system in India. In Z. Hasan (Ed.), Parties and party politics in India (pp. 1–24). New Delhi: Oxford University Press.
7. Jana, A. K. (2010). Backwardness and political articulation. New Delhi: [Publisher not specified].
8. Adeney, K., & Saez, L. (Eds.). (2005). Coalition politics and Hindu nationalism. Oxon: Routledge.
9. Jana, A. K., & Sarmah, B. (Eds.). (2002). Class, ideology and political parties in India. New Delhi: South Asian Publishers.
10. Banerjee, S. (2000). Warriors in politics: Hindu nationalism, violence and the Shiv Sena in India. Boulder, CO: Westview Press.
11. Chatterjee, R., & Basu, P. P. (Eds.). (2012). West Bengal under the Left: 1977–2011. Kolkata: Sarat Book House.
12. Bagchi, R. (2012). Gorkhaland: Crisis of statehood. New Delhi: Sage Publications.
13. Franda, M. F. (1971). Radical politics in West Bengal. Cambridge, MA: MIT Press.
14. Chatterjee, P. (2004). The politics of the governed: Reflections on popular politics in most of the world. New York: Columbia University Press.
15. Kothari, R. (1970). Politics in India. New Delhi: Orient Longman.

SEMESTER- I

MINOR COURSEWORK- 1

Course Name: Nation Building and National Integration in India
Course Code: MAPLSMN701

Course Type: MINOR	Course Details: MNC-1		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

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

1. Develop an understanding of the concept, processes, and challenges of nation-building in contemporary politics.
2. Explain the distinction between the concepts of nation and state and examine their relationship in the context of political development.
3. Analyze the major elements of nation-building, including political integration, social cohesion, economic development, democratic institutions, and national identity.
4. Examine the evolution of Indian nationhood and the historical, constitutional, and cultural foundations of the Indian nation.
5. Assess the major challenges and obstacles to nation-building in India, including regionalism, communalism, caste inequalities, ethnic conflicts, and socio-economic disparities.

Course Content:

Unit – 1: Nation-Building in India: Theoretical Foundations, Historical Evolution, and Cultural Dimensions.

Unit – 2: Challenges to National Integration in India: Identity Politics, Regional Aspirations, and Globalization.

Unit – 3: Planning and Bureaucracy in India's Nation-Building: Developmental Role and Contemporary Challenges.

Unit – 4: Indian National Movement: Ideological Foundations, Mass Mobilization, and Nation-Building.

Unit – 5: Nation-Building in India: Challenges, Opportunities, and Future Prospects.

Course Learning Outcomes (CLOs):

- ❖ Understand the concept, meaning, and processes of nation-building and identify the essential elements required for effective nation-building.
- ❖ Differentiate between the concepts of nation and state and analyze their relationship in the context of political development.
- ❖ Explain the major ingredients of nation-building, including political integration, national identity, economic development, social cohesion, and democratic institutions.
- ❖ Analyze the historical, constitutional, and cultural foundations of Indian nationhood and the evolution of India as a diverse democratic nation.
- ❖ Identify and evaluate the major challenges and hindrances to nation-building in India, including communalism, regionalism, caste inequalities, separatism, and socio-economic disparities.
- ❖ Develop a critical understanding of the contemporary prospects and challenges of nation-building in India.

Suggested Readings:

1. Mohanty, S. (1992). Political development and ethnic identity in Africa. New Delhi: Radiant Publishers.
2. Ramakant, & Upreti, B. C. (Eds.). (1991). Nation-building in South Asia (Vol. 2). New Delhi: South Asian Publishers.
3. Brass, P. R. (1991). Ethnicity and nationalism: Theory and comparison. New Delhi: Sage Publications.
4. Shah, G. (1990). Minorities and nation-building: A case of Muslims and Scheduled Tribes in India. New Delhi: [Publisher details not available].
5. Andersen, W., & Damle, S. (1987). The brotherhood in saffron: The Rashtriya Swayamsevak Sangh and Hindu revivalism. New Delhi: Vistaar/Sage Publications.
6. Basu, A. (1992). Two faces of protest: Contrasting modes of women's activism. Berkeley: University of California Press.
7. Basu, D. D. (1994). An introduction to the Constitution of India. New Delhi: Prentice Hall.
8. Baxi, U. (1980). The Indian Supreme Court and politics. Delhi: Eastern Book Company.
9. Baxi, U., & Parekh, B. (Eds.). (1994). Crisis and change in contemporary India. New Delhi: Sage Publications.
10. Brass, P. R. (1974). Language, religion and politics in North India. London: Cambridge University Press.
11. Chatterjee, P. (1993). The nation and its fragments: Colonial and postcolonial histories. Princeton, NJ: Princeton University Press.
12. Corbridge, S., & Harriss, J. (2001). Reinventing India: Liberalization, Hindu nationalism and popular democracy. Delhi: Oxford University Press.
13. Frankel, F. R., Hasan, Z., Bhargava, R., & Arora, B. (Eds.). (2000). Transforming India: Social and political dynamics of democracy. New Delhi: Oxford University Press.
14. Harrison, S. (1960). India: The most dangerous decades. Princeton, NJ: Princeton University Press.
15. Karat, P. (1973). Language and nationality politics in India. Bombay: Orient Longman.
16. Khilnani, S. (1997). The idea of India. London: Hamish Hamilton.
17. Kumar, A. (Ed.). (1999). Nation-building in India: Culture, power and society. New Delhi: Radiant Publishers.
18. Kothari, R. (1970). Caste and politics in India. New Delhi: Orient Longman.
19. Kothari, R. (1970). Politics in India. New Delhi: Orient Longman.

SEMESTER- II

MAJOR COURSEWORK- 5

Course Name: Theory as Discourse

Course Code: MAPLSMC801

Course Type: MAJOR	Course Details: MC-5			L-T-P: 4 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

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

1. Introduce students to the major concepts, approaches, and debates in contemporary political theory.
2. Develop a critical understanding of classical political concepts and their reinterpretation in contemporary political thought.
3. Examine the major critiques of liberalism and explore alternative theoretical perspectives such as communitarianism, multiculturalism, deliberative democracy, postmodernism, postcolonialism, and feminism.
4. Analyze contemporary political issues through the perspectives of nationalism, globalization, environmentalism, and other emerging political theories.
5. Enhance students' analytical, critical, and research skills by enabling them to engage with contemporary political debates and apply theoretical perspectives to current political and social developments.

Course Content:

Unit 1: Political Theory: Concepts and Critique- Liberty, Equality, Rights, Justice, Democracy, Citizenship and Power.

Unit 2: Critiques of Liberalism: Communitarianism, Multiculturalism, and Deliberative Democracy.

Unit 3: Interrogating Enlightenment Thought: Postmodernism, Postcolonialism, and Feminism.

Unit 4: Contemporary Political Theories: Nationalism, Globalization, and Environmentalism.

Unit 5: Post-Structuralism, Deconstruction; and Subaltern Studies.

Course Learning Outcomes (CLOs):

- ❖ Explain the core concepts and major debates of contemporary political theory and their relevance to political analysis.
- ❖ Critically evaluate classical political concepts such as liberty, equality, justice, rights, democracy, citizenship, and power from contemporary theoretical perspectives.
- ❖ Analyze the major critiques of liberalism through the perspectives of communitarianism, multiculturalism, deliberative democracy, postmodernism, postcolonialism, and feminism.
- ❖ Assess the significance of contemporary political theories in understanding issues of identity, diversity, globalization, nationalism, democracy, and environmental sustainability.
- ❖ Apply contemporary political theories to analyze current political, social, and global challenges using critical and comparative approaches.
- ❖ Develop independent analytical and research skills for engaging with advanced debates in contemporary political thought and political practice.

Suggested Readings:

1. Heywood, A. (2017). *Political ideologies: An introduction* (6th ed.). London: Red Globe Press.
2. Bhargava, R., & Acharya, A. (Eds.). (2011). *Political theory: An introduction*. New Delhi: Pearson.
3. Peri, R., & Sutch, P. (2012). *An introduction to political thought: A conceptual toolkit*. London: Routledge.
4. Berlin, I. (1969). *Four essays on liberty*. Oxford: Oxford University Press.
5. Dworkin, R. (1977). *Taking rights seriously*. Cambridge, MA: Harvard University Press.
6. Kymlicka, W. (2002). *Contemporary political philosophy: An introduction* (2nd ed.). Oxford: Oxford University Press.
7. Rawls, J. (1971). *A theory of justice*. Cambridge, MA: Harvard University Press.
8. Nozick, R. (1974). *Anarchy, state, and utopia*. New York: Basic Books.
9. Dworkin, R. (2000). *Sovereign virtue: The theory and practice of equality*. Cambridge, MA: Harvard University Press.
10. Waldron, J. (Ed.). (1984). *Theories of rights*. Oxford: Oxford University Press.
11. Vincent, A. (Ed.). (2004). *Political theory: Tradition and diversity*. Cambridge: Cambridge University Press.
12. Macpherson, C. B. (1973). *Democratic theory: Essays in retrieval*. Oxford: Clarendon Press.
13. Halikiopoulou, D., & Vasilopoulou, S. (Eds.). (2011). *Nationalism and globalization: Conflicting or complementary?* London: Routledge.
14. Goodman, J., & James, P. (Eds.). (2007). *Nationalism and global solidarities: Alternative projections to neoliberal globalization*. London: Routledge.
15. Hawken, P. (2007). *Blessed unrest: How the largest movement in the world came into being and why no one saw it coming*. New York: Viking.
16. Auyero, J., & Swistun, D. (2009). *Flammable: Environmental suffering in an Argentine shantytown*. Oxford: Oxford University Press.
17. Anderson, T. L., & Leal, D. R. (2001). *Free market environmentalism* (Rev. ed.). New York: Palgrave Macmillan.
18. Rubin, C. T. (1994). *The green crusade: Rethinking the roots of environmentalism*. New York: Free Press.
19. Speth, J. G. (2004). *Red sky at morning: America and the crisis of the global environment*. New Haven, CT: Yale University Press.

SEMESTER- II

MAJOR COURSEWORK- 6

Course Name: Social Movements in Contemporary India

Course Code: MAPLSMC802

Course Type: MAJOR	Course Details: MC-6			L-T-P: 3 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

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

1. Introduce students to the concepts, theories, and approaches for understanding social movements in India.
2. Examine the emergence, evolution, and significance of major social movements, including peasant, tribal, environmental, women, and anti-caste movements.
3. Analyze the relationship between the state, civil society, social movements, and democratic politics in contemporary India.
4. Develop a critical understanding of the role of social movements in promoting social justice, equality, environmental sustainability, and human rights.
5. Enhance students' analytical and research skills by enabling them to evaluate the causes, strategies, outcomes, and contemporary relevance of social movements in India.

Course Content:

Unit - 1: Social Movements: Concept, Characteristics, Types, and Theoretical Perspectives.

Unit - 2: Social Movements and New Social Movements: Concepts, Theories, and Contemporary Perspectives.

Unit - 3: Peasant Movements in India: Telangana and Singur.

Unit - 4: Tribal Movements in India: The POSCO and Niyamgiri Struggles.

Unit - 5: Environmental Movements in India: Chipko, Narmada Bachao, and Silent Valley.

Unit - 6: Women's Movement and Anti-Caste Movements in India: Savitribai Phule, BAMCEF, and Contemporary Gender Justice.

Course Learning Outcomes (CLOs):

- ❖ Explain the concepts, characteristics, and theoretical approaches to the study of social movements and new social movements.
- ❖ Analyze the emergence, causes, objectives, strategies, and outcomes of major social movements in India, including peasant, tribal, environmental, women, and anti-caste movements.
- ❖ Critically evaluate the role of social movements in promoting democracy, social justice, human rights, environmental protection, and inclusive development.
- ❖ Assess the interaction between the state, civil society, political institutions, and social movements in shaping public policy and democratic governance.
- ❖ Apply theoretical perspectives to examine contemporary social movements and their impact on Indian society and politics.
- ❖ Develop independent analytical and research skills for studying social movements using historical, comparative, and interdisciplinary approaches.

Suggested Readings:

1. Shah, G. (2004). *Social movements in India: A review of literature*. New Delhi: Sage Publications.
2. Shah, G. (Ed.). (2002). *Social movements and the state*. New Delhi: Sage Publications.
3. Ray, R., & Katzenstein, M. F. (Eds.). (2005). *Social movements in India: Poverty, power, and politics*. Lanham, MD: Rowman & Littlefield.
4. Singh, A. P. (2012). *Development process and social movements in contemporary India*. New Delhi: Pinnacle Learning.
5. Kumar, B. (2013). *Social movements in modern India*. New Delhi: DPS Publishing House.
6. Joshi, S. C. (2010). *Contemporary social mobility and social movements: Views and reviews*. New Delhi: Akansha Publishing House.
7. Banerjee, P. (2006, November 18). *Land acquisition and peasant resistance at Singur*. *Economic and Political Weekly*. <http://sanhati.com/wp-content/uploads/2007/03/acquisitionsingur.pdf>
8. Ghatak, M., et al. (2012). *Land acquisition and compensation in Singur: What really happened?* Indian Institute of Management. http://ibread.org/bread/system/files/bread_ppapers/p035.pdf
9. Singh, S. J. (2012). *Displacement and resistance: A case study of the POSCO project, Odisha*. Saarbrücken: LAP Lambert Academic Publishing.
10. Jena, M. (2014). *Voices from Niyamgiri*. *Economic and Political Weekly*. <http://www.epw.in/node/128306/pdf>
11. Roy, A. (2010). *The women's movement*. In N. G. Jayal & P. B. Mehta (Eds.), *The Oxford companion to politics in India* (pp. 409–422). New Delhi: Oxford University Press.
12. Desai, A. R. (Ed.). (1986). *Agrarian struggles in India after independence* (pp. xi–xxxvi). New Delhi: Oxford University Press.
13. Dhanagare, D. N. (2017). *Understanding the farmers' movement in Maharashtra: Towards an analytical framework*. In *Populism and power: Farmers' movements in Western India, 1980–2014*. London: Routledge.
14. Omvedt, G. (2012). *The anti-caste movement and the discourse of power*. In N. G. Jayal (Ed.), *Democracy in India* (6th ed., pp. 481–508). New Delhi: Oxford University Press.
15. Guha, R. (2000). *Environmentalism: A global history*. New Delhi: Longman.
16. Oommen, T. K. (2010). *Social movements I: Issues of identity*. New Delhi: Oxford University Press.
17. Oommen, T. K. (2010). *Social movements II: Concerns of equity and security*. New Delhi: Oxford University Press.

SEMESTER- II

MAJOR COURSEWORK- 7

Course Name: Themes in Political Thought

Course Code: MAPLSMC803

Course Type: MAJOR	Course Details: MC-7		L-T-P: 3 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

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

1. Introduce students to the core concepts and major themes of political thought through the study of eminent Indian and Western political thinkers.
2. Develop a comparative understanding of the ideas, approaches, and contributions of Western and Indian political thinkers to the evolution of political theory.
3. Examine the relevance of classical and contemporary political ideas in addressing current political, social, and ethical issues.
4. Enhance students' analytical and critical thinking skills by engaging with diverse traditions of political thought and their contemporary interpretations.
5. Enable students to apply the insights of Indian and Western political thinkers to the analysis of contemporary political institutions, public policy, and democratic governance.

Course Content:

Unit 1: Distinctive Features of Indian and Western Political Thought: A Comparative Perspective.

Unit 2: Western Thought: Thinkers and Themes: (a) Aristotle on Citizenship (b) Locke on Rights (c) Rousseau on Inequality and (d) J.S. Mill on Liberty and Democracy.

Unit 3: Indian Thought: Thinkers and Themes-I: (a) Kautilya on State (b) Tilak and Gandhi on Swaraj (c) Ambedkar on Social Justice (d) Nehru on Democracy

Unit 4: Indian Thought: Thinkers and Themes-II: (a) Jayaprakash Narayan on Total Revolution, (b) Deendayal Upadhyaya on Integral Humanism (c) M. N. Roy – Radical Humanism and (d) Kazi Nazrul Islam on Equality (Samya).

Course Learning Outcomes (CLOs):

- ❖ Explain the major concepts, traditions, and themes of Indian and Western political thought.
- ❖ Analyze the political ideas and contributions of major Western thinkers such as Aristotle, John Locke, Jean-Jacques Rousseau, and John Stuart Mill.
- ❖ Critically examine the political philosophy of eminent Indian thinkers including Kautilya, B. R. Ambedkar, Jawaharlal Nehru, Jayaprakash Narayan, and other significant contributors to modern Indian political thought.
- ❖ Compare and contrast Indian and Western traditions of political thought with reference to concepts such as state, democracy, citizenship, rights, justice, nationalism, liberty, equality, and social justice.
- ❖ Evaluate the relevance of classical and modern political ideas in addressing contemporary political, social, and governance-related issues.
- ❖ Develop critical thinking, comparative analysis, and research skills for interpreting political ideas and applying them to contemporary political discourse and policymaking.

Suggested Readings:

1. Sabine, G. H., & Thorson, T. L. (1973). A history of political theory (4th ed.). Hinsdale, IL: Dryden Press.
2. Mukherjee, S., & Ramaswamy, S. (2011). A history of political thought: Plato to Marx. New Delhi: PHI Learning.
3. Jha, S. (2010). Western political thought: From Plato to Marx. New Delhi: Pearson.
4. Altekar, A. S. (1958). State and government in ancient India. Delhi: Motilal Banarasi Dass.
5. Varma, V. P. (2000). Modern Indian political thought. Agra: Lakshmi Narain Agarwal.
6. Pantham, T., & Deutsch, K. L. (Eds.). (1986). Political thought in modern India. New Delhi: Sage Publications.
7. Chakrabarty, B., & Pandey, R. K. (2009). Modern Indian political thought: Text and context. New Delhi: Sage Publications.
8. Singh, M. P., & Roy, H. (2011). Indian political thought: Themes and thinkers. New Delhi: Pearson.
9. Kangle, R. P. (Trans.). (2010). The Kautiliya Arthashastra (3 vols.). Delhi: Motilal Banarasi Dass.
10. Gauba, O. P. (2019). An introduction to political theory (6th ed.). New Delhi: Mayur Paperbacks.

SEMESTER- II

MAJOR COURSEWORK- 8

Semester – VIII

Course Name: State Politics in India

Course Code: MAPLSMC804

Course Type: MAJOR	Course Details: MC-8		L-T-P: 3 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives:

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

1. Introduce students to the evolution, nature, and significance of state politics within the framework of Indian federalism.
2. Examine the major theoretical approaches and paradigms for understanding state politics in India, including Liberal and Marxist perspectives.
3. Analyze the political processes, electoral dynamics, voting behaviour, and party systems operating across Indian states.
4. Explore the role of regionalism, identity politics, and sub-state movements in shaping political competition and governance in Indian states.
5. Assess the impact of development models, Marxist politics, and social justice policies on state-level political processes and democratic governance.
6. Develop the ability to critically evaluate the diversity of political experiences across Indian states and their implications for Indian democracy and federalism.

Course Content:

Unit – 1: State Politics in India: Liberal and Marxist Approaches.

Unit – 2: Region and Regionalism: Autonomy and Separatism: Tamil Nadu and Punjab; Ethno-Nationalism: North East India; Sub-State Regionalism: Gorkhaland and Bodoland.

Unit – 3: Dynamics of Party Politics and Electoral Politics in Indian States: Regionalization of Party System: One Party Dominant System to Coalition Party System, Pattern of coalition politics; Language and State Politics: Andhra Pradesh, Maharashtra and Tamil Nadu; Caste in State Politics: Uttar Pradesh and Bihar; Religion in State Politics: Gujarat and West Bengal.

Unit – 4: Development and State Politics: State Development Models of West Bengal, Gujarat and Maharashtra; Green Revolution: Punjab and Rajasthan.

Unit – 5: Marxist Politics and Governments in India: A Comparative Study of West Bengal and Kerala.

Unit – 6: Identity Politics in Indian States: Subalterns in West Bengal, Uttar Pradesh, and Bihar.

Course Learning Outcomes (CLOs):

- ❖ Explain the nature, evolution, and distinctive features of state politics within the framework of Indian federalism.
- ❖ Analyze the political asymmetries and regional diversities that characterize the Indian polity and their implications for democratic governance.
- ❖ Assess the causes, nature, and consequences of autonomy, separatist, and sub-state regional movements in different parts of India.
- ❖ Evaluate the role of ethnicity, regional identity, and identity politics, particularly in the North-East and other regions, in shaping state politics.
- ❖ Critically examine the dynamics of party systems, electoral politics, coalition politics, and political competition across Indian states.
- ❖ Analyze the politics of statehood demands, creation of new states, special constitutional provisions, and Centre–State relations in contemporary India.
- ❖ Compare development models, governance patterns, and ideological regimes across different Indian states and assess their impact on public policy and democratic development.

Suggested Readings:

1. Brass, P. R. (2002). India, Myron Weiner and the political science of development. *Economic and Political Weekly*, 37(29), 3026–3040.
2. Narain, I. (1970). Democratic politics and political development in India. *Asian Survey*, 10(2), 88–98.
3. Pai, S. (1989). Towards a theoretical framework for the study of state politics in India: Some observations. *The Indian Journal of Political Science*, 50(1), 94–108.
4. Singh, M. P. (2012). State politics in India. *Dialogue*, 14(1).
https://www.asthabharati.org/Dia_Jul%20012/m.p.%20singh.htm
5. Politics in India. (1970). New Delhi: Orient Longman (now Orient Blackswan).

6. Frankel, F. R., & Rao, M. S. A. (Eds.). (1989). Dominance and state power in modern India: Decline of a social order (Vol. 1). New Delhi: Oxford University Press.'
7. Narain, I. (1976). State politics in India. Meerut: Meenakshi Prakashan.
8. Weiner, M. (Ed.). (1968). State politics in India. Princeton, NJ: Princeton University Press.
9. Bhambri, C. P. (1989). The Indian state: Conflicts and contradictions. In Z. Hasan, S. N. Jha, & R. Khan (Eds.), The state, political processes and identity: Reflections on modern India. New Delhi: Sage Publications.
10. Chatterjee, P. (Ed.). (1997). State and politics in India. New Delhi: Oxford University Press.
11. Pai, S. (Ed.). (2013). Handbook of politics in Indian states: Regions, parties and economic reforms. New Delhi: Oxford University Press.
12. Nossiter, T. J. (1988). Marxist state governments in India: Politics, economics and society. London: Pinter Publishers.
13. Manor, J. (1995). The expedient utopian: Bandaranaike and Ceylon. (For comparative insights into regional politics.)
14. Arora, B., & Verney, D. V. (Eds.). (1995). Multiple identities in a single state: Indian federalism in comparative perspective. New Delhi: Konark Publishers.
15. Hasan, Z. (Ed.). (2002). Parties and party politics in India. New Delhi: Oxford University Press.
16. Yadav, Y., & Palshikar, S. (2009). Between Fortunes of the state parties and regionalization of Indian politics. New Delhi: Oxford University Press.
17. Singh, M. P., & Saxena, R. (Eds.). (2011). Indian politics: Constitutional foundations and institutional functioning. New Delhi: PHI Learning.

SEMESTER- II

MINOR COURSEWORK- 2

Course Name: Gender and Politics in India

Course Code: MAPLSMN801

Course Type: MINOR	Course Details: MNC-2		L-T-P: 4 - I - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Objectives

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

1. To develop a conceptual understanding of the relationship between gender and politics in the Indian context from interdisciplinary and intersectional perspectives.
2. To examine how gender shapes political institutions, governance, public policy, citizenship, and democratic participation in contemporary India.
3. To critically analyze the intersections of gender with caste, class, religion, ethnicity, sexuality, and region in influencing political processes and power relations.
4. To explore the role of women, transgender persons, and other gender minorities in political participation, leadership, decision-making, and social movements.
5. To evaluate constitutional provisions, legal frameworks, public policies, and institutional mechanisms designed to promote gender equality, social justice, and inclusive governance.
6. To encourage critical engagement with contemporary debates on gender identity, representation, violence, security, rights, and feminist political thought in India.

Course Content:

Unit 1: Foundational Frameworks & Feminisms in India: (a) Conceptualizing Gender (b) The Three Waves of Indian Feminism and (c) Intersections.

Unit 2: The Indian State, Constitution, and Legal Frameworks: (a) Constitutional Guarantees (b) Personal Laws vs. Uniform Civil Code (c) Legal Interventions and Rights.

Unit 3: Political Participation, Representation, and Power: (a) Women as Voters (b) Women as Representatives (c) The Institutionalization of Quotas.

Unit 4: Political Economy of Gender: (a) The Gendered Labor Market (b) Development and Marginalization (c) Land and Asset Ownership (d) State Welfare Policy.

Unit 5: Gender, Violence, and Contemporary Social Movements: (a) Political Violence and Body Politics (b) Environment and Gender (c) Digital Activism and New Waves.

Course Learning Outcomes (CLOs):

- ❖ Understand the relationship between gender and politics and critically analyze gender-based political participation and representation in contemporary India.
- ❖ Explain the conceptual distinctions among sex, gender, women, transgender, and other gender identities, and evaluate their implications for political rights and citizenship.
- ❖ Analyze how caste, class, religion, ethnicity, and region intersect with gender in shaping political processes, public policy, and governance.
- ❖ Critically assess the constitutional, legal, and institutional frameworks promoting gender equality, women's empowerment, and the rights of transgender and other gender minorities in India.
- ❖ Evaluate the role of women and transgender persons in political leadership, decision-making, social movements, and democratic governance.
- ❖ Apply feminist and gender-sensitive perspectives to analyze contemporary issues relating to gender identity, political representation, security, development, and social justice.

Suggested Readings:

1. Agnes, F. (1999). Law and gender inequality: The politics of women's rights in India. New Delhi: Oxford University Press.
2. John, M. E. (Ed.). (2008). Women's studies in India: A reader. New Delhi: Penguin Books India.
3. Menon, N. (2012). Seeing like a feminist. New Delhi: Zubaan.
4. Rege, S. (2006). Writing caste/Writing gender: Narrating Dalit women's testimonies. New Delhi: Zubaan.
5. Sarkar, T. (2001). Hindu wife, Hindu nation: Community, religion, and cultural nationalism. Bloomington: Indiana University Press.
6. Desai, N., & Thakkar, U. (2001). Women in Indian society. New Delhi: National Book Trust.

SEMESTER- III

Major Research Coursework Elective

(Any one group to be opted)

Group A

Major Research Coursework - 1

Course Name: International Relations: Theories and Concepts

Course Code: **MAPLSMCE901**

Course Type: Major Research Coursework Elective		Course Details: MCE-1		L-T-P: 5 - 0 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Objectives

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

1. To introduce students to the evolution, nature, scope, and significance of International Relations as an academic discipline.
2. To develop a comprehensive understanding of the major theoretical traditions in International Relations, including Classical Realism, Neo-Realism, Liberalism, Neo-Liberal Institutionalism, Constructivism, Critical Theory, and Feminism.
3. To familiarize students with the philosophical foundations, assumptions, concepts, and methodological approaches of competing International Relations theories.
4. To examine the major concepts of International Relations, including national power, diplomacy, propaganda, security, conflict, peace, globalization, and international cooperation.
5. To enable students to critically analyze contemporary international political developments by applying different theoretical perspectives.
6. To enhance students analytical, comparative, and critical thinking skills for understanding global governance, foreign policy, international organizations, regionalism, and emerging global challenges.
7. To prepare students for advanced academic research and professional engagement in the fields of International Relations, diplomacy, strategic studies, public policy, and global governance.

Course Content:

Unit-1: Theory-Building in International Relations: A Brief Outline of the Rise and Fall of the Inter-Paradigm Debate.

Unit-2: Political Realism and Neo-Realism.

Unit-3: Liberalism, Neo-Liberalism, and Neo-Liberal Institutionalism.

Unit-4: Post-Positivist Theories of International Relations: Post Modernism, Critical Theory, Constructivism and Feminism.

Unit-5: Green Theory of International Relations.

Unit-6: Major Concepts in International Relations: Hard Power, Soft Power, Diplomacy, National Interest, Traditional and Non-traditional Security.

Unit-7: Conflict and Peace: Negative and Positive Peace, Changing Nature of Warfare, and Conflict Resolution.

Course Learning Outcomes (CLOs):

- ❖ Demonstrate a comprehensive understanding of the evolution, nature, and major theoretical approaches to the study of International Relations.
- ❖ Critically explain and compare the assumptions, concepts, strengths, and limitations of major International Relations theories, including Realism, Neo-Realism, Liberalism, Neo-Liberal Institutionalism, Constructivism, Critical Theory, and Feminism.
- ❖ Analyze major concepts such as national power, diplomacy, security, conflict, peace, globalization, and international institutions using appropriate theoretical frameworks.
- ❖ Apply different International Relations theories to interpret contemporary global political, economic, and security issues at the regional and international levels.
- ❖ Evaluate the changing nature of international politics by examining the roles of states, international organizations, non-state actors, and global governance mechanisms.
- ❖ Develop advanced analytical and critical thinking skills to assess competing perspectives on international cooperation, conflict, foreign policy, and global order.
- ❖ Acquire the conceptual and methodological foundation necessary for advanced research and professional careers in International Relations, diplomacy, strategic studies, public policy, and international organizations.

Suggested Readings:

1. Baylis, J., Smith, S., & Owens, P. (Eds.). (2018). *The globalization of world politics: An introduction to international relations* (7th ed.). Oxford University Press.
2. Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Paterson, M., Reus-Smit, C., & True, J. (Eds.). (2013). *Theories of international relations* (5th ed.). Palgrave Macmillan.
3. Cox, R. W., & Sinclair, T. J. (1996). *Approaches to world order*. Cambridge University Press.
4. Waltz, K. N. (1979). *Theory of international politics*. McGraw-Hill.
5. Wendt, A. (1999). *Social theory of international politics*. Cambridge University Press.
6. Webel, C., & Galtung, J. (Eds.). (2007). *Handbook of peace and conflict studies*. Routledge.
7. Chatterjee, S., et al. (2025). *International relations: Concepts and trends*. Orient Blackswan.
8. Khan, A. R. (2001). *Globalization and non-traditional security in South Asia*.
9. Dunne, T., Kurki, M., & Smith, S. (Eds.). (2021). *International relations theories: Discipline and diversity* (5th ed.). Oxford University Press.
10. Jackson, R., & Sørensen, G. (2022). *Introduction to international relations: Theories and approaches* (8th ed.). Oxford University Press.
11. Keohane, R. O. (1984). *After hegemony: Cooperation and discord in the world political economy*. Princeton University Press.
12. Keohane, R. O., & Nye, J. S. (2012). *Power and interdependence* (4th ed.). Pearson.
13. Morgenthau, H. J. (2006). *Politics among nations: The struggle for power and peace* (7th ed.). McGraw-Hill.
14. Tickner, J. A. (2001). *Gendering world politics: Issues and approaches in the post-Cold War era*. Columbia University Press.
15. Viotti, P. R., & Kauppi, M. V. (2020). *International relations theory* (7th ed.). Rowman & Littlefield.

SEMESTER- III

Major Research Coursework - 2

Course Name: Contemporary Issues in International Relations

Course Code: MAPLSMCE902

Course Type: Major Research Coursework Elective		Course Details: MCE-2		L-T-P: 5 - 0 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Objectives

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

1. To provide students with a comprehensive understanding of the major contemporary issues and challenges shaping the international political system in the twenty-first century.
2. To examine emerging global concerns such as security, terrorism, climate change, globalization, migration, human rights, and global governance from diverse theoretical and policy perspectives.
3. To develop students' ability to critically analyze contemporary international developments using the concepts and theories of International Relations.
4. To enhance students' understanding of the roles of states, international organizations, regional institutions, and non-state actors in addressing global challenges.
5. To enable students to relate theoretical knowledge to real-world international events and emerging geopolitical trends through case-based analysis.
6. To strengthen analytical, critical thinking, and policy evaluation skills necessary for understanding and responding to contemporary global issues.

Course Content:

Unit-1: Unipolar and Multipolar Global Order: Globalization, De-Globalization, Global Political Economy, De-dollarization, Brexit and Currency War.

Unit-2: New Threats to the Security of Nation-States: Traditional and Non-Traditional Security (Terrorism, Natural Disasters, and Human Security).

Unit-3: Wars, Conflicts and Militarization: Arms Race, Arms Control, and Disarmament (NPT and CTBT).

Unit-4: Humanitarian Interventions and Human Rights in Contemporary International Relations.

Unit-5: Energy Security: Conventional Energy, Green Energy, Hydro-Energy.

Unit-6: Intercontinental Organizations/Regional Organizations: (G-20, BRICS, SAARC, ASEAN, EU).

Unit-7: Information Technology (IT) and Artificial Intelligence (AI) in the Contemporary World Order.

Unit-8: Indian Ocean and Indo-Pacific: South China Sea, Bay of Bengal, Blue Economy, and Naval Security Issues.

Course Learning Outcomes (CLOs):

- ❖ Demonstrate a comprehensive understanding of major contemporary issues and emerging challenges in international politics from theoretical and practical perspectives.
- ❖ Critically analyze global political developments by applying appropriate concepts and theories of International Relations.
- ❖ Evaluate the roles of states, international organizations, regional institutions, and non-state actors in addressing contemporary global issues.
- ❖ Assess the implications of globalization, terrorism, climate change, human security, migration, and other emerging challenges for international peace, security, and development.
- ❖ Develop analytical and policy-oriented skills to interpret the changing dynamics of global politics and international governance.
- ❖ Apply theoretical knowledge to examine current international events, geopolitical transformations, and foreign policy issues through informed and evidence-based analysis.
- ❖ Strengthen their academic and professional competence for higher studies, policy analysis, diplomacy, international organizations, and research in the field of International Relations.

Suggested Readings:

1. Baylis, J., Smith, S., & Owens, P. (Eds.). (2014). *The globalization of world politics: An introduction to international relations* (6th ed.). Oxford University Press.
2. Stiglitz, J. E. (2002). *Globalization and its discontents*. Penguin Books.
3. Donnelly, J., & Whelan, D. J. (2020). *International human rights* (6th ed.). Routledge.
4. Goldstein, J. S., & Pevehouse, J. C. (2003). *International relations*. Pearson Education.
5. Huntington, S. P. (1997). *The clash of civilizations and the remaking of world order*. Simon & Schuster.
6. Cohn, T. H., & Hira, A. (2025). *Global political economy: Theory and practice*. Routledge.
7. Holzgrefe, J. L., & Keohane, R. O. (Eds.). (2003). *Humanitarian intervention: Ethical, legal, and political dilemmas*. Cambridge University Press.
8. Nandy, D., & Majee, D. (2024). *Human security in Asia: Interrogating state, society, and policy*. Palgrave Macmillan.
9. Nandy, D., & Das, M. (Eds.). (2024). *Small islands and invisible boundaries: Sovereignty, security, and maritime disputes in the Indo-Pacific*. Palgrave Macmillan.
10. Moran, D., & Russell, J. A. (2010). *Energy security and global politics: The militarization of resource management*. Routledge.
11. Devaprakash, R., & Shampur. (2018). *The origin of international terrorism*. Notion Press.
12. Gambone, M. D. (2013). *Small wars: Low-intensity threats and the American response since Vietnam*. University of Tennessee Press.
13. Hehir, A. (2013). *Humanitarian intervention: An introduction*. Red Globe Press.
14. Sun Tzu. (2018). *The art of war*. Fingerprint Publishing.
15. Brasioli, D., Guercio, L., Landini, G. G., & de Giorgio, A. (Eds.). (2025). *The Routledge handbook of artificial intelligence and international relations*. Routledge.

SEMESTER- III

Major Research Coursework- 3

Course Name: Global Environmental Politics and World Order

Course Code: MAPLSMCE903

Course Type: Major Research Coursework Elective		Course Details: MCE-3		L-T-P: 5 - 0 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Objectives

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

1. To introduce students to the basic concepts, nature, and scope of Global Environmental Politics in the study of International Relations.
2. To help students understand major global environmental issues such as climate change, biodiversity loss, pollution, deforestation, water scarcity, and environmental degradation.
3. To examine the relationship between environmental problems, international politics, globalization, and the changing world order.
4. To familiarize students with the role of states, international organizations, non-governmental organizations (NGOs), and other global actors in environmental governance.
5. To study the evolution, objectives, and significance of major international environmental agreements and institutions, including the UNFCCC, Kyoto Protocol, Paris Agreement, Convention on Biological Diversity (CBD), and Sustainable Development Goals (SDGs).
6. To develop an understanding of the concepts of sustainable development, environmental security, ecological justice, and global environmental governance.
7. To encourage students to critically analyze contemporary environmental challenges and evaluate national and international policy responses.
8. To prepare students for higher studies, research, and professional careers in environmental governance, public policy, international organizations, and sustainable development.

Course Content:

Unit-1: Introduction to Global Environmental Politics.

Unit-2: Search for Environmental Regimes: From Stockholm and Beyond.

Unit-3: Environment and Development – the North-South Divide Concept of Sustainable Development.

Unit-4: Environment and Security.

Unit-5: Politics of Global Climate Change: The Kyoto Protocol and Beyond.

Unit-6: Climate Change and World Order: USA, China and India.

Unit-7: Climate Change and Global South Voice.

Unit-8: Climate Migration, Climate Resilience, Climate Justice and Environmental Governance.

Course Learning Outcomes (CLOs):

- ❖ Understand the basic concepts, theories, and issues related to Global Environmental Politics.
- ❖ Explain the relationship between environmental problems, international politics, globalization, and world order.
- ❖ Analyze major global environmental challenges such as climate change, biodiversity loss, pollution, deforestation, and environmental security.
- ❖ Evaluate the role of states, international organizations, civil society, and non-state actors in global environmental governance.
- ❖ Assess the significance of major international environmental agreements and institutions in addressing global environmental problems.
- ❖ Critically examine environmental policies and sustainable development initiatives at the national and international levels.
- ❖ Develop analytical and research skills to understand and respond to contemporary environmental challenges from a political perspective.
- ❖ Apply the knowledge gained to pursue higher studies, research, and careers in environmental governance, public policy, international organizations, and sustainable development.

Suggested Readings:

1. Dubash, N. K. (Ed.). (2011). Handbook of climate change and India: Development, politics and governance. Oxford University Press.
2. Hurrell, A., & Kingsbury, B. (Eds.). (1992). The international politics of the environment: Actors, interests and institutions. Clarendon Press.
3. Helm, D., & Hepburn, C. (Eds.). (2009). The economics and politics of climate change. Oxford University Press.
4. Young, O. R. (1990). Global environmental change and international governance. Springer.
5. Young, O. R. (1994). International governance: Protecting the environment in a stateless society. Cornell University Press.
6. Haas, P. M. (1990). Obtaining international environmental protection through epistemic consensus. *Millennium: Journal of International Studies*, 19(3), 347–363.
7. World Commission on Environment and Development. (1987). Our common future. Oxford University Press.
8. United Nations Development Programme. (1994–present). Human development report. UNDP.
9. Intergovernmental Panel on Climate Change. (2014). Climate change 2014: Impacts, adaptation, and vulnerability. Cambridge University Press.
10. Intergovernmental Panel on Climate Change. (2014). Climate change 2014: Synthesis report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change. IPCC.
11. Conca, K. (2015). An unfinished foundation: The United Nations and global environmental governance. Oxford University Press.
12. Dryzek, J. S. (2013). The politics of the Earth: Environmental discourses (3rd ed.). Oxford University Press.
13. Eckersley, R. (2004). The Green State: Rethinking democracy and sovereignty. MIT Press.
14. Keohane, R. O., & Victor, D. G. (2016). Cooperation and discord in global climate policy. *Nature Climate Change*.
15. Biermann, F. (2014). Earth system governance: World politics in the Anthropocene. MIT Press.

.....

SEMESTER- III

Group-B

Major Research Coursework- 4

Course Name: Theories and Concepts of Public Administration

Course Code: MAPLSMCE904

Course Type: Major Research Coursework Elective		Course Details: MCE-1		L-T-P: 5 - 0 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Objectives

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

1. To introduce students to the nature, scope, evolution, and intellectual foundations of Public Administration as an academic discipline and a field of practice.
2. To familiarise students with the classical, behavioural, modern, and contemporary approaches and theoretical perspectives in Public Administration.
3. To develop a critical understanding of the major concepts, theories, principles, and paradigms that have shaped the discipline over time.
4. To examine the evolution of Public Administration through successive paradigm shifts and their implications for governance and public management.
5. To explore the concepts, significance, and contemporary relevance of Comparative Public Administration and Development Administration in diverse political and administrative contexts.
6. To analyse emerging trends and contemporary discourses in Public Administration, including governance, New Public Management, New Public Service, digital governance, collaborative governance, public policy, and sustainable development.
7. To enhance students' analytical, critical thinking, and research skills for examining administrative institutions, processes, and public sector reforms.
8. To prepare students to apply theoretical knowledge to contemporary administrative challenges, policy analysis, and governance practices at the national and global levels.

Course Content:

Unit-1: Public Administration: Meaning, Nature and Scope; Evolution of the discipline; Different Stages of Politics Administration Dichotomy to Governance.

Unit-2: Approaches to Public Administration: Traditional – Philosophical; Historical; Institutional – Modern- Marxist; Ecological; Behavioural - Contemporary- Contingency; Public Choice; Feminist.

Unit-3: Theories of Public Administration: Classical and Neo-classical Theories - Scientific Management Theory- F. W. Taylor; Administrative Theory-Henry Fayol; Bureaucratic Theory - Max Weber; Human Relations Theory - Elton Mayo; Behavioural - Chester Bernard; Decision Making Theory- Herbert Simon - Modern Theories – Systems theory-Norbert Wiener, Structural Functional Theory- F W Riggs; Motivation Theory -Abraham Maslow; Post Modernism- Peter Bogason.

Unit-4: Comparative and Development Administration: Comparative Public Administration: emergence, significance, features and challenges - Development Administration; emergence, significance, features; Bureaucracy and development.

Unit-5: Paradigm Shift in Public Administration: New Public Administration - New Public Management – New Public Service- New Public Governance.

Unit-6: Contemporary Discourses: Governance; Good governance; E-Governance; M-Governance - ICT in Administration - Citizen-Centric Administration - Social Auditing- Citizen 's Charter - State, Market and Civil Society in Administration.

Course Learning Outcomes (CLOs):

- ❖ Critically examine the nature, scope, evolution, and major intellectual debates in the discipline of Public Administration.
- ❖ Analyse and evaluate the classical, behavioural, modern, and contemporary approaches to the study of Public Administration.
- ❖ Interpret, compare, and critically assess the major theories, concepts, and models of Public Administration.
- ❖ Examine and evaluate the paradigm shifts in Public Administration, tracing its transformation from traditional administration to governance and public management.
- ❖ Compare and critically assess the changing nature, significance, and contemporary challenges of Comparative Public Administration and Development Administration in both developed and developing societies.
- ❖ Analyse emerging themes and contemporary discourses in Public Administration, including governance, public policy, New Public Management, New Public Service, digital governance, collaborative governance, and sustainable development.

Suggested Readings:

1. Avasthi, A., & Maheshwari, S. (2016). *Public Administration*. Agra: Lakshmi Narain Agarwal.
2. Basu, R. (2018). *Public Administration: Concepts and Theories*. New Delhi: Sterling Publishers.
3. Basu, R. (2019). *Public Administration in the 21st Century: A Global South Perspective*. Routledge.
4. Bhattacharya, M. (2013). *Restructuring Public Administration: A New Look*. New Delhi: Jawahar Publishers.
5. Bhattacharya, M. (2016). *New Horizons of Public Administration*. New Delhi: Jawahar Publishers.
6. Chakrabarty, B., & Bhattacharya, M. (Eds.). (2005). *Public Administration: A Reader*. New Delhi: Oxford University Press.
7. Chakrabarty, B. (Ed.). (2008). *The Governance Discourse: A Reader*. New Delhi: Oxford University Press.
8. Chandler, J. A. (2017). *Public Policy and Private Interest: Ideas, Self-Interest, and Ethics in Public Policy*. Routledge.
9. Dhameja, A. (Ed.). (2003). *Contemporary Debates in Public Administration*. New Delhi: Prentice Hall of India.
10. Dahiya, S. S., & Singh, R. (2014). *Comparative Public Administration*. New Delhi: Sterling Publishers.
11. Fadia, B. L., & Fadia, K. (2008). *Public Administration: Administrative Theories and Concepts*. Agra: Sahitya Bhawan Publications.
12. Fox, C. J., & Miller, H. T. (1995). *Postmodern Public Administration: Toward Discourse*. Thousand Oaks, CA: Sage Publications.
13. Frederickson, H. G. (1980). *New Public Administration*. Tuscaloosa: University of Alabama Press.
14. Gulick, L., & Urwick, L. (Eds.). (1937). *Papers on the Science of Administration*. New York: Institute of Public Administration.
15. Henry, N. (2017). *Public Administration and Public Affairs* (13th ed.). New York: Routledge.
16. Menzel, D. C., & White, H. L. (Eds.). (2011). *The State of Public Administration: Issues, Challenges, and Opportunities*. Armonk, NY: M. E. Sharpe.
17. O'Leary, R., Van Slyke, D. M., & Kim, S. (Eds.). (2010). *The Future of Public Administration Around the World: The Minnowbrook Perspective*. Washington, DC: Georgetown University Press.
18. Arora, R. K., & Sharma, S. (Eds.). (1992). *Comparative and Development Administration: Ideas and Action*. Jaipur: Arihant Publishers.
19. Arora, R., & Goyal, R. (1989). *Indian Public Administration: Institutions and Issues*. New Delhi: Wishwa Prakashan.
20. Chaturvedi, S. (2023). *Comparative Public Administration*. New Delhi: AG Publishing House.
21. Appleby, P. H. (1945). *Big Democracy*. New York: Alfred A. Knopf.
22. Waldo, D. (1948). *The Administrative State*. New York: Ronald Press.
23. Simon, H. A. (1947). *Administrative Behavior*. New York: Macmillan.
24. Riggs, F. W. (1964). *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin.
25. Osborne, D., & Gaebler, T. (1992). *Reinventing Government*. Reading, MA: Addison-Wesley.
26. Denhardt, J. V., & Denhardt, R. B. (2015). *The New Public Service: Serving, Not Steering* (4th ed.). Routledge.
27. Pollitt, C., & Bouckaert, G. (2017). *Public Management Reform: A Comparative Analysis* (4th ed.). Oxford University Press

SEMESTER- III

Major Research Coursework- 5

Course Name: Public Policies in India

Course Code: **MAPLSMCE905**

Course Type: Major Research Coursework Elective		Course Details: MCE-2		L-T-P: 5 - 0 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Objectives

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

1. To introduce students to the foundational theories, models, and genealogies of policy sciences and evaluate their explanatory power when applied to the complex, post-colonial Indian state.
2. To map and critically analyze the formal and informal institutional structures—including the executive, the bureaucracy, federal dynamics, and civil society—that drive, stall, or reshape policy in India.
3. To foster a deep, empirical understanding of India's major social, economic, and digital policy shifts, specifically examining their impact on marginalized communities (caste, class, gender, and geography).
4. To transition students from purely academic essay writing to practical policy analysis, equipping them to draft professional-grade policy briefs, evaluate data indicators, and propose politically feasible solutions.

Course Content:

Unit 1: Theoretical and Conceptual Frameworks

- (a) Understanding Public Policy (b) Models of Policy Making (c) The Policy Cycle and
(d) Contextualizing Policy in the Global South.

Unit 2: The Institutional Architecture of Policy Making in India

- (a) Constitutional Framework (b) Formal Institutional Actors (c) Planning to Strategic Thinking and
(d) Informal and State-Society Actors.

Unit 3: The Rights-Based Paradigm and Social Welfare

- (a) Legal entitlements to social security (MGNREGA, National Food Security Act).
(b) Assessing the Right to Education (RTE) Act, Ayushman Bharat, and Primary Healthcare delivery challenges.
(c) Reservation policies, sub-categorization of OBCs/SCs, and policies targeting marginalized genders and minorities.

Unit 4: Economic Policy and Developmental Dilemmas

- (a) Agrarian Crises and Food Security.
- (b) Infrastructure, Urbanization, and Land Acquisition and
- (c) Environmental Governance and Climate Policy.

Unit 5: Policy Evaluation, Big Data and Governance

- (a) The Digital India Paradigm: JAM Trinity (Jan Dhan-Aadhaar-Mobile), Direct Benefit Transfers (DBT), and algorithmic bias in welfare targeting.
- (b) Policy Evaluation Methodologies: Randomized Controlled Trials (RCTs), and the politics of data generation in India.

Course Outcomes (COs):

- ❖ Critically assess the "implementation gap" in Indian governance by identifying structural, administrative, and fiscal bottlenecks in major national schemes.
- ❖ Decipher how federal friction, judicial interventions, and socio-economic lobbying alter policy outcomes at the grassroots level.
- ❖ Compare and contrast rights-based welfare models (e.g., MGNREGA) with digital-first, market-driven interventions (e.g., DBT, JAM Trinity).
- ❖ Retrieve, interpret, and employ primary government datasets (such as NFHS, PLFS, CAG, and Union/State budgets) to construct evidence-based policy arguments.
- ❖ Author concise, persuasive, and professionally formatted policy briefs tailored to high-level administrative decision-makers.

Suggested Readings

1. Chakrabarty, Bidyut, and Prakash Chand. (2016). *Public Policy: Concept, Theory and Practice*. New Delhi: Sage Publications.
2. Drèze, Jean, and Amartya Sen. (2013). *An Uncertain Glory: India and its Contradictions*. Princeton: Princeton University Press.
3. Kapur, Devesh, Pratap Bhanu Mehta, and Milan Vaishnav (eds.). (2018). *Rethinking Public Institutions in India*. New Delhi: Oxford University Press.
4. Mathur, Kuldeep. (2013). *Public Policy and Politics in India: How Institutions Matter*. New Delhi: Oxford University Press.
5. Arora, Ramesh K. (ed.). *Public Administration: Fresh Perspectives*. New Delhi: Aalekh Publishers.
6. Chakrabarty, Bidyut and Mohit Bhattacharya (eds.). *The Governance Discourse: A Reader*. New Delhi: Oxford University Press.
7. Dye, Thomas R. *Understanding Public Policy*. Pearson.
8. Dror, Yehezkel. *Public Policymaking Reexamined*. Routledge.
9. Dunn, William N. *Public Policy Analysis*. Routledge.
10. Jenkins, William I. *Policy Analysis: A Political and Organizational Perspective*. Martin Robertson.
11. Lasswell, Harold D. *A Preview of Policy Sciences*. Elsevier.
12. Parsons, Wayne. *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*. Edward Elgar.
13. Birkland, Thomas A. *An Introduction to the Policy Process*. Routledge.
14. Maheshwari, S. R. *Indian Administration*. Orient Blackswan.
15. Sapru, R. K. *Public Policy: Formulation, Implementation and Evaluation*. Sterling Publishers.
16. Sapru, R. K. *Administrative Theories and Management Thought*. PHI Learning.
17. Singh, Y. P. and Arvind Kumar. *Public Administration in India*. Pearson.
18. Government of India. *Economic Survey* (Latest Edition).
19. Government of India. *India Year Book* (Latest Edition).
20. NITI Aayog. *Three-Year Action Agenda, Strategy for New India*, and relevant policy reports.

SEMESTER- III

Major Research Coursework- 6

Course Name: Ideas of the Indian Knowledge System (IKS) in the Political Field

Course Code: MAPLSMCE906

Course Type: Major Research Coursework Elective		Course Details: MCE-3		L-T-P: 5 - 0 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Objectives

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

1. Familiarise postgraduate students with the core philosophical, epistemological, and textual foundations of political thought originating within the Indian subcontinent.
2. Develop an analytical framework that connects classical concepts like *Rajadharma*, *Dandaneeti*, and *Mandala* with contemporary political theories of governance, public policy, and international relations.
3. Provide students with alternative, non-Western conceptual tools to critique and expand standard political science frameworks dominated by Western-centric thought.
4. Examine the historical and structural execution of power, judicial administration, economic management, and decentralized local self-governance in ancient and medieval India.

Course Content:

Unit 1: Indian Knowledge Systems – An Introduction

- (a) Concept and importance of IKS: Ethics, Rationality and Consciousness.
- (b) Diversity and Tolerance; Individual and Collective.
- (c) Various streams of IKS: Bhagavat Gita, Buddhism, Jainism, Indian Islam.

Unit 2: Political Ideas and Indian Knowledge System

- (a) Nyaya, Niti, Republic and Swarajya.
- (b) Concept of Kingship, Raj Dharma, Rights, (Santi Parva, Ramayana, Mahabharat, Arthashastra, Mughal Administration)
- (c) Administrative Machinery: Roles of councils, ministers, the *Purohita*, and the bureaucracy in state functioning and economic decision-making.
- (d) Constitutional Values.

Unit 3: Political Process and Indian Knowledge System

- (a) Politics and Social stratification.
- (b) State and Statecraft, Concept of Administration in IKS.
- (c) From Lok Kalyan to Good Governance in IKS (Ramrajya, Ideal Polity in Mahabharat, Kautilya's ideas, Aganasuta's ideas, Mughal's Ideas).

Unit 4: Diplomacy, Sovereignty, and Contemporary Relevance:

- (a) Foreign Policy & Diplomacy: *Mandala* theory (circle of states), *Samaya* (treaties), *Doota* (diplomacy), and *Shadgunya* (six-fold foreign policy).
- (b) Decentralization: *Grama* (village) administration, local self-governance, and self-regulating societal structures and Contemporary Public Policy.
- (c) Idea of Patriarchy and Women's position in IKS.
- (d) Idea of Ecology, Conservation of Environment.
- (e) Sustainable Development Goals.
- (f) Contemporary Applications: Debating the relevance of *Vasudhaiva Kutumbakam* (the world is one family) in modern global politics and IKS in India's soft power diplomacy.
- (g) Vision of Viksit Bharat@2047.

Course Outcomes (COs):

- ❖ Identify, define, and interpret core political terminology, institutions, and epistemological frameworks unique to the Indian Knowledge System (IKS) using primary textual sources.
- ❖ Contrast and critique Western-centric political paradigms by applying alternative, non-Western conceptual tools derived from historical Indian governance models.
- ❖ Appraise the ethical boundaries of statecraft, power calibration, executive accountability, and citizen welfare (*Yogakshema*) through the lens of the *Rajadharma* tradition.
- ❖ Deconstruct contemporary geopolitical conflicts and bilateral relations using classical strategic frameworks like the Mandala theory and Shadgunya.
- ❖ Formulate policy recommendations, research papers, or developmental briefs that apply ancient decentralized models (e.g., Grama Sabha, Guild autonomy) to modern governance challenges.

Suggested Readings:

1. Bhandarkar, D. R. (1929). *Some Aspects of Ancient Hindu Polity: The Manindra Chandra Nandy Lectures*. Banaras: Banaras Hindu University Press. (Lecture I: "Hindu Science of Politics", pp. 1–11).
2. Bhattacharya, Krishna Chandra. (1954). "Swaraj in Ideas." *Visva-Bharati Quarterly*, **20**, 103–114.
3. Bronkhorst, Johannes. (2004). "Some Uses of Dharma in Classical Indian Philosophy." *Journal of Indian Philosophy*, 32(5), 733–750.
4. Goodwin, William F. (1955). "Ethics and Value in Indian Philosophy." *Philosophy East and West*, 4(4), 321–344.
5. Matilal, Bimal K. (1986). *Perception: An Essay on Classical Indian Theories of Knowledge*. Oxford: Clarendon Press. (Chapter 4: "Knowledge as a Mental Episode"; Chapter 5: "Knowing that One Knows"; Chapter 6: "Analysis of Perceptual Illusion", pp. 97–221).
6. Mathur, D. B. (1962). "Some Reflections on Ancient Indian Diplomacy." *The Indian Journal of Political Science*, 23(1–4), 398–405.
7. Parekh, Bhikhu. (2008). "Friendship in Classical Indian Thought." *India International Centre Quarterly*, 35(2), 152–167.

8. Prasad, B. N. (2021). "Swaraj, Democracy and Subaltern: Regional Dynamics of Agrarian India." In K. B. Saxena (Ed.), *Swaraj and the Reluctant State* (pp. 431–447). New York: Routledge.
9. Radhakrishnan, Sarvepalli, & Moore, Charles A. (Eds.). (1957). *A Source Book in Indian Philosophy*. Princeton, NJ: Princeton University Press. (Chapter 14: Pūrva Mīmāṃsā, pp. 486–505).
10. Rao, M. V. Krishna. (1958). *Studies in Kautilya*. Delhi. (Chapter 9).
11. Suda, J. P. (1970). "Dharma: Its Nature and Role in Ancient India." *The Indian Journal of Political Science*, **31**(4), 356–366.
12. Thussu, Daya Kishan. (2016). "India's Cultural Diplomacy." *Palgrave Communications*, **2**, 1–11.
13. Mahadevan, B., Bhat, V. R., & Pavana, R. N. Nagendra. (2022). *Introduction to Indian Knowledge System: Concepts and Applications*. New Delhi: PHI Learning.
14. Kapoor, Kapil, & Singh, Avadhesh Kumar. (2005). *Indian Knowledge System*. Shimla: Indian Institute of Advanced Study (IIAS); New Delhi: D.K. Print world.
15. Jha, Amit. (2023). *Traditional Knowledge System in India*. New Delhi: Atlantic Publishers & Distributors.



SEMESTER- III

Course Name: Research Methodology with AI
Course Code: MAPHIRMAI901

Course Type: Practical (Theoretical / Practical)		Course Details: RMC-1		L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Course Objectives

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

- To develop a comprehensive understanding of the philosophical, theoretical, and methodological foundations of social science research, with particular reference to Political Science.
- To familiarize students with qualitative, quantitative, comparative, and mixed-method research approaches, including research design, data collection, and data analysis techniques.
- To equip students with practical skills in the application of statistical and qualitative data analysis methods for political research.
- To develop competence in the use of digital technologies and Artificial Intelligence (AI) tools for literature review, data analysis, academic writing, and research communication.
- To promote ethical research practices, academic integrity, and the responsible use of AI in conducting and disseminating research.

Course Content:

Unit-1: Philosophical Foundations of Social Science Research:

- Enlightenment and the Social Sciences
- Ontology and Epistemology
- Empiricism, Positivism and Logical Positivism
- Inductive and Deductive Methods
- Objectivity, Subjectivity and Fact-Value Dichotomy
- Falsification
- Paradigm (Relativism)
- Hermeneutics

Unit-2: Research Methods:

- Research Methods: Meaning and Types
- Hypothesis
- Research Design: Qualitative and Quantitative
- Sources of Data: Primary, Secondary and Tertiary
- Tools and Methods of Data Collection: Survey, Interview, Observation, Ethnographic,
- Focus Group, Case Study and Questionnaire
- Sample and Sampling
- Reliability and Validity

Unit-3: Research Ethics and Report Writing:

- Intellectual Honesty and Research Integrity
- Intellectual Property Rights
- Conflict of Interest in Publication
- Concept of Open License and Open Education Resources
- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Styles of Citations, References: and Bibliography
- Report Writing and Structure of Dissertation

Unit-4: Artificial Intelligence and Digital Research in Political Science:

- Artificial Intelligence: Concepts and Foundations
- AI-Assisted Research Design and Literature Review
- AI Applications in Data Collection and Analysis
- AI-Assisted Academic Writing and Research Communication
- Ethics, Governance and Responsible Use of AI

Course Learning Outcomes:

- ❖ Demonstrate a critical understanding of the philosophical, theoretical, and methodological foundations of social science research, with particular reference to Political Science.
- ❖ Formulate research problems, research questions, hypotheses, and appropriate research designs for empirical political inquiry.
- ❖ Apply qualitative, quantitative, comparative, and mixed-method research techniques for the collection, analysis, and interpretation of political and social data.

- ❖ Effectively utilize digital technologies and Artificial Intelligence (AI) tools for literature review, data management, data visualization, academic writing, and research communication while critically evaluating AI-generated outputs.
- ❖ Adhere to the principles of research ethics, academic integrity, and the responsible use of AI in conducting, presenting, and disseminating scholarly research.
- ❖ Design and prepare a research proposal or mini research project that demonstrates methodological rigor, analytical competence, and evidence-based argumentation suitable for postgraduate-level research in Political Science.

Suggested Readings:

1. Bryman, Alan. (2016). *Social Research Methods* (5th ed.). Oxford University Press, Oxford.
2. Bryman, Alan. (1988). *Quantity and Quality in Social Research*. Routledge, London.
3. Creswell, John W., & Creswell, J. David. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). Sage Publications, Thousand Oaks.
4. Hughes, John A., & Sharrock, Wes. (2016). *The Philosophy of Social Research* (3rd ed.). Routledge, London.
5. Kothari, C. R., & Garg, Gaurav. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers, New Delhi.
6. Marsh, David, & Stoker, Gerry (Eds.). (2021). *Theory and Methods in Political Science* (5th ed.). Palgrave Macmillan, London.
7. Neuman, W. Lawrence. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson Education, Boston.
8. Babbie, Earl. (2020). *The Practice of Social Research* (15th ed.). Cengage Learning, Boston.
9. King, Gary, Keohane, Robert O., & Verba, Sidney. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, Princeton.
10. Pennings, Paul, Keman, Hans, & Klein Nijenhuis, Jan. (2006). *Doing Research in Political Science* (2nd ed.). Sage Publications, London.
11. Della Porta, Donatella, & Keating, Michael (Eds.). (2008). *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective*. Cambridge University Press, Cambridge.
12. UNESCO. (2023). *Guidance for Generative AI in Education and Research*. UNESCO Publishing, Paris.
13. Mollick, Ethan. (2024). *Co-Intelligence: Living and working with AI*. Portfolio/Penguin Random House, New York.
14. Lupton, Deborah. (2023). *The Digital Academic: Critical Perspectives on Digital Technologies and AI in Higher Education*. Routledge, London.

SEMESTER- IV

DISSERTATION- 1

Course Name: Literature Review

Course Code: **MAPLSRD1001**

Course Type: Dissertation (Practical/Theoretical)		Course Details: RDC-1		L-T-P: 0 - 3 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		60		40	

Course Description:

This component equips students with the theoretical understanding and practical skills required to conduct a rigorous literature review for postgraduate dissertation research. It introduces students to the nature, purpose, methods, and ethical dimensions of reviewing scholarly literature while emphasizing critical analysis, synthesis, identification of research gaps, and the formulation of a conceptual framework. The course prepares students to produce a systematic, analytical, and academically sound literature review that forms the foundation of independent research.

Course Objectives:

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

- Formulate targeted search strategies to locate high-impact political science literature.
- Evaluate academic texts critically, mapping out competing theoretical paradigms.
- Synthesize diverse studies into cohesive thematic frameworks rather than listing annotations sequentially.
- Identify and articulate explicit conceptual, empirical, or methodological gaps in existing literature.
- Draft a publication-grade literature review chapter for their postgraduate dissertation.

Course Outline:

1. Foundations of the Literature Review in Political Science.
2. Advanced Search Strategies and Source Evaluation.
3. Critical Reading, Note-Taking, and Data Matrixing.

4. Structuring, Synthesizing, and Spotting the "Gap".
5. Writing, Citation, and Research Ethics.
6. For future research proposals and dissertations.

Assessment Matrix:

Assessment Component	Weightage	Description
Annotated Bibliography	20%	Critical analysis of 10 foundational texts relevant to the student's specific topic.
Synthesis Matrix Presentation	20%	Visual mapping of the chosen literature field, presented in a seminar format to peers.
Draft Review submission	50%	A 4,000–5,000-word formal literature review chapter for the dissertation.
Class Participation & Peer Review	10%	Active contribution to workshops and structured peer feedback sessions.

Suggested Readings:

1. Knopf, J. W. (2006). Doing a literature review. *PS: Political Science & Politics*, 39(1), 127–132. <https://doi.org/10.1017/S1049096506060264>
2. Powner, L. C. (2015). *Empirical research and writing: A political science student's practical guide*. CQ Press.
3. Booth, A., Sutton, A., & Papaioannou, D. (2016). *Systematic approaches to a successful literature review* (2nd ed.). SAGE Publications.
4. King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press.
5. Marsh, D., & Stoker, G. (Eds.). (2010). *Theory and methods in political science* (3rd ed.). Palgrave Macmillan.
6. Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.
7. Sword, H. (2012). *Stylish academic writing*. Harvard University Press.

DISSERTATION- 2

Course Name: PG Dissertation

Course Code: MAPLSRD1002

Course Type: Dissertation (Practical/Theoretical)		Course Details: RDC-2		L-T-P: 0 -10- 10	
Credit: 15	Full Marks: 300	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		180		120	

Course Description:

The PG Dissertation is the capstone research component of the M.A. Political Science programme, designed to assess a student's ability to conduct independent, systematic, and original research. It enables students to identify a research problem, critically review relevant literature, apply appropriate theoretical and methodological approaches, analyse and interpret evidence, and present well-reasoned academic arguments. The dissertation strengthens critical thinking, analytical reasoning, academic writing, and ethical research practices while fostering intellectual independence and scholarly inquiry. Successful completion of the dissertation demonstrates research competence and prepares students for doctoral studies, policy research, public administration, and other professional careers requiring advanced research and analytical skills.

Course Objectives

The course is designed to enable students to:

- ❖ Understand the nature, purpose, and significance of independent research in Political Science.
- ❖ Develop the ability to identify, formulate, and refine researchable problems within the discipline.
- ❖ Critically review and synthesize relevant literature to establish theoretical and conceptual foundations for research.
- ❖ Select and apply appropriate research designs, methodologies, and analytical techniques for investigating political phenomena.
- ❖ Develop competence in collecting, analysing, interpreting, and presenting qualitative and/or quantitative data in an ethical and systematic manner.
- ❖ Produce an original, well-structured dissertation that demonstrates critical thinking, academic integrity, and effective scholarly communication.

Course Learning Outcomes (CLOs):

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

- ❖ **CLO1:** Formulate a researchable problem and prepare a well-structured dissertation proposal with clearly defined objectives, research questions, and methodology.
- ❖ **CLO2:** Conduct independent and systematic research by applying appropriate theoretical frameworks, research methods, and analytical techniques.
- ❖ **CLO3:** Critically review, synthesize, and evaluate scholarly literature to identify research gaps and establish the conceptual foundation of the study.
- ❖ **CLO4:** Analyse and interpret qualitative and/or quantitative data ethically and rigorously, and communicate research findings through a coherent, well-organized dissertation.
- ❖ **CLO5:** Demonstrate academic integrity by adhering to ethical research practices, proper citation standards, and critically evaluating published research in Political Science.

Dissertation Journey:

- ❖ Research Proposal and Topic Approval.
- ❖ The Literature Review and Ethical Clearance.
- ❖ Fieldwork, Data Collection & Archival Research.
- ❖ Data Analysis and Chapter Drafting.
- ❖ Refining, Plagiarism Check and Submission.

Suggested Readings

1. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The Craft of Research* (4th ed.). University of Chicago Press.
2. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5th ed.). Sage.
3. Galvan, J. L., & Galvan, M. C. (2017). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences* (7th ed.). Routledge.
4. Hart, C. (2018). *Doing a Literature Review: Releasing the Research Imagination* (2nd ed.). Sage.
5. King, G., Keohane, R. O., & Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press.
6. Knopf, J. W. (2006). "Doing a Literature Review." *PS: Political Science & Politics*, 39(1), 127–132.