COURSE STRUCTURE & SYLLABUS

FOR

M.A. POLITICAL SCIENCE

ROYAL SCHOOL OF HUMANITIES AND SOCIAL SCIENCE

(RSHSS)

DEPARTMENT OF POLITICAL SCIENCE

Based on National Credit Framework (NCrF)

W.E.F

AY-2025-26

Content

Introduction

The Master program in Political Science at Royal Global University is meticulously designed to provide students with a comprehensive and rigorous understanding of the political landscape, equipping them with the essential analytical and critical thinking skills required for engaging with contemporary governance, policymaking, conflict studies, conflict management and resolution, as well as international relations and politics. The program aligns with the National Higher Education Qualifications Framework (NHEQF), which defines higher education qualifications in terms of learning outcomes. Accordingly, the postgraduate program levels correspond to Levels 6 and 6.5 under the NHEQF. Furthermore, the program must comply with the National Credit Framework (NCrF) to facilitate the creditization of learning. This includes the assignment, accumulation, storage, transfer and redemption of credits, subject to appropriate assessment. Through a diverse and interdisciplinary curriculum encompassing political theory, comparative politics, public policy and governance and international relations, students will be trained to identify and analyze complex political issues and formulate informed solutions, fostering a deep understanding of the principles of democracy and good governance while developing their ability to critically assess political phenomena.

The program also emphasizes the importance of practical application and real-world engagement. Through hands-on research opportunities, case studies and collaborative projects, students will train to apply their knowledge and skills in a tangible manner, preparing them for successful careers in a variety of fields, including academia, public service, international organizations and the private sector.

The Department of Political Science at the Royal Global University is dedicated to nurturing the next generation of political leaders, policy analysts and change-makers. Classroom teaching flipped class and simulation exercises and research opportunities will allow students to develop a deep understanding of the theoretical foundations of political science while also honing their ability to address complex, real-world challenges. After the completion of the M.A. in political science, graduates will be well-equipped to contribute to the betterment of their communities and the advancement of society globally.

Nature and extend of the program

- The program is designed to provide students with a comprehensive understanding of the complexities and dynamics of the political landscape, equipping them with the necessary skills and knowledge to tackle the challenges of the 21st century.

- The curriculum is designed to foster critical thinking, enhance research capabilities and cultivate a deep understanding for the principles of good governance and democratic values.

- Through a diverse range of courses, interactive seminars and hands-on research opportunities, the program will empower students to become influential leaders, policy analysts and agents of positive change in their respective fields.

- The program's strong emphasis on practical application and real-world engagement will prepare graduates to excel in various career paths, including academia, public service, international organizations and the private sector.

Aims of the programme

1. To provide students with a comprehensive understanding of the complexities and dynamics of the political landscape, equipping them with the necessary skills and knowledge to tackle the challenges of the 21st century.

2. To foster critical thinking, enhance research capabilities and cultivate a deep appreciation for the principles of good governance and democratic values.

3. To empower students to become influential leaders, policy analysts and agents of positive change in their respective fields through a diverse range of courses, interactive seminars and hands-on research opportunities.

4. To prepare graduates to excel in various career paths, including academia, public service, international organizations and the private sector, by emphasizing practical application and real-world engagement.

5. To align the program with the principles and goals of the National Education Policy 2020, including the development of well-rounded and socially conscious individuals, the bridging of the gap between academia and the professional world and the nurturing of empowered and engaged citizens.

Alignment with NEP 2020

The Department of Political Science's Master's program aligns with the principles and goals of the National Education Policy 2020.

- The program's commitment to critical thinking, analytical skills and a deep appreciation for the principles of democracy and good governance is in line with the NEP 2020's emphasis on developing well-rounded and socially conscious individuals.

- The program's emphasis on practical application and real-world engagement reflects the NEP 2020's focus on bridging the gap between academia and the professional world, ensuring that students are equipped to address the challenges of the 21st century.

- The program's diverse curriculum and interdisciplinary approach align with the NEP 2020's vision of providing students with a multifaceted understanding of complex issues, enabling them to become adaptable and innovative problem-solvers.

- The program's commitment to nurturing the next generation of political leaders, policy analysts and change-makers resonates with the NEP 2020's goal of developing empowered and engaged citizens who can contribute to the betterment of their communities and the advancement of society.

Graduate Attributes

The M.A. in Political Science programme aims to equip students with the following graduate attributes:

GA1- *Disciplinary Knowledge*: Demonstrate comprehensive understanding of the concepts, theories and methods of political science.

GA2- *Critical Thinking*: Ability to critically analyze and evaluate political issues, events and processes from multiple perspectives.

GA3- *Research Skills*: Proficiency in conducting independent research, collecting and analyzing data and drawing evidence-based conclusions.

GA4- *Communication Skills*: Effective oral and written communication skills to present complex political ideas and arguments.

GA5- *Civic Engagement*: Demonstrate a commitment to active and informed citizenship, with a deep understanding of democratic principles and good governance.

GA6- *Global Perspective*: Understand the interconnected nature of global political issues and the ability to apply political science knowledge in an global context.

GA7- *Ethical Reasoning*: Ability to navigate ethical dilemmas and make decisions grounded in principles of justice, equity and social responsibility.

GA8- *Adaptability*: Capacity to adapt to changing political landscapes and emerging challenges and to develop innovative solutions.

GA9- *Teamwork and Leadership*: Demonstrate effective teamwork and leadership skills in collaborative projects and group settings.

GA10- *Lifelong Learning*: Exhibit a commitment to continuous learning and professional development to stay updated with the evolving field of political science.

Programme Learning Outcomes

Upon successful completion of the M.A. in Political Science programme, students will be able to demonstrate the following Programme Learning Outcomes:

1. Demonstrate in-depth knowledge of political science theories, concepts and methodologies and their application to real-world political phenomena.

2. Critically analyze complex political issues, events and processes from multiple perspectives, drawing on relevant empirical evidence and theoretical frameworks.

3. Design and execute independent research projects, utilizing appropriate research methods and tools to contribute to the existing body of knowledge in political science.

4. Effectively communicate political ideas, arguments and research findings to a diverse range of audiences, both orally and in writing.

5. Exhibit a strong commitment to active and informed citizenship, with a deep understanding of democratic principles, good governance and social responsibility.

6. Apply political science knowledge and skills in an international context, demonstrating a global perspective on political issues.

7. Recognize and navigate ethical dilemmas in the field of politics, making decisions grounded in principles of justice, equity and social responsibility.

8. Adapt to changing political landscapes and emerging challenges and develop innovative solutions to address complex political problems.

9. Collaborate effectively in teams, demonstrating leadership skills and the ability to work constructively with diverse stakeholders.

10. Engage in continuous learning and professional development to stay updated with the evolving field of political science and its applications.

Program Specific Outcomes of Master of Political Science programme:

Graduates will be able to:

1. *Critical Thinking and Analysis*: develop critical thinking and analytical skills to understand, analyze and evaluate complex political, social and economic issues.

2. *Research and Empirical Analysis*: acquire the necessary research skills and methodological approaches to engage in rigorous empirical analysis and contribute to the advancement of knowledge in the field of political science.

3. *Effective Communication*: be able to communicate effectively, both orally and in writing, to convey their ideas, research findings and policy recommendations to diverse audiences.

4. *Ethical and Socially Responsible Leadership*: demonstrate a strong commitment to ethical principles, democratic values and social responsibility and will be equipped to provide effective leadership in their respective fields.

5. *Interdisciplinary Perspective*: have a multifaceted understanding of political science, drawing on insights from related disciplines such as economics, sociology and international relations, enabling them to tackle complex, multidimensional challenges.

Teaching-Learning Processes:

An outcome base approach with emphasis on hands-on learning and practical applications will be the hallmark of the teaching-learning processes. The program will employ a diverse range of pedagogical methods, including:

- Interactive lectures and seminars to foster critical thinking and in-depth understanding of concepts.

- Case studies and simulations to bridge the gap between theory and practice.

- Research-based projects and dissertations to develop advanced research skills.

- Internships and field-based learning opportunities to provide practical exposure and real-world experience.

- Guest lectures and workshops by industry experts, policymakers and eminent scholars to broaden the students' perspectives.

- Collaborative learning and peer-to-peer discussions to encourage knowledge sharing and teamwork.

- Use of digital technologies and online resources to enhance learning and promote self-directed study.

Assessment Methods:

The assessment methods for the Master of Political Science program will include a mix of formative and summative evaluations to measure the attainment of the intended learning outcomes. These may include:

- Written Assignments, Research papers publication and Presentation to assess critical thinking, analytical skills and the ability to communicate effectively.

- Examinations (both written and oral) to evaluate the depth of conceptual understanding and the ability to apply knowledge to real-world scenarios.

- Dissertations and Research Projects to assess the students' research capabilities, problem-solving skills and the ability to contribute to the advancement of knowledge in the field.

- Internship Evaluations and Case Study Analyses to assess the students' ability to bridge the gap between theory and practice; and demonstrate their professional competence.

- Peer Evaluations and Participation Assessments to evaluate teamwork, collaboration and the ability to contribute effectively groupwise

The assessment methods will be designed to be inclusive, promote active learning and provide meaningful feedback to the students, enabling them to continuously improve and develop.

	Component of Evaluation	Marks	Frequeny	Code	Weightage (%)
A	**Continuous Evaluation**				
i	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	45%
ii	Home Assignment		1-3	H	
iii	Project		1	P	
iv	Seminar		1-2	S	
v	Viva-Voce/Presentation		1-2	V	
vi	MSE	MSE-10 marks	1-3	Q/CT	
vii	Attendance	5 marks	100%	A	5%

B	Semester End Examination		1	SEE	50%
	Total				**100%**

Scheme of Theory Examinations:

The performance of students in the M.A. Political Science program will be assessed through three components: internal assessment, a research project practical and semester-end examinations, keeping in view the following:

*Internal Assessment (50 marks)***:** This component will assess students' ongoing engagement and understanding throughout the semester. It will include:

- Attendance
- Assignments (task-based, oral/written)
- Class Presentations
- Mid-Semester Examinations/class tests

*Research Project Practical***:** This component recognizes the importance of practical research skills in political science. Students will undertake a research project, allowing them to apply theoretical knowledge, develop research methodologies and contribute original insights. The assessment will be based on:

- Project Proposal: Clarity of research questions, methodology and feasibility.
- Literature Review: Demonstrated understanding of relevant scholarly work.
- Data Collection and Analysis: Rigor and appropriateness of methods.
- Project Report: Quality of writing, analysis and presentation of findings.
- Presentation and Defence: Clarity and effectiveness of communication.
- Article writing, presentation/publication

*Semester End Examinations (50 marks)***:** This component will evaluate students' comprehensive understanding of the course material through written examinations in a theory question paper pattern. The semester-end examinations shall be conducted as per the academic calendar notified by The Assam Royal Global University.

The levels of PG programmes as per the NHEQF are summarized in Table 5.1.3

Level	Credits	Qualification	Credit Requirement Per year	Credit Points	Total Notional Learning hours
6	160	1 – yr P.G. Diploma	40	240	1200
6.5	160	1-Year PG after a 4-year UG	40	260	1200
6.5	120	2-Year PG after a 3-year UG	40	260	1200

Example for Computation of SGPA

Computation of SGPA	Course	Credit	Letter Grade	Grade point	(Credit x Grade)
1	Course 1	3	A	8	3 x 8 = 24
1	Course 1	4	B +	7	4 x 7 = 28
1	Course 1	3	B	6	3 x 6 = 18
1	Course 1	3	O	10	3 x 10 = 30
1	Course 1	3	C	5	3 x 5 = 15
1	Course 1	4	B	6	4 x 6 = 24
20			139		
SGPA			139/20=6.95		

Curricular Components

For 2-year PG: *Students entering 2-year PG after a 3-year UG programme can choose to do* (i) only course work in the third and fourth semester or (ii) course work in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester.

Credit Distribution:

a) For 1-year PG

Curricular Components	PG Programme (one year) for 4-yr UG (Hons./Hons. with Research) Minimum Credits			
	Course Level	Coursework	Research thesis/project/Patent	Total Credits
Coursework + Research	500	20	20	40
Coursework	500	40	--	40
Research	--	--	40	

For 2-year PG

Table: 1.1.2

Curricular Components	PG Programme (one year) for 4-yr UG (Hons. /Hons. with Research) Minimum Credits			
PG Diploma	Course Level	Coursework	Research thesis/project/Patent	Total Credits
	400	40	--	40
1st Year (1st & 2nd)	400	24	--	40
	500	16	--	
Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma				
2nd Year (3rd & 4th Semester)	Coursework & Research	500	20	20	40
	Coursework (or)	500	40	--	40
	Research			40	40

Exit Point:

For those who join 2-year PG programmes, there shall only be one exit point. Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma.

STRUCTURE FOR 2 YEAR PG PROGRAMME IN POLITICAL SCIENCE

1st SEMESTER

COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
POL184C101	Debates in Political Theory	500	4	3-1-0
POL184C102	Research Methodology-I	400	4	3-1-0
POL184C103	Modern India: Politics and Debates	500	4	3-1-0
POL184C104	Public Policy and Governance	400	4	3-1-0
POL184C105	Theories of International Relations	400	4	3-1-0
SWAYAM COURSE			4/5/6	
TOTAL CREDIT FOR 1st SEMESTER			20+(4/5/6)	

2nd SEMESTER

COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
POL184C201	Issues in Political Theory	400	4	3-1-0
POL184C202	Research Methodology-II	500	4	3-1-0
POL184C203	Ethnicity and Politics in Northeast India	400	4	3-1-0
POL184C204	Border Studies and Northeast India	500	4	3-1-0
POL184C205	Contemporary Issues in Gender Studies	400	4	3-1-0
SWAYAM COURSE			4/5/6	
TOTAL CREDIT FOR 2nd SEMESTER			20+(4/5/6)	

TOTAL CREDIT FOR 1st YEAR = 40+(8/9/10/11/12)

3rd SEMESTER
(COURSE WORK AND RESEARCH)

COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
POL184C301	Tribal Politics in Northeast India	500	4	3-1-0
POL184C302	Social Movements in Post-Independent India	500	4	3-1-0
POL184C303	Modernisation and Development in Global South	500	4	3-1-0
POL184C324	Dissertation I	500	8	-------
TOTAL CREDIT FOR 3rd SEMESTER			20	

3rd SEMESTER (ONLY COURSE WORK)

COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
POL184C301	Tribal Politics in Northeast India	500	4	3-1-0
POL184C302	Social Movements in Post-Independent India	500	4	3-1-0
POL184C303	Modernisation and Development in Global South	500	4	3-1-0

POL184C304	Political Ecology	500	4	3-1-0
POL184C305	Multiculturalism and Nationalism: Contemporary Issues and Debates	500	4	3-1-0
TOTAL CREDIT FOR 3rd SEMESTER			**20**	

4th SEMESTER (COURSE WORK AND RESEARCH)

COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
POL184C401	India and National Security	500	4	3-1-0
POL184C402	Social Reformers in Northeast India	500	4	3-1-0
POL184C423	Dissertation 2	500	12	-----
TOTAL CREDIT FOR 4th SEMESTER			**20**	

4th SEMESTER (ONLY COURSE WORK)

COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
POL184C401	India and National Security	500	4	3-1-0
POL184C402	Social Reformers in Northeast India	500	4	3-1-0
POL184C403	Disaster Management in India	500	4	3-1-0
POL184C404	Peace and Conflict Studies	500	4	3-1-0
POL184C405	Human Rights in Northeast India	500	4	3-1-0
TOTAL CREDIT FOR 4th SEMESTER			**20**	

3rd & 4th SEMESTER (ONLY RESEARCH)

COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
POL184C325	Dissertation I	500	20	-----
POL184C424	Dissertation 2	500	20	**-----**
TOTAL CREDIT FOR 2nd YEAR = 40				

	Semester I (Core)
Course Name: Debates in Political Theory	
Course Code: POL184C101	
Credit Units:4	
L-T-P-C: 3-1-0-4	
Scheme of Evaluation: Theory	
Level: 500	

Course Objectives:

The "Debates in Political Theory" course equips students to critically engage with foundational and contemporary political ideas, from Hobbes and Rawls to Friedman and Hayek, deepening their understanding of power, justice and democracy. It encourages comparative analysis of ideologies like liberalism, conservatism, socialism and environmentalism, illuminating their philosophical underpinnings and real-world implications. Through focused study of identity politics, multiculturalism and global justice, learners develop tools to evaluate policy and inclusion initiatives.

After successfully completing the course, the students will be able to: -

CO 1	Analyze foundational theories of political thought.	BT 1
CO 2	Evaluate political ideologies and movements	BT 2
CO 3	Engage with contemporary political debates.	BT 3
CO 4	Synthesize and apply theoretical frameworks to emerging trends.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Foundations of Political Theory** • Concept of Politics: Theorizing the 'Political' • Contractualism: Hobbes, Locke and Rousseau • Liberalism and its critics: Mill, Rawls and critics	15
II	**Unit II: Political Ideologies and Movements** • Conservatism and American neo-conservative: Burke, Oakeshott, Margaret Thatcher • Socialism and Anarchism: Marx, Engels and Bakunin • Constructivism and Moral Justification: Samuel Freeman	15
III	**Unit III: Contemporary Political Theory** • Multiculturalism and Identity Politics: Will Kymlicka, Charles Taylor and Bikhu Parekh • Global Justice and Cosmopolitanism: Thomas Pogge, Nussbaum and Held • Democracy and Deliberation: Russell Hardin, Joshua Cohen, Habermas and Gutmann	15
IV	**Unit IV: Emerging Trends and Challenges** • Neoliberalism and its Critics: Friedman and Hayek • Digital Democracy and Civic Engagement • Sustainability and Environmental Politics: Green political thought, political ecology and the challenges	15
	Total	**60**

Textbooks:

i. Bhargava, R., & Acharya, A. (Eds.). (2008). Political theory: An introduction. New Delhi: Pearson Education.

ii. Hoffman, J. (2010). Introduction to political theory (2nd ed.). New Delhi: Pearson Education Ltd.

iii. Heywood, A. (2015). Political theory: An introduction (4th ed.). London: Palgrave Macmillan.

Reference books

i. Kukathas, C., & Gaus, G. F. (Eds.). (2004). Handbook of political theory. London: SAGE Publications.

ii. Rawls, J. (1971). A theory of justice (3rd ed.). Cambridge, MA: Belknap Press of Harvard University Press.

iii. Kymlicka, W. (2005). Contemporary political philosophy: An introduction (2nd ed.). New Delhi: Oxford University Press.

Semester I (Core)		
Course Name: Research Methodology I		
Course Code: POL184C102		
Credit Units: 4		
L-T-P-C: 3-1-0-4		
Scheme of Evaluation: Theory		
Level: 400		

Course Objectives:

The Research Methodology course equips MA Political Science students with essential tools to design and conduct systematic political inquiry, including formulating research questions, choosing suitable qualitative and quantitative methods, and applying ethical standards. It fosters critical evaluation of political data, interpretation of empirical evidence, and synthesis of scholarly arguments within a theoretical framework.

After successfully completing the course, the students will be able to: -

CO 1	Explain the meaning, nature, and significance of social science research, including its role in political science.	BT 1
CO 2	Apply appropriate research designs and methods to formulate research questions and hypotheses.	BT 2
CO 3	Utilize suitable data collection and sampling techniques in social science research.	BT 3
CO 4	Analyze and interpret research data while effectively writing research reports with ethical considerations.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Introduction to Social Science Research** • Meaning, Nature, and Scope of Social Science Research • Significance of Research in Political Science and Statement of the Problem • Literature Review, Theoretical Frameworks and Research Gap	15
II	**Unit II: Research Design and Methods** • Formulating Research Questions, Research Objectives and Hypothesis • Types of Research Designs • Ethical Principles and Academic Integrity in Research	15
III	**Unit III: Sampling, Data Collection and Analysis** • Sources of Data: Primary and Secondary Data • Sampling Techniques: Probability and Non-Probability • Tools of Data Collection: Questionnaire, Interview, and Observation	15
IV	**Unit IV: Data Interpretation and Report Writing** • Data Processing: Coding, Classification, and Tabulation • Writing a Research Proposal and Report: Structure and Ethical Considerations • Bibliography, In-text Citation, Footnotes, Endnotes, Referencing Styles (APA, MLA, Chicago)	15
	Total	**60**

Textbooks

   i.   Babbie, E. (2020). The practice of social research (15th ed.). Cengage Learning.

  ii.   Bryman, A. (2016). Social research methods (5th ed.). Oxford University Press.

 iii.   Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.

Reference books

   i.   Bhattacherjee, A. (2012). Social science research: Principles, methods, and practices (2nd ed.). University of South Florida. https://digitalcommons.usf.edu/oa_textbooks/3

  ii.   Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (5th ed.). SAGE Publications.

 iii.   Kothari, C. R. (2019). Research methodology: Methods and techniques. New Age International.

Course Name: Modern India: Politics and Debates
Course Code: POL184C103
Credit Units: 4
L-T-P-C: 3-1-0-4
Scheme of Evaluation: Theory
Level: 500

Course Objectives:

The course examines India's political evolution since independence by engaging with debates on democracy, federalism, secularism, caste and gender, using both historical and contemporary perspectives. It equips students to critically analyze key moments such as the Emergency, coalition politics and liberalization and assess their impact on governance and social equity.

After successfully completing the course, the students will be able to: -

CO 1	Critically analyze the major ideological debates that have shaped modern India, including their historical context and contemporary relevance.	BT 1
CO 2	Evaluate the intersections of caste, class, religion and gender in Indian politics and society and their implications for justice and social transformation.	BT 2
CO 3	Assess the complexities of nationalism, identity and conflict in India, with a focus on subaltern perspectives and regional dynamics.	BT 3
CO 4	Examine different models of development in India, their critiques and alternative approaches, considering the socio-economic and environmental impacts.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Ideological Debates in Modern India** • Key Ideological Debates in Colonial and Postcolonial India: Liberalism, Socialism, Marxism, Hindutva, Gandhism • Gandhi-Ambedkar Debates on caste, untouchability and social reform • The Tradition-Modernity Discourse: Continuity and Change	15
II	**Unit II: Justice, Social Transformation and Political Dynamics** • Caste and Class in Indian Politics • Religion in Indian Politics • Gender and Poltics	15
III	**Unit III: Nationalism, Identity and Conflict** • Theories of Nationalism • Subaltern Perspectives on Indian Nationalism: Dalit, Adivasi and Women • Linguistic and Regional Identities and Conflict	15
IV	**Unit IV; Development: Critiques, Challenges and Alternatives** • Models of Development in India: Nehruvian Socialism, Liberalization and Inclusive Growth • Environmental and Social Movements: Narmada Bachao Andolan and Chipko Movement • Displacement and Development: Anti-Dam Movements	15
	Total	**60**

Textbooks

i. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (2008). *India after independence* (Rev. ed.). New Delhi: Penguin Books India.

ii. Guha, R. (2007). *India after Gandhi: The history of the world's largest democracy*. New Delhi: HarperCollins India.

iii. Sen, A. (1999). *Development as freedom*. New Delhi: Oxford University Press.

Reference Books

i. Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories*. Princeton, NJ: Princeton University Press.

ii. Kohli, A. (1991). *Democracy and discontent: India's growing crisis of governability*. Cambridge: Cambridge University Press.

iii. Chakravarti, U. (2003). *Gendering caste through a feminist lens*. Kolkata: Stree.

Course Name: Public Policy and Governance
Course Code: POL184C104
Credits: 4
L-T-P-C: 3-1-0-4
Scheme of Evaluation: Theory
Level: 400

Course Objectives:

The Public Policy and Governance course equips students with analytical tools to design, evaluate, and implement public policies within institutional and socio-political frameworks. It emphasizes critical assessment of policy processes, stakeholder dynamics, governance structures and ethical considerations in contemporary contexts. By bridging theory and practice, it prepares learners to engage in evidence-based policymaking and contribute to effective, inclusive governance.

After successfully completing the course, the students will be able to: -

CO 1	Conceptualize Public Policy and Governance through an Indian Lens by integrating indigenous knowledge systems and traditional governance models.	**BT 1**
CO 2	Examine the Evolution and Impact of Indian Governance, assessing the colonial legacy and its influence on contemporary administrative structures.	**BT 2**
CO 3	Evaluate the Role of Indigenous Knowledge Systems (IKS) in Policymaking, exploring their relevance in sustainable and equitable development.	**BT 3**
CO 4	Critically Assess Contemporary Indian Policies and Governance Models, analyzing their effectiveness through an Indianized perspective.	**BT 4**

Course Details:

Modules	Topics	Periods
I	*Unit I:* **Foundation of Public Policy and Governance** • Public Policy and Governance: Meaning, Scope and Importance • Policy Cycle: Formulation, Implementation and Evaluation • Governance in Ancient India: Arthashastra and Dharmasastra	15
II	**Unit II: Colonial Legacy and Its Impact on Indian Governance** • British Administrative Structures and Their Influence • Continuities and Challenges in Post-Independence Governance • Decolonizing Public Policy: Challenges and Opportunities	15
III	**Unit III: Indianisation of Public Policy – Key Approaches and Trends** • Rejection of Western-Centric Theories: Need for Indigenous Models (Atma Nirbhar Bharat, Vishwa Guru, NEP 2020) • Dharma and Raja dharma in Governance • Gandhian and Ambedkarite Approaches to Governance	15
IV	**Unit IV; Contemporary Public Policies and Schemes in India** • Digital Governance and E-Governance Initiatives • Social Welfare Policies and Indigenous Welfare Models • Case Studies: Ayushman Bharat, PM Jan Dhan Yojana, Orunodoi Scheme, Startup India	15
	Total	**60**

Textbooks

 i. Maheshwari, S. R. (2019). *Indian administration* (6th ed.). Hyderabad: Orient Blackswan.

 ii. Chakrabarty, B., & Chand, P. (2019). *Public policy: Concept, theory and practice*. New Delhi: SAGE Publications Pvt. Ltd.

 iii. Roy, H., & Singh, M. P. (2011). *Indian political thought: Themes and thinkers*. New Delhi: Pearson Education India.

Reference Books

 i. Gandhi, M. K. (1997). *Hind Swaraj and other writings* (A. Parel, Ed.). Cambridge: Cambridge University Press.

 ii. Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. London: Allen Lane.

 iii. Sapru, R. K. (2010). *Public policy: Formulation, implementation and evaluation* (2nd ed.). New Delhi: Sterling Publishers Pvt. Ltd.

Course Name: Theories of International Relations
Course Code: POL182C105
Credit Units: 4
L-T-P-C: 3-1-0-4
Scheme of Evaluation: Theory
Level: 400

Course Objectives:

The Theories of International Relations course empowers Political Science students to critically evaluate and compare major theoretical frameworks such as realism, liberalism, constructivism and critical theories to understand state behaviour, power dynamics and international cooperation. It guides learners in applying these theories to historical and contemporary global issues, like security dilemmas, human rights and globalization. By integrating conceptual analysis with empirical case studies, the course equips students to formulate coherent theoretical arguments and conduct policy-relevant research in international affairs.

After successfully completing the course, the students will be able to: -

CO 1	To provide a general understanding of the theories of International Relations through the reading of secondary texts and articles written by contemporary scholars of International Relations	**BT 1**
CO 2	To provide students with an in-depth understanding of the works of scholars who propounded the theories of International Relations such as Karl Marx, Hannah Arendt, etc.	**BT 2**
CO 3	To examine the basic assumptions, conceptual and theoretical insights offered by theories of International Relations, relating these both to contemporary events and historical processes, and assess their contributions as well as their shortcomings.	**BT 3**
CO 4	To enable students to develop a critical understanding of the ways in which the subject/object of the discipline of International Relations-the international-is constructed as a field of study.	**BT 4**

Course Details

Modules	Topics	Periods
I	**Unit I: The Mainstream Theories** • International history of the twentieth century • Liberalism • Realism	15
II	**Unit II: The Critical Perspectives** • Marxism • Feminism • Social Constructivism	15
III	**Unit III: International relations in a global era** • Globalisation and global politics • Postcolonial and decolonial approaches • Post-structuralism	15
IV	**Unit IV: International issues** • War and world politics • Environmental issues • Human Rights	15
	Total	60

Textbooks

    i.   Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The globalization of world politics: An introduction to international relations* (8th ed.). Oxford: Oxford University Press.

    ii.   Heywood, A. (2011). *Global politics*. New York, NY: Palgrave Macmillan.

    iii.   Wendt, A. (1999). *Social theory of international politics*. Cambridge: Cambridge University Press.

Reference Books

    i.   Bull, H. (1977). *The anarchical society: A study of order in world politics*. New York, NY: Columbia University Press.

    ii.   Marx, K. (2016). *Das Kapital* (Vols. 1–3). New Delhi: Fingerprint Publishing.

    iii.   Arendt, H. (2020). *The freedom to be free*. London: Penguin Classics.

Semester II (Core)		

Course Name: Issues in Political Theory
Course Code: POL182C201
Credit Units: 4
L-T-P-C: 3-1-0-4
Scheme of Evaluation: Theory
Level: 400

Course Objectives:

This course engages students with critical and emerging debates in political theory such as power, justice, oppression and agency by examining both normative questions and real-world applications. It equips learners to assess theoretical arguments, compare competing perspectives and interrogate assumptions underlying political concepts like authority, rights, and resistance.

After successfully completing the course, the students will be able to: -

CO 1	Critically evaluate different theoretical perspectives on rights, justice, and equality.	BT 1
CO 2	Analyze the relevance of these concepts in addressing contemporary political challenges, particularly within developing countries.	BT 2
CO 3	Understand and engage with debates surrounding toleration, global poverty, and environmental issues.	BT 3
CO 4	Develop critical thinking and analytical skills through textual interpretation and class discussions.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: The Idea of Rights** • Theories of Rights: Natural Rights, Legal Rights, Human Rights • Recent Debates on Rights in Developing Countries: Cultural Relativism, Group Rights, Economic and Social Rights	15
II	**Unit II: Justice and Equality** • Conceptual Debates on Justice and Equality: Distributive Justice, Procedural Justice, Egalitarianism, Equality of Opportunity • Achieving Justice and Equality: Rawls' Theory of Justice, Nozick's Libertarianism, Feminist Critiques of Traditional Theories of Justice	15
III	**Unit III: Modern Issues Affecting Society** • Toleration: Concept, Relationship between Toleration and Democracy, Multiculturalism • Global Poverty and the Role of International Bodies: Effectiveness of International aid, Global Justice, Responsibility for Poverty	15
IV	**Unit IV: Emerging Issues in Theory** • The Ecological Dimension in Politics: The Green Movement (Ecocentrism, Environmental Justice and Sustainable Development) • The Environmental Debate Between North and South: Climate Change and Global Environmental Governance	15
	Total	**60**

Textbooks
   i.   Rawls, J. (1971). *A theory of justice*. Cambridge, MA: Harvard University Press.
   ii.   Kymlicka, W. (2002). *Contemporary political philosophy: An introduction* (2nd ed.). Oxford: Oxford University Press.
   iii. Sen, A. (2009). *The idea of justice*. Cambridge, MA: Harvard University Press.

Reference Books
   i.   Dworkin, R. (1977). *Taking rights seriously*. Cambridge, MA: Harvard University Press.
   ii.   Walzer, M. (1997). *On toleration*. New Haven, CT: Yale University Press.
   iii. Dobson, A. (2016). *Green political thought* (4th ed.). London: Routledge.

Course Name: Research Methodology-II
Course Code: POL182C202
Credit Units: 4
L-T-P-C: 3-1-0-4
Scheme of Evaluation: Theory
Level: 500

Course Objectives:

The Research Methodology-II empowers students to design and execute sophisticated research projects by integrating advanced qualitative and quantitative methods such as mixed-method designs, multivariate analysis, and comparative case studies within a strong ethical and theoretical foundation. students develop the capacity to independently conduct high-quality, policy-relevant research that advances scholarly and practical understanding in political science.

After successfully completing the course, the students will be able to: -

CO 1	To demonstrate an understanding of the fundamental concepts of qualitative research	BT 1
CO 2	To apply appropriate qualitative research designs and data collection methods.	BT 2
CO 3	To analyze qualitative data using different analytical techniques.	BT 3
CO 4	To develop research writing and presentation skills in qualitative research.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Introduction to Qualitative Research** • Meaning, Nature, and Scope of Qualitative Research • Epistemological and Ontological Considerations • Reliability and Validity in Qualitative Research	15
II	**Unit II: Qualitative Research Designs, Data Collection and Data Analysis Methods** • Ethnography, Case Study, Grounded Theory, Phenomenology, Narrative, Feminist Research • Participant Observation, In-Depth Interviews, Focus Groups • Coding, Thematic Analysis, Narrative Analysis, Content Analysis & Discourse Analysis	15
III	**Unit III: Introduction to Quantitative Research** • Meaning and Nature of Quantitative Research • Data Collection Tools: Structured Interviewing, • Statistical Tools in Data Analysis: Descriptive and Inferential Statistics	15
IV	**Unit IV: Mixed Methods Research** • Meaning of Mixed Methods Research • Combining Qualitative and Quantitative Research: Triangulation • Importance of Mixed Methods Research	15
	Total	60

Textbooks

   i.   Bryman, A. (2016). *Social research methods* (5th ed.). Oxford: Oxford University Press.

  ii.   Kothari, C. R. (2019). *Research methodology: Methods and techniques* (4th ed.). New Delhi: New Age International.

 iii.   Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Reference Books

   i.   Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). Thousand Oaks, CA: SAGE Publications.

  ii.   Flick, U. (2023). *An introduction to qualitative research* (7th ed.). London: SAGE Publications.

 iii.   Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Thousand Oaks, CA: SAGE Publications.

Semester II (Core)

Course Name: Ethnicity and Politics in North-East India
Course Code: POL182C202
Credit Units: 4
L-T-P-C: 3-1-0-4
Scheme of Evaluation: Theory
Level: 400

Course Objectives:

This course examines the region's complex mosaic of ethnic identities, insurgencies, and state-building dynamics, equipping students to analyze how ethnicity shapes political mobilization and policy. It fosters critical evaluation of theories and real-world cases like autonomy movements, inter-ethnic conflict and reconciliation efforts within North-East India's unique historical and institutional context.

After successfully completing the course, the students will be able to: -

CO 1	To provide a general understanding of North-East India and its issues from a very holistic perspective	**BT 1**
CO 2	To provide an understanding of some of the major issues that afflict the region.	**BT 2**
CO 3	To examine the basic concept of insurgency in various states of the region.	**BT 3**
CO 4	To enable students to develop a critical understanding of the ways in which the North-Eastern region is analysed.	**BT 4**

Course Details:

Modules	Topics	Periods
I	**Unit I: Identity and Ethnicity** • Conceptual Understanding of Ethnicity and Identity. • Ethnicity and North-East India. • Ethnicity and its relation with Tribal Land Rights.	15
II	**Unit II: Assam** • Identity issues of Ethnic Groups in reference to Illegal Migration. • The Assam Agitation and the issues of Identity through the prism of Assam Accord and its implementation. • The Bodo Movement: From Past to Present.	15
III	**Unit III: Nagaland** • Autonomy and Ethnicity in Nagaland from the historical formation of the Naga Club. • The rise of Insurgency in Nagaland. • Nagaland and Art. 371 A	15
IV	**Unit IV: Mizoram and Meghalaya** • Role of MNF in the Mizo Movement up to the present. • Ethnic and Identity Issues in Meghalaya: To have or not to have the Inner Line Permit. • The role of Regional Political Parties in Meghalaya and Mizoram.	15
	Total	**60**

Textbooks
    i.   Abbi, B. L. (1984). *North-East region: Problems and prospects of development.* Chandigarh: CRRID.
   ii.   Baruah, S. (2005). *Durable disorder: Understanding the politics of North-East India.* New Delhi: Oxford University Press.
  iii.   National Commission to Review the Working of the Constitution. (2001). *A consultation paper on empowering and strengthening of Panchayati Raj institutions / autonomous district councils / traditional tribal governing institutions in North-East India.* New Delhi: Author.

Reference Books
    i.   Baruah, S. (1986). Immigration, ethnic conflict and political turmoil – Assam 1979-85. *Asian Survey, 26*(11), 1184–1206.

Semester II (Core)
Course Name: Border Studies and Northeast India **Course Code: POL182C204** **Credit Units: 4** **L-T-P-C: 3-1-0-4** **Scheme of Evaluation: Theory** **Level: 500**

Course Objectives:

The course offers a nuanced exploration of border dynamics in Northeast India, focusing on political, social and economic interfaces with neighbouring countries and internal boundaries. It equips students to critically analyze cross-border migration, security complexities, identity politics, and governance challenges in a regional context. By combining theoretical insights with empirical case studies, learners gain the skills to address policy dilemmas and contribute to informed border and development strategies.

After successfully completing the course, the students will be able to: -

CO 1	To define the limits of political and territorial authority	**BT 1**
CO 2	To provide an understanding of dynamic spaces of exchange, conflict and negotiation.	**BT 2**
CO 3	To examine the basic concept of insurgency in various states of the region.	**BT 3**
CO 4	To enable students to develop a critical understanding of India's border dynamics with its neighbours and the socio-political impact of these interactions.	**BT 4**

Course Details:

Modules	Topics & Course Contents	Periods
I	**Unit-I: Theorizing Borders and Bordering Processes** • Concepts and Approaches in Border Studies: State, Nation, and Territory • The Process of Bordering: Political, Social, and Economic Dimensions • Borders as Sites of Conflict and Cooperation	15
II	**Unit-II: Dynamics of Intra-National and International Borders and North-East India** • Intra-National Border Conflict: Assam, Mizoram, Nagaland and Meghalaya • India-Bangladesh Border • India-Myanmar Border	15
III	**Unit-III: Markets and Trade** • Informal and Formal Cross-Border Trade • India's Border Trade Policies with South-East Asian Neighbours • Border resource dynamics: Intra and international borders	15
IV	**Unit-IV: Human Mobility and Border-Crossing Dynamics** • Migration, Displacement, and Statelessness in Border Regions • Ethnic and Cultural Continuities Beyond Borders • Border Management, Security Concerns, and Human Rights Issues	15
	Total	**60**

Textbooks

    i.   Cooper, A., & Tinning, S. (Eds.). (2023). *Debating and defining borders: Philosophical and theoretical perspectives*. London: Routledge.

    ii.   Tripathi, D. (2020). *Re-imagining border studies in South Asia*. London: Routledge.

   iii.   Staudt, K. (2017). *Border politics in a global era: Comparative perspectives*. Lanham, MD: Rowman & Littlefield.

Reference Books

    i.   Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. London: Verso.

    ii.   Arena, M. d. (2022). The impact of ethnic groups on international relations: Mapping non-state actors in international relations. In *Mapping Non-State Actors in International Relations*.

   iii.   Ariele, G. (2020). *The state of nationalism: Nationalism and globalization*. Retrieved from https://stateofnationalism.eu/article/nationalism-and-globalization/

   iv.   Cassar, C. (2022). What are the ways in which "(b)ordering" enacts "othering" (Van Houtum and Van Naerssen 2002)? *Anthropology Review*. Retrieved from https://anthropologyreview.org/anthropology-explainers/what-are-the-ways-in-which-bordering-enacts-othering-van-houtum-and-van-naerssen-2002/

Semester II (Core)
Course Name: Contemporary Issues in Gender Studies Course Code: POL182C205 Credit Units: 4 L-T-P-C: 3-1-0-4 Scheme of Evaluation: Theory Level: 400

Course Objectives:

The course examines pressing questions around gender, power and identity such as intersectionality, LGBTQ+ rights, feminist policy frameworks and gendered violence within both global and local political contexts. Learners will develop normative and analytical tools to engage with and influence ongoing gender justice debates in political science.

After successfully completing the course, the students will be able to: -

CO 1	To develop a comprehensive understanding of gender studies.	BT 1
CO 2	To outline an understanding of the intersectionality of gender, class, caste, religion, race and ethnicity.	BT 2
CO 3	To explain the concepts and types of gender-based violence, with a focus on international instruments and constitutional provisions	BT 3
CO 4	To discuss the related issues concerning gender studies and analyse the contemporary debates on the same.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Theoretical and Conceptual Foundations of Gender Studies** • Key terms in Gender Studies: Gender and Sex, Gender Norms, Gender Roles, Gender Stereotypes, Gender Relations • Feminist Theories: Liberal, Marxist, Post-Colonial, Post- Structural/ Post-Modern • Gender Intersectionality: Race, Class, Caste, Ethnicity, and Religion	15
II	**Unit II: Gender Justice and the Issue of Violence** • Theories and Definitions of Gender-Based Violence, Types of Gender-Based Violence: Domestic Violence, Intimate Partner Violence, Rape and Sexual Harassment, Female Genital Mutilation and Circumcision, Honour Killings, Dowry, Trafficking of Women and Cyber Crime. • Legal frameworks and international movements to combat gender-based violence (CEDAW, UN Women) • Constitutional Provisions: Protection of Women from Domestic Violence Act, 2005, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, PCPNDT, 1994 (Including Amendments of 2003), POCSO 2012	15
III	**Unit III: Related Issues in Gender Studies** • Gender and Work: Wage Gap, Invisibility of Women's Work (Care Work) and Workplace Discrimination, Feminisation of labour, Glass Ceiling • Gender, Power and Politics: Participation and Representation of Women in Formal Politics, Policies of Reservation • Gender and Technology: Digital Gender Divide, Online Activism (Me Too Movement), Cyberfeminism	15
IV	**Unit IV: Contemporary Debates in Gender Studies** • LGBTQ+ Rights and Challenges in different Cultural Contexts • Reproductive Justice and Bodily Autonomy • Environmental Feminism, Climate Change and Gendered Impacts	15
	Total	60

Textbooks

   i.   Bhasin, K (2000) Understanding Gender. New Delhi

   ii.   Chakravarti, U. (2003) Gendering Caste through Feminist Lens. Delhi

   iii. Hooks, b (2000). Feminist theory – From Margin to Center, Pluto Press, UK.

   iv. Menon Nivedita, (Ed.), 2006, Themes in Politics: Gender and Politics in India, New Delhi: Oxford University Press.

Reference Books

   i.   Agnes, Flavia, "Protecting Women Against Violence? Review of a Decade of Legislation,1980 89", Economic and Political Weekly,27 (17),1992, pp. 19-21, 24-33.

   ii.   Krishna Soman, 2011, 'Women's Health and Rights to Health in Independent India: An Overview' in Nirmala Banerjee, Samita Sen and Nandita Dhawan (eds.) Mapping the Field: Gender Relations in Contemporary India, Kolkata

Semester III (Core)
Course Name: Tribal Politics in Northeast India **Course Code: POL182C301** **Credit Units: 4** **L-T-P-C: 3-1-0-4** **Scheme of Evaluation: Theory** **Level: 500**

Course Objectives:

This course explores the political dynamics within tribal societies focusing on identity formation, autonomy movements and the interplay between traditional governance and the Indian state. It equips students to critically assess how colonial legacies, ethnic mobilization and development policies shape tribal politics in the region.

After successfully completing the course, the students will be able to: -

CO 1	To provide a foundational understanding of tribal communities and their socio-political organization in Northeast India.	**BT 1**
CO 2	To critically analyze the impact of colonial and post-colonial state policies on tribal governance and identity.	**BT 2**
CO 3	To examine the contemporary challenges faced by tribal communities in the region, including autonomy demands, development policies, and conflict.	**BT 3**
CO 4	To enable students to evaluate the relevance of tribal movements and their implications on state politics and federalism in India.	**BT 4**

Course Details:

Modules	Topics	Periods
I	**Unit I: Introduction to Tribal Politics in Northeast India** • Who are the Tribals? Definitions, classifications, and socio-cultural features • Tribal Demography of Northeast India: Distribution and ethnographic overview (e.g., Nagas, Mizos, Kukis, Bodos, Karbis, etc.) • Tribal Socio-Political Systems: Traditional chieftainships, customary law, and decision-making institutions	15
II	**Unit II: Colonial and Post-Colonial Interventions** • Colonial Policy and Tribal Areas: Inner Line Regulation, Scheduled Districts Act, Excluded & Partially Excluded Areas • Constitutional Safeguards Post-Independence: Sixth Schedule, Fifth Schedule, and special provisions under Article 371 • Role of the Indian State: Nation-building, integration policies, and assimilation debates	15
III	**Unit III: Autonomy, Identity and Insurgency** • Ethnic Assertion and Autonomy Movements: Case studies (e.g., Naga, Mizo, Bodo movements) • Autonomous District Councils: Functioning, performance, and critiques • Insurgency and Peace Accords: Conflict resolution and peacebuilding efforts in tribal regions	15
IV	**Unit IV: Development, Displacement and Governance Challenges** • Developmental Marginalization: Dams, mining, forest laws, and tribal displacement • Decentralization and Local Governance: Panchayati Raj vs. Traditional Tribal Institutions • Contemporary Issues: Citizenship (e.g., NRC/CAA), climate change, resource politics, and youth mobilization	15
	Total	**60**

Textbooks

   i.   Baruah, S. (1999). *India against itself: Assam and the politics of nationality*. New Delhi: Oxford University Press.

  ii.   Chaube, S. K. (1999). *Hill politics in Northeast India* (4th ed.). Hyderabad: Orient Blackswan.

 iii.   Bhaumik, S. (2009). *Insurgent crossfire: Northeast India*. New Delhi: Lancer Publishers.

Reference Books

   i.   Fernandes, W. (Ed.). (2008). *Search for peace with justice: Issues around conflicts in Northeast India*. Guwahati: North Eastern Social Research Centre.

  ii.   Hazarika, S. (1994). *Strangers of the mist: Tales of war and peace from India's Northeast*. New Delhi: Penguin Books India.

 iii.   Das, S. K. (Ed.). (2005). *Peace processes and peace accords*. New Delhi: SAGE Publications.

Semester III (Core)

Course Name: Social Movements in Post Independent India
Course Code: POL182C302
Credit Units: 4
** L-T-P-C: 3-1-0-4**
Scheme of Evaluation: Theory
Level: 500

Course Objectives:

This course examines the development and impact of collective actions from peasant and environmental movements to Dalit, tribal and women-led campaigns within India's evolving political and social landscape. It equips students to analyze how movements mobilize issues like land rights, caste justice, gender equity and environmental protection, while exploring their organizational structures, strategies and resistance dynamics.

After successfully completing the course, the students will be able to: -

CO 1	To introduce the conceptual and theoretical frameworks for understanding social movements in India.	**BT 1**
CO 2	To examine the historical roots and development of key social movements after 1947.	**BT 2**
CO 3	To analyze the relationship between social movements, state policies, and democratic participation.	**BT 3**
CO 4	To assess the impact and limitations of various movements in transforming society and policy.	**BT 4**

Course Details:

Modules	Topics	Periods
I	**Unit I: Theoretical Approaches and Historical Background** • Concept and Typology of Social Movements: Reformist, revolutionary, identity-based, and issue-based movements • Theoretical Frameworks: Marxist, Gandhian, Resource Mobilization, and New Social Movement theory • Legacy of Pre-Independence Movements: Continuities and ruptures post-1947	15
II	**Unit II: Caste and Class-Based Movements** • Dalit Movements: Ambedkarite movements, the rise of the Dalit Panthers, and the Bahujan discourse • Peasant and Agrarian Movements: Telangana, Naxalite movements, and farmers' protests • Labour Movements: Industrial working class, trade unions, and labour rights	15
III	**Unit III: Gender, Environment, and Tribal Movements** • Women's Movements: From the Shah Bano case to the MeToo movement • Environmental Movements: Chipko, Narmada Bachao Andolan, and anti-mining movements • Tribal and Adivasi Movements: Jharkhand, Bastar, and anti-displacement struggles	15
IV	**Unit IV: Regional, Student and Identity Movements** • Regional Movements: Assam, Gorkhaland, Khalistan, and Tamil identity movements • Student Movements: JP Movement, Mandal Commission protests, and recent campus politics • Civil Society and New Social Movements: RTI, Anna Hazare's anti-corruption movement, LGBTQ+ rights	15
	Total	**60**

Textbooks

i. Dhanagare, D. N. (2005). *Social movements in India: A review of literature*. New Delhi: SAGE Publications.
ii. Shah, G. (2004). *Social movements in India: A review of literature*. New Delhi: SAGE Publications.
iii. Omvedt, G. (1994). *Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India*. New Delhi: SAGE Publications.

Reference Books

i. Ray, R., & Katzenstein, M. F. (Eds.). (2005). *Social movements in India: Poverty, power, and politics*. New Delhi: Oxford University Press.
ii. Baviskar, A. (2005). *In the belly of the river: Tribal conflicts over development in the Narmada Valley* (2nd ed.). New Delhi: Oxford University Press.
iii. Kumar, R. (Ed.). (1993). *Essays on the social history of India: Gender, caste, and the making of modern India*. New Delhi: Oxford University Press.

Semester III (Core)		
Course Name: Modernisation and Development in the Global South **Course Code: POL182C303** **Credit Units: 4** **L-T-P-C: 3-1-0-4** **Scheme of Evaluation: Theory** **Level: 500**		

Course Objectives:

The course equips students to critically examine theories of modernization, development paradigms and structural transformations in the Global South, comparing neoliberal, developmental-state and alternative models. It trains learners to assess the socio-political impacts of development strategies such as industrialization, globalization and aid dependency through comparative case studies.

After successfully completing the course, the students will be able to: -

CO 1	To introduce key theoretical approaches to modernisation and development in the Global South.	BT 1
CO 2	To examine historical and structural causes of underdevelopment and inequality.	BT 2
CO 3	To analyze the role of international institutions, global capitalism, and domestic policies in shaping development outcomes.	BT 3
CO 4	To critically evaluate alternative development paradigms and grassroots responses from the Global South.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Theories and Concepts of Development** • Modernization Theory and critiques • Dependency and World Systems Theory • Post-development theory and the critique of Western development models	15
II	**Unit II: Unit II: Colonial Legacy and the Political Economy of Underdevelopment** • Colonialism and its impact on economic and social structures • Neocolonialism and global inequality • Structural Adjustment Programs and neoliberal reforms	15
III	**Unit III: State, Institutions, and Development Strategies** • Developmental state vs. neoliberal state models • Role of international institutions (IMF, World Bank, WTO, UNDP) • South-South cooperation and regionalism (e.g., BRICS, ASEAN, AU)	15
IV	**Unit IV: Grassroots Movements and Alternative Development Models** • Participatory development and local governance • Environmental justice and sustainable development in the Global South • Social movements and indigenous knowledge as resistance to hegemonic development	15
	Total	60

Textbooks
   i.   Escobar, A. (2012). Encountering Development: The Making and Unmaking of the Third World (2nd ed.). Princeton University Press.
   ii.   Pieterse, J. N. (2010). Development Theory: Deconstructions/Reconstructions (2nd ed.). SAGE Publications.
  iii. Sen, A. (1999). Development as Freedom. Oxford University Press.

Reference Book
   i.   Peet, R., & Hartwick, E. (2015). Theories of Development: Contentions, Arguments, Alternatives (3rd ed.). Guilford Press.

Semester III (Core)
Course Name: Political Ecology **Course Code:** POL182C304 **Credit Units:** 4 L-T-P-C: 3-1-0-4 **Scheme of Evaluation:** Theory **Level:** 500

Course Objectives:

The course enables students to critically examine how political, economic, and cultural power dynamics shape environmental conflicts, resource governance and sustainability practices. It equips learners to apply interdisciplinary frameworks drawing from ecology, geography, and political theory to analyze real-world case studies involving environmental justice and conservation.

After successfully completing the course, the students will be able to: -

CO 1	To introduce the foundational concepts and theoretical perspectives of political ecology.	BT 1
CO 2	To explore the political, economic, and social dimensions of environmental issues.	BT 2
CO 3	To analyze case studies of environmental conflicts, conservation, and resource politics.	BT 3
CO 4	To develop critical perspectives on sustainability, environmental justice, and global environmental governance.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Foundations and Theoretical Perspectives** • Origins and evolution of political ecology • Key concepts: nature-society relationships, power, scale, and discourse • Comparison with apolitical ecology: limits of traditional environmental approaches	15
II	**Unit II: Environmental Conflicts and Resource Politics** • Land and forest conflicts: state, market, and community rights • Water struggles and hydropower politics • Mining, extraction, and dispossession in the Global South	15
III	**Unit III: Conservation, Climate, and Development** • Ethnic Assertion and Autonomy Movements: Case studies (e.g., Naga, Mizo, Bodo movements) • Autonomous District Councils: Functioning, performance, and critiques • Insurgency and Peace Accords: Conflict resolution and peacebuilding efforts in tribal regions	15
IV	**Unit IV: Environmental Justice and Global Governance** • Environmental justice movements and indigenous resistance • Gender and ecological politics: feminist political ecology • Global environmental governance: institutions, actors, and critiques	15
	Total	60

Textbooks
i. Robbins, P. (2022). Political Ecology: A Critical Introduction (3rd ed.). Wiley-Blackwell.
ii. Bryant, R. L., & Bailey, S. (1997). Third World Political Ecology. Routledge.
iii. Peet, R., Robbins, P., & Watts, M. (Eds.). (2011). Global Political Ecology. Routledge.

Reference Books
i. Escobar, A. (2008). Territories of Difference: Place, Movements, Life, Redes. Duke University Press.

Semester III (Core)
Course Name: Multiculturalism and Nationalism: Contemporary Issues and Debates Course Code: POL182C305 Credit Units: 4 L-T-P-C: 3-1-0-4 Scheme of Evaluation: Theory Level: 500

Course Objectives:

The course examines the interplay between cultural diversity and national identity. It explores theoretical foundations, policy implications, and contemporary challenges, fostering analytical skills to assess global and local perspectives on nationalism and multiculturalism

After successfully completing the course, the students will be able to: -

CO 1	To introduce the conceptual and theoretical foundations of nationalism and multiculturalism.	BT 1
CO 2	To explore the tensions, compatibilities, and intersections between multiculturalism and nationalism.	BT 2
CO 3	To examine case studies and contemporary debates related to identity, belonging, and citizenship.	BT 3
CO 4	To develop critical perspectives on how states negotiate cultural diversity and national unity.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Theoretical Foundations** • Classical and modernist theories of nationalism (Gellner, Anderson, Smith) • Multiculturalism: Liberal, communitarian, and postcolonial perspectives • Debates: Civic vs. ethnic nationalism; integration vs. assimilation	**15**
II	**Unit II: State, Identity, and Citizenship** • National identity and the politics of recognition • Multicultural citizenship and minority rights (Kymlicka, Taylor) • Migration, diaspora, and transnational identities	**15**
III	**Unit III: Contemporary Challenges and Case Studies** • Nationalism and populism in the age of globalization • Religious pluralism and secularism: Europe, India, and the Middle East • Indigenous movements and contested nationhood	**15**
IV	**Unit IV: Policy, Law, and Global Responses** • State responses to cultural diversity: multicultural policies and critiques • International frameworks on minority and indigenous rights • Managing diversity in divided societies: power-sharing, autonomy, and federalism	**15**
	Total	**60**

Textbooks

i. Kymlicka, W. (1995). Multicultural Citizenship: A Liberal Theory of Minority Rights. Oxford University Press.

ii. Anderson, B. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism (Revised ed.). Verso.

iii. Parekh, B. (2006). Rethinking Multiculturalism: Cultural Diversity and Political Theory (2nd ed.). Palgrave Macmillan.

Reference Books

i. Smith, A. D. (2010). Nationalism: Theory, Ideology, History (2nd ed.). Polity Press.

Semester IV (Core)

Course Name: India and National Security
Course Code: POL182C401
Credit Units: 4
L-T-P-C: 3-1-0-4
Scheme of Evaluation: Theory
Level: 500

Course Objectives:

The course India and National Security in an MA Political Science program examines India's security challenges, strategic policies and defence mechanisms. It explores geopolitical threats, internal security concerns and policy frameworks, equipping students with analytical skills to assess national security dynamics in a global context.

After successfully completing the course, the students will be able to: -

CO 1	To understand the theoretical framework of national security and its application to India.	BT 1
CO 2	To analyze India's internal and external security challenges.	BT 2
CO 3	To evaluate India's strategic and institutional responses to national and regional threats.	BT 3
CO 4	CO4: To develop critical thinking on India's evolving security paradigm in the context of global and regional geopolitics.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: National Security- Conceptual Framework** • Meaning, dimensions, and evolution of national security • Traditional vs. non-traditional security in Indian context • Theories of strategic thought and India's strategic culture	15
II	**Unit II: Internal Security Challenges** • Insurgency in the North-East and Left-Wing Extremism (LWE) • Terrorism and religious radicalism: Domestic and cross-border threats • Communal violence, border security, and role of police and paramilitary forces	15
III	**Unit III: External Threats and Strategic Environment** • India's relations with Pakistan and China: Border and strategic challenges • Maritime security in the Indian Ocean Region (IOR) • Role of nuclear weapons, deterrence, and missile defense	15
IV	**Unit IV: Emerging and Non-Traditional Security Concerns** • Cybersecurity and information warfare • Energy security and climate change as security threats • India's participation in regional and global security architectures (e.g., QUAD, SCO, UNPKO)	15
	Total	60

Textbooks

i. Pant, H. V. (Ed.). (2015). Handbook of Indian Defence Policy: Themes, Structures and Doctrines. Routledge.

ii. Menon, S. (2021). India and Asian Geopolitics: The Past, Present. Brookings Institution Press.

iii. Rajagopalan, R. P. (2006). Security and Diplomacy: Essays on India's Strategic Policy. Observer Research Foundation.

Reference Books

i. Subrahmanyam, K. (2012). Shedding Shibboleths: India's Evolving Strategic Outlook. Wordsmiths.

Semester IV (Core)
Course Name: Social Reformers in Northeast India **Course Code: POL182C402** **Credit Units: 4** **L-T-P-C: 3-1-0-4** **Scheme of Evaluation: Theory** **Level: 500**

Course Objectives:

The course Social Reformers in Northeast India in an MA Political Science program explores the contributions of key reformers in shaping social and political transformations in the region. It examines their ideologies, movements, and impact on governance, fostering critical analysis of historical and contemporary reform efforts.

After successfully completing the course, the students will be able to: -

CO 1	To provide an in-depth understanding of the historical context of social reforms in Northeast India.	BT 1
CO 2	To study the lives, ideas, and contributions of major social reformers from the region.	BT 2
CO 3	To explore the impact of these reformers on issues such as caste, gender, education, religion, and identity.	BT 3
CO 4	To critically examine how regional reform movements contributed to the broader Indian socio-political fabric.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Historical Context and Theoretical Framework** • Colonialism and social change in Northeast India • Concepts of social reform and indigenous resistance • Education, religion, and the rise of reformist thought	15
II	**Unit II: Reformers and Religious-Cultural Awakening** • Sankardev and Neo-Vaishnavism in Assam • Jadonang and Gaidinliu: Spiritual resistance and Zeliangrong reform • Laldenga and the cultural assertion of the Mizos	15
III	**Unit III: Reformers and Identity Movements** • Rani Gaidinliu and the Naga spiritual-political reform • Kanaklata Barua and women's reformist resistance • Bir Tikendrajit and socio-political reforms in Manipur	15
IV	**Unit IV: Contemporary Reform and Social Transformation** • Role of NGOs and civil society in continuing reformist legacies • Gender, identity, and youth reformers in modern Northeast India • Media, education, and digital activism as new-age reform tools	15
	Total	60

Textbooks

i. Bhattacharjee, J. B. (Ed.). (2013). Social and Political Movements in North-East India. Gauhati University.

ii. Misra, U. (2011). The Periphery Strikes Back: Challenges to the Nation-State in Assam and Nagaland. Indian Institute of Advanced Study.

iii. Nongbri, T. (2003). Development, Ethnicity and Gender: Select Essays on Tribes in India. Rawat Publications.

Reference Books

i. Baruah, S. (2020). In the Name of the Nation: India and its Northeast. Stanford University Press.

Semester IV (Core)

Course Name: Disaster Management in India
Course Code: POL182C403
Credit Units: 4
L-T-P-C: 3-1-0-4
Scheme of Evaluation: Theory
Level: 500

Course Objectives:

The course Disaster Management in India in an MA Political Science program examines disaster preparedness, mitigation, and response strategies within India's governance framework. It explores risk assessment, policy interventions, and resilience-building measures, equipping students with analytical skills to assess disaster management's socio-political impact.

After successfully completing the course, the students will be able to: -

CO 1	To introduce the key concepts, types, and phases of disaster management.	BT 1
CO 2	To understand the legal, institutional, and policy frameworks of disaster management in India.	BT 2
CO 3	To analyze case studies of major natural and man-made disasters in India.	BT 3
CO 4	To explore community-based approaches and the role of technology and governance in disaster risk reduction.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Introduction to Disaster Management** • Definition, types, and classification of disasters: Natural and man-made • Phases of disaster management: Mitigation, preparedness, response, and recovery • Theoretical approaches: Risk, vulnerability, resilience	**15**
II	**Unit II: Institutional and Policy Framework in India** • Disaster Management Act, 2005 and the role of NDMA, SDMA, and NDRF • Role of central and state governments, armed forces, and local bodies • Legal instruments, policies, and frameworks (Sendai Framework, Environment Protection Act)	**15**
III	**Unit III: Major Disasters in India: Case Studies** • Earthquakes (Latur 1993, Bhuj 2001), Floods (Assam, Kerala) • Cyclones (Odisha Super Cyclone, Amphan), Tsunami (2004) • Industrial disasters (Bhopal Gas Tragedy), COVID-19 pandemic	**15**
IV	**Unit IV: Disaster Risk Reduction and Community Resilience** • Community-Based Disaster Management (CBDM) and local knowledge systems • Role of ICT, GIS, and early warning systems • Climate change adaptation and disaster resilience planning	**15**
	Total	**60**

Textbooks

i. Coppola, D. P. (2015). Introduction to International Disaster Management (3rd ed.). Butterworth-Heinemann.
ii. Sharma, V. K. (Ed.). (2001). Disaster Management. National Centre for Disaster Management, India.
iii. Singh, R. B., & Mal, S. (Eds.). (2018). Disaster Risk Reduction in Asia Pacific: Governance, Education and Capacity. Springer.

Reference Books

i. Parasuraman, S., & Unnikrishnan, P. V. (Eds.). (2000). India Disasters Report: Towards a Policy Initiative. Oxford University Press.

Semester IV (Core)	
Course Name: Peace and Conflict Studies **Course Code: POL182C404** **Credit Units: 4** **L-T-P-C: 3-1-0-4** **Scheme of Evaluation: Theory** **Level: 500**	

Course Objectives:

The course Peace and Conflict Studies in an MA Political Science program explores the causes, dynamics, and resolution of conflicts at local, national, and global levels. It examines theories of peacebuilding, conflict management, and security strategies, equipping students with analytical skills to assess and contribute to sustainable peace initiatives.

After successfully completing the course, the students will be able to: -

CO 1	To introduce theoretical frameworks and key concepts in peace and conflict studies.	BT 1
CO 2	To examine the causes, types and consequences of conflict at local, national, and international levels.	BT 2
CO 3	To explore various approaches and strategies for peacebuilding, conflict resolution, and reconciliation.	BT 3
CO 4	To analyze case studies of conflict and peace processes across different regions.	BT 4

Course Details:

Modules	Topics	Periods
I	**Unit I: Foundations of Peace and Conflict Studies** • Key concepts: Peace, conflict, violence, security • Theories of conflict: Realist, structural, psychological, and Marxist approaches • Johan Galtung's typology: Direct, structural, and cultural violence	15
II	**Unit II: Conflict Dynamics and Resolution Mechanisms** • Types of conflict: Ethnic, religious, political, environmental • Conflict analysis: Actors, interests, causes, and escalation • Conflict resolution: Negotiation, mediation, arbitration	15
III	**Unit III: Peacebuilding and Post-Conflict Recovery** • Peacebuilding frameworks: UN, NGOs, and grassroots initiatives • Reconciliation and transitional justice: Truth commissions, reparations • Gender, trauma, and memory in post-conflict societies	15
IV	**Unit IV: Case Studies and Contemporary Challenges** • India's Northeast and Kashmir conflicts • Peace processes in South Africa, Rwanda, and Northern Ireland • Non-violence and Gandhian approach to conflict transformation	15
	Total	60

Textbooks

    i.   Barash, D. P., & Webel, C. P. (2018). Peace and Conflict Studies (4th ed.). Sage Publications.

   ii.   Galtung, J. (2009). Theories of Conflict: Definitions, Dimensions, and Typologies. Transcend University Press.

  iii.   Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). Contemporary Conflict Resolution (4th ed.). Polity Press.

Reference Books

    i.   Jeong, H. W. (2017). Peace and Conflict Studies: An Introduction (2nd ed.). Routledge.

Semester IV (Core)
Course Name: Human Rights in Northeast India **Course Code: POL182C405** **Credit Units: 4** **L-T-P-C: 3-1-0-4** **Scheme of Evaluation: Theory** **Level: 500**

Course Objectives:

The course "Human Rights in Northeast India" examines the region's unique socio-political challenges related to human rights. It explores legal frameworks, grassroots movements, and policy interventions, equipping students with analytical skills to assess rights-based governance and advocacy efforts.

After successfully completing the course, the students will be able to: -

CO 1	To introduce the theoretical framework and evolution of human rights globally and in India.	**BT 1**
CO 2	To understand the specific human rights issues and violations in Northeast India.	**BT 2**
CO 3	To analyze the roles of state institutions, civil society, and armed forces in the human rights scenario of the region.	**BT 3**
CO 4	To develop a critical understanding of laws, policies, and mechanisms for protecting human rights in conflict-prone regions.	**BT 4**

Course Details:

Modules	Topics	Periods
I	**Unit I: Human Rights—Conceptual and Legal Framework** • Definition, origin, and classification of human rights • UN Charter, UDHR, ICCPR, ICESCR—International human rights regime • Constitutional provisions and legal protections for human rights in India	15
II	**Unit II: Human Rights in Northeast India: Context and Challenges** • Armed conflicts, AFSPA, and state repression • Ethnic violence, insurgency, and internal displacement • Human rights of women, children, and indigenous communities	15
III	**Unit III: Institutions and Mechanisms** • Role of NHRC, SHRC, judiciary, and media in Northeast India • Civil society, human rights defenders, and grassroots activism • International bodies, NGOs, and advocacy networks in the region	15
IV	**Unit IV: Contemporary Issues and Case Studies** • AFSPA and Supreme Court rulings (e.g., Extra Judicial Execution Victim Families Association case) • Case studies: Manipur, Nagaland, Assam (Nellie massacre, NRC, CAA protests) • Climate change, resource conflict, and rights of indigenous peoples	15
	Total	60

Textbooks

i. Barua, S. (2020). In the Name of the Nation: India and its Northeast. Stanford University Press.
ii. Hussain, M. (2008). Interrogating Development: State, Displacement and Popular Resistance in North East India. SAGE Publications.
iii. Bhaumik, S. (2009). Troubled Periphery: The Crisis of India's North East. SAGE Publications.

Reference Books

i. Phukan, J. (Ed.). (2021). Human Rights in North East India: Issues and Challenges. EBH Publishers.