



SNDT Women's University, Mumbai

**Bachelor of Political Science
(B.A. Political Science)
Semester V & VI**

as per NEP-2020

Syllabus (Regular)

W.E.F AY 2026-27

BA POLITICAL SCIENCE REGULAR (SEM V & VI)

| | Semester V | | Credits | Marks | Int | Ext |
|----------|--|---------------------------------|-----------|------------|------------|------------|
| 50110911 | Politics of Modern Maharashtra | Major (Core) | 4 | 100 | 50 | 50 |
| 50110912 | Comparative Government & Politics | Major (Core) | 4 | 100 | 50 | 50 |
| 51010911 | Indian Political Thought | IKS | 2 | 50 | 0 | 50 |
| 50210911 | India's Foreign Policy | Minor Elective | 4 | 100 | 50 | 50 |
| 50310911 | Indian Administration | Minor Stream (other than Major) | 4 | 100 | 50 | 50 |
| 50610901 | Social Media and Communication | VSC | 2 | 50 | 50 | 0 |
| 51310901 | Field Project | Field Project | 2 | 50 | 50 | 0 |
| | | | 22 | 550 | 300 | 250 |

Semester VI

| | | SemVI | Credits | Marks | Int | Ext |
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| 60110911 | Modern Political Ideologies | Major (Core) | 4 | 100 | 50 | 50 |
| 60110912 | Modern Indian Political Thought | Major (Core) | 4 | 100 | 50 | 50 |
| 60210911 | Human Rights | Major (Elective) | 4 | 100 | 50 | 50 |
| 60310911 | Issues in Administration & Governance | Minor Stream | 2 | 50 | 0 | 50 |
| 60310912 | Politics and Films | Minor Stream | 4 | 100 | 50 | 50 |
| 61210921 | OJT | OJT | 4 | 100 | 50 | 50 |
| | | | 22 | 550 | 250 | 300 |

Semes V - Major Core Politics of Modern Maharashtra

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| Course Title | Politics of Modern Maharashtra |
| Course Credits | 4 |
| Course Outcomes | <p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand the process of making Maharashtra state. 2. Examine the influence of political economy of Maharashtra on its politics. 3. Evaluate the role of political actors and process in electoral politics of Maharashtra 4. Critically appraise the changing nature of politics in Maharashtra. 5. Analyse the different factors shaping the politics in Maharashtra |
| Module 1- Making of Modern Maharashtra | |
| | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand historical background of State of Maharashtra. 2. Explain Samyukta Maharashtra Movement and its impact. 3. Analyse the process and challenges in formation of modern Maharashtra State. |
| Course Outline | <p>1.1 Historical Background – Evolution of the idea of Maharashtra, Social Reform movement and independence movement</p> <p>1.2 Samyukta Maharashtra Movement – movement, phases, outcome. Key figures/personalities</p> <p>1.3 Formation of Maharashtra State – Mumbai, Marathwada, Vidarbha regions - movements and commissions/committees</p> |
| Module 2 – Electoral Politics and Party Politics | |
| Learning Outcomes | <p>After learning the module, learners will be able to –</p> <ol style="list-style-type: none"> 1. Identify emerging trends and issues in electoral politics of Maharashtra. 2. Evaluate the performance of major political parties in Maharashtra. 3. Analyze the changing nature of electoral politics on Maharashtra and complexities in it. |

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| Content Outline | <p>2.1 Electoral Politics- Congress dominance, coalition politics – alliances,</p> <p>2.2 Major political parties – National parties, Republican Party of India, Regional Parties – Shiv Sena, Nationalist Congress Party (NCP), MNS, ShetkariKamgarPaksh</p> <p>2.3 Local Government elections- Issues and Challenges, Urban Rural Politics – issues and voting patterns</p> |
| Module 3 Political Economy of Maharashtra | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Analyse role of agriculture and cooperatives in Economy of Maharashtra and rural development. 2. Identify challenges in front of industrialization and its impact on political economy of Maharashtra. 3. Identify regional disparities and recent trends in economic development in Maharashtra |
| Course Outline | <p>3.1 Agriculture and cooperatives, rural development – farmers movement and demands</p> <p>3.2 Industrialisation, urbanisation, economic growth – labour and employment,</p> <p>3.3 Economic development, infrastructure development and regional disparities,</p> |
| Module 4 - Factors Shaping Politics in Maharashtra | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Examine the role of caste in Maharashtra Politics. 2. Understand the nature of communalism in Maharashtra. 3. Identify significance of language, regionalism in politics in Maharashtra. 4. |

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| Content Outline | <p>4.1 Caste Politics – Marath Dominance, OBS Politics, Dalit Politics, reservation debate</p> <p>4.2 Communalism – emergence, issues, challenges</p> <p>4.3 Regionalism and identity politics – Language, Regional Identity, Marathi Asmita</p> |
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Film screening/Drama/street play
2. Research project
3. Biographies/autobiographies of key leaders
4. Books review/panel discussion
5. Organising seminars

References :

1. Chormare, Vijay. (2012) *MaharashtracheRajkaran: Nave Sandarbha*. NavataPrakashan.
2. Deshpande R. (2010). *Caste Associations in the post-Mandalera : Notes from Maharashtra* (CAS Occasional Paper series, No. 2). Pune : Department of Politics and Public Administration, University of Pune.
3. Jadhav, Tukaram. VivekGhotale. etc All (2014) *MaharashtracheRajkaran: NavyaValanavar*. Unique Publications.
4. Khandve, Eknath. (2013) *Government and Politics of Maharashtra* (Marathi), Pearson Publication.
5. Lele, J.(1982). *Elite Pluralism and class rule : Political Development in Maharashtra*. Popular Prakashan
6. Palshikar, Suhas and Birmal. N. (2009). *MaharashtracheRajkaran: RajkiyaPrakriyecheSthanikSandharbha*.PratimaPrakashan.
7. Palshikar, S.&Birmal. N. (2009). Maharashtra : Towards a new party system. In S. Shastri, K.C. Suri& Y. Yadav (eds.), *Electoral Politics in Indian States :Loksabha elections in 2004 and beyond* (pp.108-129) .Oxford University Press.
8. Palshikar, S. & Deshpande. R. (2021) *The Last Fortress of Congress Dominance Maharashtra Since the 1990s*. SAGE Publications India Pvt. Ltd.

Semester 5 Comparative Government and Politics MAJOR CORE (4 Credits)

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| Course Title | Comparative Government and Politics |
| Course Credits | 4 |
| Course Outcomes | <p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand the core concepts, methods, and approaches used in the field of Comparative Politics. 2. Analyze and categorize different regime types (e.g., democratic, authoritarian, hybrid) based on institutional structures. 3. Examine the functioning of key political institutions (legislature, executive, judiciary) in various political systems (e.g., USA, UK, China). 4. Evaluate the role of political actors and processes, such as party systems and electoral laws, in shaping political outcomes globally. 5. Critically appraise the impact of globalization and political economy on modern state systems. |
| Module 1- Fundamentals of Comparative Politics | |
| | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Define the scope, purpose, and key methods of Comparative Politics. 2. Explain the fundamental concepts of the state, nation, and sovereignty. 3. Differentiate between major regime types (democracy, authoritarianism, totalitarianism) using key characteristics. 4. Analyze the process and challenges of democratic and non-democratic transitions. |
| Course Outline | <p>1.1 Comparative Politics: Meaning, and Scope</p> <p>1,2 Approaches: Institutionalism, Behaviouralism, Political Culture Approach.</p> <p>1.3 Regime Typologies: Democratic, Authoritarian, and Totalitarian Regimes .</p> <p>1.3 Hybrid Regimes</p> |
| Module 2 - Comparative Institutional Structures | |

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| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Compare and contrast the institutional logic of Presidential and Parliamentary systems. 2. Analyze the functional differences between Federal and Unitary systems. |
| Content Outline | <p>2.1 Presidential vs. Parliamentary Systems (Case Study Focus: USA vs. UK).</p> <p>2.2 Federal vs. Unitary Systems (Case Study Focus: Canada vs. UK).</p> |
| Module 3 Comparative Institutional Structures: Executive, Legislature & Judiciary | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Examine the powers and structure of the Executive (Head of State vs. Head of Government) across countries. 2. Evaluate the role and structure of the Judiciary, including mechanisms of judicial review. |
| | <p>3.1 The Executive: Comparison of Leadership Roles (President, Prime Minister & Chancellor with Reference to US, UK & Germany).</p> <p>3.2 The Legislature: Structure (Bicameralism vs. Unicameralism) and Functions (Case Study Focus: US Congress, UK Parliament, China's NPC). Committee system in UK and US</p> <p>3.3 The Judiciary: Judicial Review and Constitutional Courts (Case Study Focus: India, Germany)</p> <p>3.4 Bill of Rights: UK, US & China</p> |
| Module 4 - Political Parties & Interest Groups | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Differentiate between various party systems and their implications for governance. 2. Analyze how different electoral systems translate votes into seats. |

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| | <p>3. Evaluate the role of interest groups and civil society in shaping policy across political systems.</p> <p>4. Explain the mechanisms of political participation and the impact of social movements.</p> |
| Content Outline | <p>4.1 Political Parties and Party Systems: Types, Functions, and Classification</p> <p>4.2 Electoral Systems: FPTP, Proportional Representation (PR), and Mixed Systems (Case Study Focus: UK, Israel, Germany).</p> <p>4.3 Interest Groups with reference to US</p> |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Write up on any of the Elections
2. Research project on legislature in UK/US/ China
3. Poster Presentation of types of political system
4. Street Plays on Elections

References

1. Hague, R., Harrop, M., & McCormick, J. (2021). *Comparative government and politics: An introduction* (11th ed.). London: Red Globe Press.
2. Kopstein, J. S., Lichbach, M. I., & Hanson, S. E. (2019). *Comparative politics: Interests, identities, and institutions in a changing global order* (5th ed.). Cambridge: Cambridge University Press.
3. Lijphart, A. (2012). *Patterns of democracy: Government forms and performance in thirty-six countries* (2nd ed.). New Haven: Yale University Press.
4. Huntington, S. P. (1991). *The third wave: Democratization in the late twentieth century*. Norman: University of Oklahoma Press.
5. Linz, J. J. (1990). The perils of presidentialism. *Journal of Democracy*, 1(1), 51–69.
6. Wheare, K. C. (1963). *Federal government* (4th ed.). London: Oxford University Press.
7. Dicey, A. V. (1982). *Introduction to the study of the law of the constitution* (10th ed.). London: Macmillan.
8. McLean, I., & McMillan, A. (2015). *State of the union: How the UK really works*. Oxford: Oxford University Press.
9. Sartori, G. (1976). *Parties and party systems: A framework for analysis*. Cambridge: Cambridge University Press.
10. Duverger, M. (1964). *Political parties: Their organization and activity in the modern state*. London: Methuen.
11. Rae, D. W. (1971). *The political consequences of electoral laws*. New Haven: Yale University Press.
12. Almond, G. A., Powell, G. B., Dalton, R. J., & Strom, K. (2019). *Comparative politics today: A world view* (12th ed.). Noida: Pearson India.
13. Finer, S. E. (1997). *The history of government* (Vols. 1–3). Oxford: Oxford University Press.

14. Gilpin, R. (2001). *Global political economy: Understanding the international economic order*. Princeton: Princeton University Press.
15. Sharma, S. S. (2018). *Comparative government and politics*. New Delhi: Macmillan India.
16. Caramani, D. (Ed.). (2023). *Comparative politics* (6th ed.). Oxford University Press.

Semester V IKS- Indian Political Thought (2 Credits)

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| Course Title | Introduction to Ancient Indian Political Thought |
| Course Credits | 2 |
| Course Outcomes | After going through the course, learners will be able: |
| | 1. To explain basic key political concepts in Ancient India. |
| | 2. To understand the features of ancient political thought. |
| | 3.To identify the relevance of ancient Indian Political thought in contemporary times. |
| Module 1 -Introduction to Ancient Indian Political Thought | |
| Learning Outcomes | After learning the module, learners will be able to 1. Understand features of Ancient Indian Political Thought 2. Familiarise with the key concepts in Indian political thought. |
| Content Outline | Introduction to Ancient Indian Political Thought 1.1 Features of Indian Political Thought – Vedic Era and Post Vedic Era 1.2 Key concepts - Dharma, Dhamma, Varna Jati 1.3 State Empire /RajyaRashtra 1.4 Danda 1.5 NyayNiti |
| Module 2 - Kautilya’s Contribution | |

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| Learning Outcomes | <p>After learning the module, learners will be able:</p> <ol style="list-style-type: none"> 1. Evaluate Kautilya's contribution to Indian Political Thought. 2. Analyze Kautilya's views on diplomacy and politics. |
| Content Outline | <p>Kautilya's Contribution</p> <ol style="list-style-type: none"> 2.1 Kautilya- Introduction & Context 2.2 Kautilya's Dandaniti, Saptanga Theory, Kautilya's Foreign Policy |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Unit test on Kautilya's thought
2. Research project on the idea of Dhrama
3. Quiz
4. Write a play, documentary based on a relevant theme

References

1. Altekar, A. S. (1996); '*State and Government in Ancient India*'; Motilal Banarsidass, Delhi.
2. Sharma, R.S. (2012); '*India's Ancient Past*'; Oxford University Press, New Delhi.
3. U.N.Ghoshal. (1959). *A History Of Indian Political Ideas*, Oxford University Press.
4. V.P.Verma. *Studies in Hindu political Thought and its Metaphysical Foundations*, Delhi, Motilal Banarasidass.
5. Bandyopadhyay Sekhar (Ed); (2009). *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi.
6. Acharya, A., Bell, D. A., Bhargava, R., and Xuotong, Y. ed., (2023) *Bridging Two Worlds: Comparing Classical Political Thought and Statecraft in India and China*, Oakland, CA: University of California Press.
7. Singh, M. P. and Himanshu Roy (eds.) (2011). *Indian Political Thought: Themes and Thinkers*. Pearson.
8. Datta, P. K. and Sanjay Palshikar (eds). (2013) *Indian Political Thought*, ICSSR & Oxford University Press.
9. McDermott, Rachel Fell et. al. (2014) *Sources of Indian Traditions*, Penguin: Gurgaon.

Marathi Books

- 1..Chousalkar, Ashok (2010). *PrachinBharatiyaRajakiyWichar, PrachinBharatiy RajakiyVichar*. PratimaPrakshan. Pune.
2. Patil, V. B. (2010). *Prachinvaadhunikbharatiyrajakiyvicharwant*. Prashant Publications. Nagpur.

3. Kangale, R P. (1995). *KoutiliyaArthashastrasatiparathibhashanter*, Maharashtra RajyaSahityaSanskritiMandal.
4. Sharma Rajsharan. (2006) (Marathi Translation) *PrachinBharatiyaRajakiyVichar aniSanstha*. Diamond Publication. Pune.
5. Roychoudhury, Hemchandra (2006) (Marathi Translation) *PrachinBharatacha RajakiyItihas*. Diamond Publication. Pune.

Online sources

1. https://onlinecourses.swayam2.ac.in/cec22_hs14/preview

2. online paper on Kautilya's Arthashastra

<https://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/5647/State%20and%20statecraft%20in%20kautilyas%20arthasastra.pdf>

Semester 5 - Minor Stream - India's Foreign Policy (4 Credit)

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| Course Title | India's Foreign Policy |
| Course Credits | 4 |
| Course Outcomes | <p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. locate the historical context of the Non-Aligned Movement (NAM) and the Post-Cold War changes. 2. Explain the complexity of the conflicts with Pakistan and China, 3. Examine the 'Neighbourhood First' and 'Act East' policies. 4. Analyze the India's relation with global powers like the United States (USA), Russia, the European Union (EU), and West Asia (CO 3). 5. Explain issues of terrorism, climate change |
| Module 1- Fundamentals and Evolution of Foreign Policy | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Define the concept of Foreign Policy and its direct link with National Interests 2. Examine the objectives of India's Foreign Policy. 3. Distinguish between Internal Factors and External Factors that influence foreign policy. 4. Anlayze Non-Aligned Movement (NAM) and the Panchsheel Principles. 5. Explore India's Foreign Policy from NAM to Multi-Alignment can be highlighted. |
| Course Outline | <p>1.1 Meaning and Objectives of Foreign Policy: Concept of Foreign Policy, Objectives of India's Foreign Policy</p> <p>1.2 Determinants of India's Foreign Policy: Internal and External Factors</p> <p>1.3 Evolution of India's Foreign Policy: Non-Aligned Movement (NAM) and Panchsheel Principles.</p> <p>1.4 Post-Cold War Changes: Liberalization, Globalization, and Strategic Autonomy.</p> <p>1.5 Contemporary Shifts: 'Neighbourhood First' and 'Act East' Policies.</p> |
| Module 2 - India's Regional Relations and Neighboring Countries | |

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| Learning Outcomes | <p>After this course the learner will be able to :</p> <ol style="list-style-type: none"> 1. Analyse patterns of conflict, cooperation, and peace-building in India's relations with its neighbours. 2. Evaluate India's strategic and regional engagements through bilateral ties and regional organisations such as SAARC and BIMSTEC. 3. Examine the strategic, economic, and security dimensions of India's relations with major Asian powers, including China, Japan, and South Korea. 4. Assess the significance of ASEAN and India's <i>Act East</i> policy in shaping regional trade and maritime security. |
| Content Outline | <p>2.1 South Asia and India's Neighbourhood Policy</p> <ul style="list-style-type: none"> • Pakistan: Key issues, conflicts, and efforts towards normalisation • Bangladesh, Nepal, and Sri Lanka: Water-sharing, border disputes, and economic cooperation • Maldives and Bhutan: Strategic and cultural relations <p>2.2 Regional Cooperation in South Asia</p> <ul style="list-style-type: none"> • SAARC and BIMSTEC: Objectives, institutional frameworks, and challenges of regional cooperation <p>2.3 East and Southeast Asia</p> <ul style="list-style-type: none"> • China: Border disputes, economic engagement, and strategic competition • Japan and South Korea: Economic and security partnerships • ASEAN and the 'Act East' Policy: Trade integration and maritime security cooperation |
| Module 3 :India and Major Global Power | |

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| Learning Outcomes | <p>After completing the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Analyse India’s strategic relations with major global powers 2. Compare the nature, scope, and contemporary significance of the India–US and India–Russia partnerships. 3. Explain the scope and relevance of India’s engagements with the major European countries. 4. Examine th importance of the West Asia/Middle East region for India. 5. Assess India’s diplomatic approach in managing relations with Iran, Saudi Arabia, and Israel. 6. Evaluate the evolving dimensions of India’s relations with the Global South. |
| Content Outline | <ol style="list-style-type: none"> 3.1 The United States and the Western World: India–US Strategic Partnership: Defence, technology, and trade; Europe: Relations with the European Union and major European countries; Russia and Central Asia: Russia: Traditional defence and energy partnership; Central Asia: Connectivity initiatives and energy security 3.2 Africa and Latin America: Africa: Development cooperation and India’s role in the United Nations; Latin America: Expanding relations in trade and investment 3.3 West Asia / Middle East: Strategic Importance: Energy security and the Indian diaspora; Diplomatic Balancing: Relations with Iran, Saudi Arabia, and Israel |
| Module 4 - Contemporary Global Issues and India's Role | |
| Learning Outcomes | <p>After completing the module, learners will be able to:</p> <ol style="list-style-type: none"> 1 Analyse India’s role and contributions within key multilateral forums 2 Evaluate India’s positions on nuclear doctrine, strategic autonomy, disarmament 3 Examine India’s responses to emerging security challenges, 4 Explain the objectives and instruments of India’s economic diplomacy 5 Assess the use of soft power. 6 Identify and explain India’s perspectives and contributions on global issues. |

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| Content Outline | <p>4.1 Multilateral Diplomacy and International Organisations United Nations reforms; India's engagement with multilateral institutions; role in the World Trade Organization (WTO) and the G20; participation in BRICS and the Quad.</p> <p>4.2 Defence and Security Policy India's nuclear doctrine and strategic autonomy; terrorism, cyber security, and maritime security; India's approach to global disarmament and nuclear non-proliferation.</p> <p>4.3 Economic and Public Diplomacy Economic diplomacy: trade, investment, and technology transfer; soft power and the Indian diaspora: culture, yoga, and Non-Resident Indians; India's engagement with climate change and global health.</p> |
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References;

1. Sikri, Rajiv. (2009). Challenges and Strategy: Rethinking India's Foreign Policy. Sage Publications.
2. Ganguly, Sumit. (2011). India's Foreign Policy: Surviving in a Post-Cold War World. Oxford University Press.
3. Scott, David (Editor). (2015). The Oxford Handbook of Indian Foreign Policy. Oxford University Press.
4. Dubey, Muchkund. (2012). India's Foreign Policy: Coping with the Changing World. Pearson Education.
5. Raghavan, Srinath. (2010). War and Peace in Modern India: A Strategic History of the Nehru Years. Permanent Black.
6. Dixit, J.N. (2003). India's Foreign Policy, 1947-2003. Gyan Publishing House.
7. Malone, David, Mohan, C. Raja, and Raghavan, Srinath (Editors). (2015). India and the World: An Intellectual History. Oxford University Press.
8. Jaishankar, S. (2020). The India Way: Strategies for an Uncertain World. HarperCollins India.
9. Mohan, C. Raja. (2015). Modi's World: Expanding India's Sphere of Influence. HarperCollins India.

SEM V: INDIAN ADMINISTRATION (MAJOR CORE) - 4 credits

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| Course Title | Indian Administration |
| Course Credits | 4 |
| Course Outcomes | <ol style="list-style-type: none"> 1. Understand the Evolution and foundation of Indian Administration 2. Explore the influence of British Legacy in structures and practices. 3. Explaining the structure and functioning of administrative machinery at central, state and local levels 4. Analyzing financial administrative mechanisms. 5. Evaluating contemporary challenges and reforms to improve governance and public accountability |
| MODULE 1: Evolution & Constitutional Framework | |
| Learning Outcomes | <p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify the historical evolution of Indian administration. 2. Analyze how colonial legacy shaped today's system 3. Understand the roots & constitutional basis of administration. |
| Content Outline | <ol style="list-style-type: none"> 1.1 Evolution of Indian Administration- Kautilya's Arthashastra, Mughal Administration, British Legacy and colonial Institutions. 1.2 Features of Indian Administration - Post independence structure , Constitutional Basis of Indian administration 1.3 Central administration: Role of the Executive, Cabinet Secretariat, PMO 1.4 State administration: Chief Minister, Secretariat, field administration, district collector 1.5 Federalism: Centre–State relations, fiscal and administrative federalism 1.6 Administrative reforms in India (ARC I & II, NITI Aayog–planning transitions) |
| MODULE 2: Structure of Indian Public Administration | |
| Learning Outcomes | <p>After going through the course, learners will be able to:</p> |

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| | <p>1. Distinguish between political executives across different levels of government.</p> <p>2. Analyze how various civil services support the Indian administration</p> <p>3. Identify the importance of independent constitutional and regulatory bodies.</p> |
| Course Outline | <p>2.1 Changing nature of the Indian bureaucracy: Weberian vs post-Weberian debates</p> <p>2.2. Civil services - All India Services, Central Services, State Civil Services: Recruitment, Training and Appointment</p> <p>2.3. Independent regulatory bodies - UPSC</p> |
| MODULE 3: Financial Administration | |
| Learning Outcomes | <p>After going through the course, learners will be able to:</p> <p>1. Understanding the budgetary process in India.</p> <p>2. Analyzing the role and functions of key accountability institutions.</p> <p>3. Evaluating the mechanisms of financial accountability and their impact on effective governance.</p> |
| Course Outline | <p>3.1 Budgetary process in India</p> <p>3.2 Financial Accountability and Parliamentary Committees- Controller and Auditor General, Public Accounts Committee, Estimates Committee (Composition and functions)</p> <p>3.3 NITI AAYOG in Financial Planning - Role and functions</p> |
| MODULE 4: Contemporary Issues in Indian Administration | |

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| Learning Outcomes | <p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate how transparency laws contribute to good governance and reduce misuse of power, 2. Understanding the bodies which uphold integrity and combat corruption. 3. Identify the need for citizen awareness and participation. 4. Understanding difference between secrecy-based regime (Official Secrets Act) and a transparency-based legal framework (RTI) |
| Course Outline | <ol style="list-style-type: none"> 4.1 Administrative Culture, Ethics in Administration, Accountability in Administration, Corruption 4.2 Transparency in Administration: Officials Secret Act, RTI 4.2 Integrity in Administration: Lokpal, Lokayukta and Central Vigilance Commission, Enforcement Directorate (ED) 4.3 Citizen’s Role and participation in Administration: Citizen Charter, Social Audit, Public Grievance Redressal (CPGRAMS) |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Term paper on Evolution of Administration in India
2. Research project on Latest Finance Commission Recommendation
3. Analysis of Citizen Charter

References

1. Awasthi, A., &Awasthi, S. P. (2017). *Public administration: Theory and practice*. Lakshmi Narain Agarwal.
2. Avasthi, A., &Maheshwari, S. R. (2019). *Public administration in India*. Lakshmi Narain Agarwal.
3. Basu, Rumki, (2014), *Public Administration: Concepts and Theories*, Sterling Publishers, New Delhi
4. Fadia, B. L., &Fadia, K. (2018). *Public administration in India*. SahityaBhawan Publications.
5. Bhattacharya Mohit, (2011), *New Horizons of Public Administration*, Jawahar Publishers,
6. BidyutChakrabarty & Prakash Chand, (2016), *Governance and Public Policy in India*,
7. SAGE Publications
8. Laxmikanth M., (2014), *Local Government in India*, McGraw Hill Education
9. Laxmikanth M., (2022), *Public Administration*, Published by McGraw Hill Education

10. BidyutChakrabarty& Prakash Chand, (2016), Governance and Public Policy in India,SAGE Publications.

Marathi Readings:

1. भारतीयप्रशासन - बिद्युतचक्रवर्तीवप्रकाशचंद, अनुवाद: देवयानीदेशपांडे, सेजभाषा, २०१८”
2. भारतीयप्रशासन - व्ही. बी. पाटील, के'सागरपब्लिकेशन्स, पुणे (२०२३)
3. भारतीयप्रशासन - श्रीराममाहेश्वरी
4. भारतीयप्रशासनआणिलोकप्रशासन - अशोकजैन, सेठपब्लिशर्स, मुंबई.

Assignments/ Activities towards Comprehensive Continuous Evaluation (CCE):

1. Class Presentations
2. Quiz
3. Creative Assignments

VSC 02 Social Media and Political Communication (2 Credit)

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| Course Title | Social Media and Political Communication |
| Course Credits | 2 |
| Course Outcomes | After going through the course, learners will be able: 1. Understand concepts of social media and political communication. 2. Learn to use social media for political communication. 3. Examine how social Media platforms shape political discourse. 4. Cultivate effective communication skills and handling of social media. |
| Module 1 - | Introduction to Social Media and Political Communication |
| Learning Outcomes | After learning the module, learners will be able: 1. Understand evolution of social media. 2. Analyze impact of social media on political discourse. 3. Comprehend latest developments in field of social media. |
| Content Outline | 1.1 Political communication: Meaning and its nature, difference between traditional media and social media 1.2 Impact of social media on political discourse - public opinion, political mobilization, electoral politics, online activism, digital politics, case studies 1.3 Latest developments – Artificial Intelligence (AI) fake news, trolling, social media and hate speech, branding, social media wings of political parties |
| Module 2 | Social Media and Citizens |

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| Learning Outcome | <p>After doing this module learners will be able to:</p> <ol style="list-style-type: none"> 1. Relate social media use to their role as active citizens. 2. Analyze inclusion and exclusion in digital political spaces. 3. Reflect on ethical responsibilities while communicating online. |
| Course outline | <ol style="list-style-type: none"> 2.1 Online Participation & Engagement: Caste, class, gender, and rural –urban in social media participation 2.2 Youth engagement in social media : Purpose and Impact, influencers 2.3 Civic responsibility in social media communication — respectful communication, privacy, verification 2.4 Strengthening democracy — fact-checking, reporting harmful content, digital rights awareness |
| Module 3 | Political Parties, Elections & Social Media |
| Learning outcomes | <p>After doing the course the learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify how political parties and leaders use social media in campaigns. 2. Examine the role of social media in elections and political debates. 3. Recognize opportunities and risks for democracy in digital campaigning. |
| Course outline | <ol style="list-style-type: none"> 3.1 Political parties on social media; ways of outreach, messaging, Role of IT cells 3.2 Elections and digital campaigning; Role of advertisements, influencers, viral trends; ECI guidelines 3.3 Online participation: petitions, hashtags (#MeToo, #FarmersProtest), 3.4 Misinformation, fake news, hate speech, polarization, data misuse |

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| Learning Outcomes | After learning the module learners will be able: 1.Familiarize with different platforms of social media. 2. use skills to effectively operate of social media for political communication. |
| Module 4 | Handling Social Media for Political Communication |
| Content Outline | 4.1 Different platforms of social media – facebook, twitter, linked in, Instagram, Tik-tok reels, YouTube, whats app, Reddit, blogs etc structure and reach and use differences between the different social media 4.2 Social media strategies used for political communication, skill related with it and hands on learning 4.3 Regulating social media for political communication, future directions. |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Paper on Role of Social Media in Elections
3. Create a campaign
4. Develop tools of campaigning

Reference:

1. Bruns, A., Enli, G., Skogerbo, E., Larsson, A. O., & Christensen, C. (2015). *The Routledge companion to social media and politics*. Routledge.
2. Burgess, J., Marwick, A., & Poell, T. (2017). The SAGE Handbook of Social Media. In *SAGE Publications Ltd eBooks*. <https://doi.org/10.4135/9781473984066>
3. Lipschultz, Jeremy Harris.(2022). *Social Media and Political Communication*. New Delhi: Routledge.
4. Persily, N., Tucker, J. A., & Tucker, J. A. (2020). *Social media and democracy: The State of the Field, Prospects for Reform*. Cambridge University Press.
5. Semetko, H. A., & Scammell, M. (2012). *The SAGE Handbook of Political Communication*. SAGE Publications.
6. Sisodia, Y. S., & Chattopadhyay, P. (2022). *Political communication in contemporary India: Locating Democracy and Governance*. Taylor & Francis.
7. Soni, H. K., Sharma, S., & Sinha, G. R. (2024). *Text and social media analytics for fake news and hate speech detection*. CRC Press.

8. The Oxford Handbook of Political Communication. (2014). In *Oxford University Press eBooks*.<https://doi.org/10.1093/oxfordhb/9780199793471.001.0001>
9. Trottier, D., & Fuchs, C. (2014). *Social media, politics and the state: Protests, Revolutions, Riots, Crime and Policing in the Age of Facebook, Twitter and YouTube*. Routledge.
10. Udupa, S., & McDowell, S. (2017). *Media as politics in South Asia*. Taylor & Francis.

Assignments (Any Four)

1. Case study analysis of a governance failure or success in India
2. Short essay on transparency and accountability mechanisms
3. Field-based report on local governance institutions
4. Group presentation on digital governance initiatives
5. Classroom debate on bureaucratic autonomy and political control

6.1 MODERN POLITICAL IDEOLOGIES (Semester VI – Major Core)

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| Course Title Modern Political Ideologies | |
| Course Credits | 4 |
| Course Outcomes | <p>After going through the course, learners will be able to—</p> <ol style="list-style-type: none"> 1. Understand major political ideologies shaping modern politics. 2. Examine the historical context and evolution of ideological traditions 3. .Analyse ideological critiques, debates and tensions. Evaluate the relevance of ideologies in contemporary politics. Compare ideological positions and their practical implications |
| Module 1 – Liberalism, Conservatism and Socialism | |
| Learning Outcome | <p>Learners will be able to—</p> <ol style="list-style-type: none"> 1. Explain the core principles of classical and modern liberalism. Understand tenets of conservatism and its critique of modernity. 2. Analyse socialism, its variations and debates. |
| Content Outline | <p>1.1 Liberalism – individualism, liberty, state, welfare liberalism 1.2 Conservatism – tradition, authority, order, contemporary conservatism 1.3 Socialism – Marxist theory, democratic socialism, critiques</p> |
| Module 2 – Nationalism, Fascism and Anarchism | |
| Learning Outcomes | <p>Learners will be able to—</p> <ol style="list-style-type: none"> 1. Examine different forms of nationalism. 2. Understand the rise of fascism and its characteristics. Analyse philosophical foundations of anarchism. |

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| Content Outline | <p>2.1 Nationalism – civic, ethnic, cultural, anti-colonial nationalism</p> <p>2.2 Fascism – state, leadership, violence, totalitarianism</p> <p>2.3 Anarchism – critique of state, mutual aid, ideological strands</p> |
| Module 3 – Feminism, Environmentalism and Multiculturalism | |
| Learning Outcomes | <p>Learners will be able to—</p> <ol style="list-style-type: none"> 1. Analyse feminist political thought and its strands. 2. Understand ecological concerns and green ideology. 3. Examine debates on multiculturalism and identity. |
| Content Outline | <p>3.1 Feminism – liberal, radical, socialist</p> <p>3.2 Environmentalism – ecological citizenship, sustainability</p> <p>3.3 Multiculturalism – diversity, pluralism, cultural rights</p> |
| Module 4 – Contemporary Trends and Challenges | |
| Learning Outcomes | <p>Learners will be able to—</p> <ol style="list-style-type: none"> 1. Identify new ideological shifts in global politics. 2. Assess debates on populism, neoliberalism and post-ideology. 3. Understand tensions between democracy and ideology. |
| Content Outline | <p>4.1 Neoliberalism – meaning, role of markets & state</p> <p>4.2 Populism – Types and relation with majoritarianism</p> |

Assignments/Activities for CCE

1. Short film/documentary screening
2. Reading and review of ideological texts
3. Group debates on ideological positions
4. Comparative analysis presentations
5. Seminar on contemporary ideological trends

References

1. Heywood, A. (2021). *Political ideologies: An introduction* (7th ed.). London, UK: Red Globe Press.
2. McLellan, D. (2007). *Ideology* (3rd ed.). Minneapolis, MN: University of Minnesota Press.
3. Vincent, A. (2010). *Modern political ideologies* (3rd ed.). Oxford, UK: Wiley-Blackwell.
4. Freedon, M. (2003). *Ideology: A very short introduction*. Oxford, UK: Oxford University Press.
5. Ball, T., Dagger, R., & O'Neill, D. (2020). *Political ideologies and the democratic ideal* (10th ed.). London, UK: Routledge (Indian edition).
6. Hamilton, L. (Ed.). (2013). *Political ideologies*. Oxford, UK: Oxford University Press.
7. Eatwell, R., & Wright, A. (Eds.). (1999). *Contemporary political ideologies* (2nd ed.). London, UK: Continuum.
8. Goodwin, B. (2007). *Using political ideas* (5th ed.). Chichester, UK: Wiley-Blackwell.
9. Held, D. (2006). *Models of democracy* (3rd ed.). Cambridge, UK: Polity Press.
10. Harvey, D. (2005). *A brief history of neoliberalism*. New Delhi, India: Oxford University Press.

MODERN INDIAN POLITICAL THOUGHT (Semester VI – Major Elective)

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| Course Title | Modern Indian Political Thought |
| Course Credit | 4 |
| Course Outcome | <p>After going through the course, learners will be able to—</p> <ol style="list-style-type: none"> 1. Understand major traditions in modern Indian political thought. 2. Examine contributions of key thinkers and reformers. 3. Analyse debates on nationalism, modernity, social reform and democracy. 4. Evaluate the contemporary relevance of Indian political thinkers. 5. Connect ideas with broader socio-political transformations. |
| Module 1 – Early Reformers and Social Thinkers | |
| Learning Outcomes | <p>Learners will be able to—</p> <ol style="list-style-type: none"> 1. Explain reformist ideas and critiques of social hierarchies. Analyse struggles for women’s rights, caste reform and education. 2. Understand the socio-cultural context of early modern thinkers. |
| Content Outline | <ol style="list-style-type: none"> 1.1 Raja Rammohan Roy – reform, rationalism, rights 1.2 JyotiraoPhule – caste, education, social justice 1.3 SavitribaiPhule, PanditaRamabai – women’s liberation and reform |
| Module 2 – Nationalism and Anti-Colonial Thought | |
| Learning Outcome | <p>Learners will be able to—</p> <ol style="list-style-type: none"> 1. Understand diverse forms of Indian nationalism 2. Analyse ideological positions of key nationalist leaders. 3. Examine tensions within the national movement |

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| Content Outline | 2.1 M.G. Ranade and Gokhale – moderate liberal tradition 2.2 Tilak and revolutionary nationalism 2.3 Gandhi – satyagraha, swaraj, critique of modernity |
| Module 3 – Radical and Alternative Traditions | |
| Learning Outcomes | Learners will be able to— 1. Identify alternative strands in Indian political thought. 2. Analyse Ambedkar’s critique of caste and constitutional vision. 3. Understand left, peasant and socialist ideas. |
| Content Outline | 3.1 B.R. Ambedkar – caste, democracy, equality 3.2 Lohia – socialism, caste-class nexus, decentralisation 3.3 Periyar: Caste, Self Respect |
| Module 4 – Post-Independence Thinkers and Contemporary Relevance | |
| Learning Outcomes | Learners will be able to— 1. Examine modern debates on state, development and democracy. 2. Analyse contributions of post-independence thinkers. 3. Understand the evolving landscape of Indian political ideas. |
| Content Outline | 4.1 Nehru – planning, secularism 4.2 Deendayal Upadhyaya – integral humanism |

Assignments/Activities for CCE

1. Book/thinker review
2. Biographical study of a key political thinker
3. Thematic seminar (caste, nationalism, reform, democracy)
4. Class discussion on ideas of contemporary relevance

References

1. Bilgrami, A. (2011). *The secularism syndrome*. New Delhi, India: Oxford University Press.
2. Chatterjee, P. (2011). *Nationalist thought and the colonial world: A derivative discourse?* (Reprint ed.). New Delhi, India: Oxford University Press.
3. Guha, R. (2007). *India after Gandhi: The history of the world's largest democracy*. New Delhi, India: Picador India.
4. Kaviraj, S. (2010). *The imagined institution of India: Politics and ideas*. New Delhi, India: Permanent Black.
5. Mehta, V. R. (2011). *Foundations of Indian political thought: An interpretation* (Rev. ed.). New Delhi, India: Manohar.
6. Omvedt, G. (2011). *Dalits and the democratic revolution: Dr Ambedkar and the Dalit movement in colonial India*. New Delhi, India: Sage Publications.
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10. Sarkar, S. (2009). *Modern India: 1885–1947*. New Delhi, India: Macmillan India.
11. Sen, A. (2005). *The argumentative Indian: Writings on Indian history, culture and identity*. New Delhi, India: Penguin India.
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Semester VI Human Rights: Concepts, Institutions and Contemporary Issues

| Human Rights: Concepts, Institutions and Contemporary Issues | |
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| Credits | 4 |
| Course Outcomes | <ol style="list-style-type: none"> 1. Understand historical evolution and philosophical foundations of human rights. 2. Examine constitutional and institutional mechanisms. 3. - Analyse role of state and non-state actors. 4. Critically evaluate contemporary debates. 5. Assess challenges across social contexts. |
| Module 1 – Foundations of Human Rights | |
| Learning Outcomes: | <ol style="list-style-type: none"> 1. -Understand evolution and significance of human rights. 2. Explain philosophical foundations. 3. Analyse international human rights instruments |
| Course Content: | <ol style="list-style-type: none"> 1.1 Historical evolution 1.2 UDHR principles 1.3 International Conventions 1.4 Human Rights: One or Many? |
| Module 2 – Human Rights in India: Constitutional and Institutional Framework | |
| Learning Outcomes | <p>After learning the module, learners will be able to—</p> <ol style="list-style-type: none"> 1. Identify constitutional guarantees and provisions related to human rights. 2. Examine institutional mechanisms for protection of human rights in India. 3. Analyse the functioning and effectiveness of statutory bodies. |

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| Content Outline | <p>2.1 Fundamental Rights and Directive Principles in the Indian Constitution</p> <p>2.2 National Human Rights Commission (NHRC), State Human Rights Commissions – structure, powers, challenges</p> <p>2.3 Judiciary and human rights – PIL, landmark judgments</p> |
| Module 3 – Human Rights and Social Groups | |
| Course Outcome | <p>Learners will be able to—</p> <ol style="list-style-type: none"> 1. Analyse rights-based issues of marginalised groups. 2. Understand state policies and social movements around human rights. <p>Examine discrimination, violence and structural inequalities</p> |
| Content Outline | <p>3.1 Women’s rights, gender-based violence, LGBTQ+ rights</p> <p>3.2 Rights of Dalits, Adivasis, minorities – issues of exclusion and representation</p> <p>3.3 Labour rights, refugees, migrants – vulnerabilities and protections</p> |
| Module 4 – Contemporary Issues and Challenges | |
| Learning Outcomes | <p>Learners will be able to—</p> <ol style="list-style-type: none"> 1. Examine emerging threats to human rights. 2. Assess debates on civil liberties, surveillance and dissent. 3. Understand global and national human rights challenges. |
| Content Outline | <p>4.1 State, security and human rights – police, AFSPA, counterterrorism</p> <p>4.2 Freedom of expression, dissent, digital rights, privacy</p> <p>4.3 Human rights in global context – climate justice, displacement, technology</p> |

Assignments/Activities for CCE

1. Documentary/film screening and reflection notes
2. Case study analysis of a human rights violation

3. Book review or biography of human rights activists
Field visit/report (NGO, social movement group)
Panel discussion or seminar on contemporary issues

References

1. shay, M. R. (2008). *The history of human rights: From ancient times to the globalization era* (2nd ed.). Berkeley, CA: University of California Press.
2. Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Ithaca, NY: Cornell University Press.
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4. National Human Rights Commission of India. (Various years). *Annual reports and publications*. New Delhi, India: NHRC.
5. United Nations. (1948). *Universal Declaration of Human Rights*. New York, NY: United Nations.
6. United Nations. (1966a). *International Covenant on Civil and Political Rights*. New York, NY: United Nations.
7. United Nations. (1966b). *International Covenant on Economic, Social and Cultural Rights*. New York, NY: United Nations.
8. Heywood, A. (2021). *Political ideologies: An introduction* (7th ed.). London, UK: Red Globe Press.
9. Freedman, M. (1996). *Ideologies and political theory: A conceptual approach*. Oxford, UK: Oxford University Press.
10. Vincent, A. (2010). *Modern political ideologies* (3rd ed.). Oxford, UK: Wiley-Blackwell.
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Semester 6: Minor Stream - Issues in Administration and Governance

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| Course Title | Issues in Administration and Governance |
| Course Credits | 4 |
| Course Outcome | After completing this course, learners will be able to: <ol style="list-style-type: none"> 1. Understand the evolution of public administration and governance 2. Analyse structural and functional challenges in Indian administration 3. Examine issues of accountability, transparency, and ethics 4. Critically assess governance reforms and citizen-centric initiatives |
| Module I: Public Administration and Governance – Concepts and Context | |
| | After completing this module, learners will be able to: <ol style="list-style-type: none"> 1. Explain the shift from government to governance in contemporary public administration. 2. Define the concept and principles of good governance. 3. Examine the roles of the State, market, and civil society in governance processes. 4. Outline major administrative reforms in India and their objectives. |
| Course Outline | 1.1 Administration & Governance : Government to governance; 1.2 Good governance; 1.3 Role of the State, market, and civil society 1.4 Administrative reforms in India. |
| Module II: Institutions and Administrative Structures in India | |
| Course Outline | 2.1 Union, State, and local administration; 2.2 Permanent and non-permanent executive 2.3 role of civil services; 2.4 Centre–State relations; 2.5 decentralization and Panchayati Raj institutions |
| Learning Outcomes | After completing this module, learners will be able to: <ol style="list-style-type: none"> 1. Explain the structure and functioning of Union, State, and local administration in India, 2. Distinguish between the permanent and non-permanent executive, and 3. Analyse their respective roles in policy formulation and |

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| | <p>implementation.</p> <p>4. Examine the process of decentralisation, with particular reference to Panchayati Raj institutions</p> |
| Module: 3 Accountability, Transparency, and Ethics | |
| Learning Outcomes | <p>After completing this module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept of administrative accountability and analyse the mechanisms of control over public administration. 2. Examine the principles of accountability, responsibility, and neutrality of civil servants, 3. Examine the Right to Information as a tool of transparency. 4. Assess ethical issues in public administration, 5. Evaluate the importance of integrity in administration |
| Content Outline | <p>3.1 Administrative accountability; legislative, judicial, and executive controls;</p> <p>3.2. Accountability & Responsibility, Neutrality of Civil Servants, Right to Information;</p> <p>3.3 ethics in public administration; corruption, mal administration;</p> <p>3.4 integrity in Administration and vigilance mechanisms.</p> |
| Unit IV: Contemporary Governance Challenges | |
| | <p>After completing this module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept of administrative accountability and analyse legislative, executive, and judicial controls over public administration. 2. Examine the principles of accountability, responsibility, and neutrality of civil servants, and assess the role of the Right to Information in ensuring transparency. 3. Identify and evaluate ethical issues in public administration, including corruption and maladministration, and their implications for governance. 4. Assess the significance of integrity in administration and explain the functioning of vigilance and oversight mechanisms in promoting ethical public service. |

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| Course outline | 4.1 E-governance and digital administration; 4.3 Public service delivery; inclusion and exclusion; 4.3 Administrative capacity; governance challenges in welfare implementation; 4.4 Citizen participation and Public Private partnership. |
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Assignments

1. Classroom presentation on *Good Governance—Principles and Challenges in the Indian Context*.
2. Case analysis on *Role of Civil Services in Policy Implementation*
3. Analytical essay on *Administrative Accountability in India: Legislative, Judicial, and Executive Controls*.
4. Policy brief on *Right to Information*.

References

1. Arora, R. K., & Goyal, R. (2014). *Indian public administration: Institutions and issues*. New Delhi: PHI Learning.
2. Rhodes, R. A. W. (1997). *Understanding governance: Policy networks, governance, reflexivity and accountability*. Buckingham: Open University Press.
3. Leftwich, A. (1994). Governance, the State and the politics of development. *Development and Change*, 25(2), 363–386.
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5. Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. New Delhi: Penguin India.
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12. Government of India. (2005). *Right to Information Act*. New Delhi: Ministry of Law and Justice.
13. Second Administrative Reforms Commission. (2007). *Ethics in governance* (4th Report). New Delhi: Government of India.
14. Government of India. (2011). *Local governance: An inspiring journey into the future*. New Delhi: Ministry of Panchayati Raj.
15. Chand, V. S. (2017). *Public service delivery in India: Understanding the reform process*. New Delhi: Oxford University Press.

Semester 6 Minor Stream - Politics & Films (2 Credits)

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| Course Title | Politics & Films |
| Course Credits | 2 |
| Course Outcome | <p>On completion of the course, the learner will be able to:</p> <p>Interpret cinema as a form of political communication</p> <p>Analyse representations of power, ideology, and identity in films</p> <p>Examine the relationship between cinema, State, and society</p> <p>Apply political concepts to the study of visual culture</p> |
| Module 1: Cinema, Power, and Political Expression | |
| Course Outline | <p>Themes and Concepts</p> <p>1.1 Cinema as political text;</p> <p>1.2 ideology and representation in Cinema;</p> <p>1.3 popular culture and political socialisation;</p> <p>1.4 satire, propaganda, and dissent; censorship and State regulation.</p> <p>Indicative Indian Films:</p> <ul style="list-style-type: none"> • JaaneBhi Do Yaaro – corruption and media–State relations • HirakRajarDeshe – authoritarianism and propaganda • Rang De Basanti – youth, nationalism, and mobilisation |
| Learning Outcomes | <p>After completing this module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Interpret cinema as a political text by analysing themes of power, ideology, and representation. 2. Examine the role of popular cinema in political socialisation and the shaping of public opinion. 3. Analyse the use of satire, propaganda, and dissent in films as modes of political expression. 4. Assess the impact of censorship and State regulation on cinematic freedom and political critique, with reference to selected Indian films |

Module 2: State, Society, and Social Justice in Indian Cinema

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| Course Outline | <p>Issues in Cinema</p> <p>2.1 Cinema and nationalism 2.2 Caste, class, gender, and social inequality 2.3 The everyday functioning of democratic institutions 2.4 Citizenship, rights, and exclusion</p> <p>Indicative Indian Films: Sairat – caste hierarchy, violence, social exclusion Jai Bhim – policing, access to justice, rights of marginalised communities Court – law, dissent, and State power</p> |
| Learning Outcomes | <p>After completing this module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Analyse representations of nationalism and nationhood in Indian cinema. 2. Examine how caste, class, gender, and social inequality are depicted and critiqued through film narratives. 3. Interpret cinematic portrayals of the everyday functioning of democratic institutions such as the police, courts, and bureaucracy. 4. Assess themes of citizenship, rights, and exclusion in Indian cinema, with reference to films on marginalised communities. |

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