

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBAHJINAGAR.**



Circular / Syll. Sec./HF / UG IIInd Yr./Curriculum/ 2025.

It is hereby inform to all concerned that, on the recommendation of Board of Deans; **the Academic Council at it's Meeting held on 09th May, 2025 has been accepted the “Following Subject wise Curriculum of UG level under the faculty of Humanities as per Guidelines of NEP & University Norms”** for implemented in the all affiliated colleges.

Sr. No.	Name of the UG Curriculum	Semester
01.	Marathi	IIIrd & IVth
02.	Hindi	IIIrd & IVth
03.	English	IIIrd & IVth
04.	Urdu	IIIrd & IVth
05.	Pali & Buddhism	IIIrd & IVth
06.	Arabic	IIIrd & IVth
07.	Sanskrit	IIIrd & IVth
08.	Political Sciecene	IIIrd & IVth
09.	Public Administration	IIIrd & IVth
10.	Economics	IIIrd & IVth
11.	History	IIIrd & IVth
12.	Sociology with First Year minor changes	IIIrd & IVth & IIInd
13.	Geography with First Year minor changes	IIIrd & IVth & Ist & IIInd
14.	Psychology with First Year minor changes	IIIrd & IVth & Ist & IIInd
15.	Thoughts of Mahatma Phule & Dr. B. R. Ambedkar	IIIrd & IVth
16.	Islamic Studies	IIIrd & IVth
17.	Military Science	IIIrd & IVth
18.	Philosophy	IIIrd & IVth

This is effective from the Academic Year 2025-26 and Onwards as per appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Chhatrapati Sambhajinagar-431 004.
Ref. No. SU/ UG/Curriculum/NEP
Norms/2025/ 843

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*Deputy Registrar,
[Syllabus]*

Date: 29 / 05 / 2025.

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Copy forwarded with necessary action to:-

- 1] **The Principal, all concerned affiliated colleges,** Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
- 2] **The Director, University Network & Information Centre, UNIC,** with a request to upload this Circular on University Website.
- 3] **The Director, Board of Examinations & Evaluation,**
Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar.

-==*-

DrK*280525/-

Dr. Babasaheb Ambedkar Marathwada University

Chhatrapati Sambhajinagar-431001



Three Years B. A.(Hons), Four Years B. A. (Hons)

And

Four Years B.A. (Hons with Research)

Degree Programme

Course Structure

(Revised)

(ASPER NEP-2020)

EFFECTIVE FROM 2024-25

POLITICAL SCIENCE

Subject:

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAGINAGAR**



Under Graduate Level Programme

Faculty of Humanities

[3 Year B. A., 4 Year B. A. (Hons) & 4 Year B. A. (Hons with research) Programme]

SUBJECT: POLITICAL SCIENCE

B. A. Second Year

Semester – III

Course Structure

[Effective from Academic Year- 2025-26]

AS PER NEP 2020

Illustrative credit distribution

Structure for B.A. (Three Year Hons/ Four Years Hons/ Hons with Research)

Degree Programme with Multiple Entry and Exit Options

B. A. Second Year (3rd and 4th Semester)

Sr. No.	Course Type	Third Semester		Teaching Hrs/Week) 2Theory& 4Practical	Fourth Semester		Teaching Hrs/Week) 2Theory & 4Practical
		Course Code	Credits		Total Credits	Course Code	
1	Major(Core)M1 Mandatory (Student will be Choosing one Subject as major out of three major subjects and one subject as a Minor)	DSC-7 Introduction to Political Theory	2-T+2-P	2+2=4		DSC-9 Federal System of India	2T+2P
		DSC-8 Theories and Concepts of International Relations	2-T+2-P	2+2=4		DSC-10 Government and Politics of Maharashtra	2T+2P
2	Major Electives (Choose any One from pool of courses)	-----	-----	-----		-----	-----
3	Minor (Choose any Two from Pool of courses) It is from different Discipline of the same Faculty	M1- Indian Parliamentary System	2 T	2		M3- Grassroots Democracy in India	2 T
		M2- Introduction to International Politics	2 T	2		M4- Study of Political Ideas	2 T
4	GE/OE (Generic/Open Elective) (Choose any one from pool of courses) It should be chosen	GE/OE-3 Indian Nationalism	2 T	2		GE/OE-4 Introduction to Democracy	2 T

	compulsorily from the faculty other than that of Major						
5	VSC (Vocational Skill Courses)(Choose any one from pool of courses)	VSC-2 Political Communication	1-T+1-P	2		-----	2
6	SEC (Skill Enhancement Courses) (Choose any one from pool of courses)		-----		SEC-2 Political Ethics and Values	1-T+1-P	
7	AEC(Ability Enhancement Courses) (Common for all faculty)	AEC-3 English	2		AEC-4	2	2
8	VEC(Value Education Courses) (Common for all faculty)	VEC-2 Environmental Studies	2		-----		
9	IKS(Indian Knowledge System)Courses (Common For all faculty)	-----					
10	OJT(On Job Training)						
11	FP (Field Project)	---		2	FP-1	2	
12	CEP(Community Engagement Project) (Common for all faculty)						4
13	CC(Co-curricular Courses) (Common for all faculty)	CC-3	2		CC-4	2	
14	RM (Research Methodology) Course						
15	RP(Research Project)	-----					

B.A.S.Y. Total Credits- 22+22 = 44

Exit Option: Award of UG Diploma in 3 Major and Minor with 88 credits and an additional 4 credits of core NSQF course/Internship OR continue with Major and Minor

*AEC-2 and AEC-4: Additional English/Hindi/Marathi/Pali & Buddhism/Sanskrit/Urdu

Courses to be designed for other Discipline/faculty

1) Minor Courses for Other Discipline

Mn-1: This is a 2credit theory course to be designed for other discipline

Mn-2: This is a 2credit theory course to be designed for other discipline

Mn-3: This is a 2credit theory course to be designed for other discipline

Mn-4: This is a 2credit theory course to be designed for other discipline

2) Generic/Open Elective Courses for other faculty

GE/OE-3: This is a 2credit theory course to be designed for other faculty

GE/OE-4: This is a 2credit theory course to be designed for other faculty

Detailed Illustration of Courses included in 3rd and 4th semester:

1) Major (Core) subject are mandatory.

DSC-7: This is a 4 credit theory course OR 2credit theory and 2 credit practical courses corresponding to Major (core) subject

DSC-8: This is a 4 credit theory course OR 2 credit theory and 2credit practical courses corresponding to Major (core) subject

DSC-9: This is a 4 credit theory course OR 2credit theory and 2 credit practical courses corresponding to Major (core) subject

DSC-10: This is a 4 credit theory course OR 2 credit theory and 2 credit practical courses corresponding to Major (core) subject

2. Minor:(Choose any Two front pool of courses) It is from different discipline of the same faculty

Mn-1: This is a 2 credit course to be chosen from other discipline of the same faculty

Mn-2: This is a 2credit course to be chosen from other discipline of the same faculty

Mn-3: This is a 2credit course to be chosen from other discipline of the same faculty

Mn-4: This is a 2credit course to be chosen from other discipline of the same faculty

3. Generic / Open Elective (GE/OE): (Needs to be chosen (any one) from pool of courses available at respective college). These courses should be chosen compulsorily from faculty other than that of Major

GE/OE-3: This is a 2credit theory course should be chosen compulsorily from faculty other than that of Major.

GE/OE-4: This is a 2credit theory course should be chosen compulsorily from faculty other than that of Major.

4. Vocational Skill Courses: VSC

VSC-2: This is a 2credit theory/practical course based Hands on Training Corresponding to Major (core) subject.

- a. **SEC (Skill Enhancement Courses)** Choose any one from pool of courses. These courses need to be designed to enhance the technical skills of the students in specific area.

SEC-2: This is a 2 credit theory and practical course to enhance the technical skills of the students in specific area.

- b. **AEC (Ability Enhancement courses):** The focus of these courses should be based on linguistic and communication skills. It will be common for all faculties.

AEC-3: English

This is a 2credit theory/ practical course based on linguistic proficiency.

AEC4: Modern Indian LanguageMIL-2(Hindi/Marathi/Pali & Buddhishin/Sanskrit/Urdu)

This is a 2credit theory /practical course based on linguistic proficiency. Students will have to choose one of the above mentioned languages.

- c. **VEC-2 –Environmental studies**

This is a 2 credit theory course. It will be common for all the faculty.

- d. **FP-1Field Project:** This is a 2 credit course ,should be corresponding to Major (core) subject

- e. **CC (Curricular Courses):** The courses such as Health and wellness, Yoga education, Sports and Fitness, Cultural activities, NSS/NCC, Performing Arts.

CC-3: Cultural Activity/NSS, NCC

This is a 2 credit practical course based on Co-curricular activities. It will be common for all faculties

CCD-4: Fine/Applied/Visual/ Performing Arts

This is a 2 credit practical course based on Co-curricular activities. It will be common for all faculties

Note: Students will have to select / declare choice of one subject as a major subject in the beginning of second year out of three major options MI, M2 and M3 (which were opted in the first year).

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National Education Policy -2020

Faculty of Humanities

B. A. Second Year syllabus (effective from 2025-26)

Semester - III

Subject – Political Science Specification/Type of Course: Major Core Mandatory

Title of the course: DSC-7: Introduction to Political Theory

Credits: (T) 2 + (P) 2 = 04Credits

Total Sessions - (90 Hours)

Course Objective:

This course aims to develop a comprehensive understanding of political theory by engaging with diverse approaches, ideological perspectives, and the central debates within both classical and modern traditions. It explores the nature and scope of political theory, its evolution over time, and the distinctions between traditional and contemporary approaches. Special attention is given to how political theory helps in interpreting and analyzing political behavior, institutions, and values. The course also emphasizes current trends in modern political theory to connect theoretical inquiry with real-world political contexts.

Learning Outcome:

Upon completion of the course, the students would be able to:

- Understand the meaning, nature, and scope of political theory.
- Distinguish between political theory and political philosophy and comprehend the function of theory.
- Recognize the relevance of discourse within political theory.
- Analyze the underlying assumptions and perspectives of both classical and contemporary political theories.
- Understand the evolution of arguments related to changing patterns in political behavior, ideas, and institutions.
- Draw logical inferences about political issues using both historical and contemporary knowledge.

Syllabus Assigned- DSC-7 (Theory)- 2 Credits	No. of Hours
Unit-1: Meaning, Nature and Scope	
1.1 Meaning and Nature of Political Theory	15

	1.2 Difference between political philosophy and Political Theory 1.3 Significance of Political Theory 1.4 Debate on Decline and Resurgence of Political Theory 1.5 Scope of Political Theory	
Unit-2: Classical and Modern Perspectives	2.1 Positivism, Behavioural and Post Behavioural Theories 2.2 Individualistic, Pluralistic, Liberal and Marxist Perspectives 2.3 Feminist, Human Rights, Green Political Theory 2.4 Theories of Democracy	15
	Total Hours	30
	DSC-7– Practical (2 Credits)	
Unit – I		
Objective and Content:		
1. To understand the meaning and nature of political theory, explore diverse scholarly interpretations, and differentiate between political theory and political philosophy. 2. To grasp the contemporary relevance and practical application of political theory in analysing political ideas, institutions, and behaviour		
Activities:		30
<ul style="list-style-type: none"> Engage in class projects, seminars, and group discussions focused on exploring definitions and interpretations of political theory from a range of scholars. Participate in classroom activities designed to clarify and critically examine the distinctions between political theory and political philosophy. Deliver student presentations on the continuing relevance and application of political theory in contemporary political contexts. 		

Unit – II	
Objectives:	
<ol style="list-style-type: none"> 1. To analyse contemporary political events and the actions of political leaders through diverse theoretical lenses such as Liberalism, Marxism, Feminism, Environmentalism, and others. 2. To understand and critically evaluate key political theories through applied learning methods including projects, seminars, and presentations. 	
Activities:	30
<ul style="list-style-type: none"> • Select a recent political event, policy decision, political party, or political leader for analysis through a specific theoretical perspective. • Prepare a research article or project report demonstrating how the selected theory applies to the chosen case. • Present findings in class to encourage peer critique and collective learning. • Develop comparative criteria for evaluating different theoretical approaches and submit a structured analysis report. • Participate in group discussions, debates, essay writing, interviews, surveys, and field visits to reinforce theoretical learning through practical exposure. 	
Total Hours	60
30 (T) + 60 (P)Total Hours	90

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. A.C Kapur (2004). Principles of Political Science, , Sultan Chand and Sons, New Delhi,
2. Ball, T. (2004). History and the interpretation of texts. In G. F. Gaus, & C. Kukathas Handbook of Political Theory Sage Publications Ltd.
3. Ball, T., & Dagger, R. (Eds.). (2018). Political Ideologies and the Democratic Ideal (10th ed.). Pearson
4. Bennett, J. (2004) Postmodern Approaches to Political Theory, In G. F. Gaus, & C. Kukathas Handbook of Political Theory Sage Publications

5. Berlin, I. (1969) 'Two Concepts of Liberty', in Four Essays on Liberty. Oxford
6. Bryson, V. (1993). Feminism. In R. Eatwell and A. Wright, Contemporary Political Ideologies (pp. 192-215). Pinter Publishers
7. Easton, D. (2018). The Political System: An Inquiry into the State of Political Science (3rd ed.). University of Chicago Press
8. Gramsci, Antonio. Selections from the Prison Notebooks ("The Intellectuals," "The Modern Prince," "State and Civil Society," "The Study of Philosophy," "Some Problems in the Study of the Philosophy of Praxis").
9. Hayek, Friedrich.(2001) The Road to Serfdom. Routledge classical ed. Routledge
10. Heywood, A. (2004) Political Theory An Introduction Third Edition. Palgrave Macmillan
11. John Dewey, (2024), Democracy and Education (Reprint), Columbia university press..
12. Kuhn, Thomas.(2012) The Structure of Scientific Revolutions. 4th ed. Chicago University Press.
13. Mazumder, Narayan C. (2018). Introduction to Political Theory. Amardeep Publications
14. N.N Agarwal, Vidya Bhushan, Vishnoo Bhawan Principles of Political Science, , R. Chand & Co, New Delhi, 1998.
15. Nozick,Robert. (2013) Anarchy, State and Utopia, New York Publication.
16. O.P.Gauba, An introduction to political theory 5th Edition , Macmillan, 2009
17. Pateman, C. (1991). Feminist Critique of Public Private Dichotomy. In P. Pettit Issues in Political Theory Macmillan.
18. S. N Dubey(2002), Political Science Theory, Lakshmi Narain Agarwal, Agra,
19. S. P. Verma Modern Political Theory, New Delhi, Vikas, 1983.
20. S. Ramswamy, Political Theory: Ideas & Concepts,Delhi, Macmillan, 2002.
21. S.C Pant, Political Science Theory, Prakashan Kendra, Lucknow, 1998.
22. Sabine, G. H., & Thorson, T. L. (2017). A History of Political Theory (6th ed.). Cengage Learning. University Press
23. आर. एम. गोखले : राज्यशास्त्राचीमुलतत्वेभाग 1, 2
24. एकनाथसाकळकाणिअशोकजैन: संकल्पनाआणिविचारसरणी
25. कृ. दि. बोराळकर : राजकीयसिद्धांत.
26. डी. के. गर्जे : राज्यशास्त्रसिद्धांत.
27. डॉ. एन.बी. आधाव, डॉ.स. इ. मुडे : राज्यशास्त्रीय संकल्पना
28. डॉ.राजूबनारसे, डॉ.सत्यपालकांबळे, (२०२२) राजकीयसिद्धांतआणिसंकल्पना, विद्याबुक्सप्रिलियर,

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CHHATRAPATI SAMBHAJINAGAR**

National Education Policy -2020

Faculty of Humanities

B. A. Second Year syllabus (effective from 2025-26)

Semester - III

Subject – Political Science Specification/Type of Course: Major Core Mandatory

Title of the course: DSC-8: Theories and Concepts of International Relations

Credits: (T) 2+ (P) 2= 04Credits

Total Sessions - (90 Hours)

Course Objective

This course introduces students to key theoretical perspectives in international relations. It aims to build a foundational understanding of essential concepts, global institutions, and major issues in world politics. The course also facilitates critical exploration of power dynamics at both regional and global levels, with particular focus on the forces shaping the current world order.

Course Outcomes – Upon completion of this course, students will be able to:

1. Understand the meaning, nature, and scope of international relations.
2. Develop analytical perspectives to study international relations using various theoretical frameworks.
3. Reflect on the political dynamics underlying regional and global institutions.
4. Critically analyze contemporary developments in international relations and global politics.

Syllabus Assigned- DSC-08 (Theory)- 2 Credits	No. of Hours
Unit-1: Meaning, Approaches and Theories of International Relations 1.1 Meaning, definition and nature of International Relations 1.2 Origin and development 1.3 Scope of International Relations 1.4 Approaches and Theories: Idealistic, Realistic and Neo-Realistic, Liberal Theory, Constructive Theory, Marxist Theory	15

Unit-2: Major Concepts of International Relations		
2.1 National Power and National Interest.		
2.2 Balance of Power and Deterrence		15
2.3 UN and Collective Security		
2.4 Peace and Disarmament		
2.5 Changing World order and Present Scenario		
		Total Hours
		30
DSC-8 (Practical) -2 Credits		
Unit – I		
Objective and Content:		
<ol style="list-style-type: none"> 1. To understand the evolution of International Relations through engagement with key scholarly works. Students will consolidate their learning through essays, reviews, and short analytical papers. 2. To undertake project work exploring various dimensions of International Relations, including news analysis, book reviews, PowerPoint or poster presentations, interviews, and seminar contributions. 	30	
Activities:		
<ul style="list-style-type: none"> • Group discussions based on current scholarly writings in the field of International Relations. • Essay competitions on selected topics relevant to global politics and theoretical debates. • Individual student projects focusing on India's role in international politics, incorporating both primary and secondary sources. 		
Unit – II		
Objectives:		
<ol style="list-style-type: none"> 1. To analyse the current structure and dynamics of international relations by exploring key concepts such as national power, national interest, and the balance of power. Through tasks and projects, students will develop an understanding of how states engage in power politics to safeguard their interests and sustain geopolitical equilibrium. 2. To study the role of the United Nations and the concept of collective security through 	30	

online sessions and literature reviews. These engagements will also provide students a platform to express their views on issues like war, peace, and disarmament through narrations, presentations, and interactive classroom activities.

Activities:

- Assign projects involving content analysis related to key concepts. For example: identifying the components of national power and mapping the national interests of India, the United States, or other major actors.
- Prepare papers and/or PowerPoint presentations analysing the balance of power, deterrence strategies, and the structure and functioning of the United Nations with respect to collective security.
- Participate in group discussions and collaborative activities focused on current developments in global politics, encouraging peer learning and real-time engagement with international affairs.

Total Hours (Practical)	60
30 (T)+60 (P)Total Hours	90

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. Acharya, A. (2016). *The End of American World Order*. Polity Press.
2. Bajpai, K. (2018). *India and China: Economics and Soft Power Competition*. Oxford University Press
3. Baylis, J., Smith, S., & Owens, P. (Eds.). (2017). *The Globalization of World Politics: An Introduction to International Relations* (8th ed.). Oxford University Press.
4. Chandra, Prakash a, (2005). *Theories of International Relations*: Vikas Publication House Pvt. Ltd
5. Daddow, (2009). *International Relations Theory*: Sage Publications
6. Ghai,UR , Ghai,KK ,(2017),*International Politics: Theory and Practice*, Jalandhar,New Academic Publishing Company

7. Gilpin, R. (2001). *Global Political Economy: Understanding the International Economic Order*. Princeton University Press
8. Jackson, Robert, Georg Sorensen, (2010). *Introduction to International Relations: Theories and Approaches*: Oxford University Press
9. Keohane, R. O., & Nye Jr., J. S. (2001). *Power and Interdependence: World Politics in Transition*. PearsonBurchill, Scott, Richard Devetak, Jacqui True, (2009). *Theories of International Relations*: Palgrave Macmillan
10. Mahendra Kumar (2017) *Theoretical Aspects of International Politics*, ShivlalAgarval& Co.
11. Morgenthau, H. J. (2005). *Politics Among Nations: The Struggle for Power and Peace*. McGraw-Hill. Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*
12. Nwoko Matthew I. Nwoko, (2010). *Foundational Theories of International and Transnational Relations*: universe
13. Palmer and Perkins,(2019), *International Relations*, Delhi, AITBS Publishers and Distributors
14. Robert Keohane and Joseph Nye, *Power and Interdependence*
15. Rochester, J. Martin, (2010). *Fundamental Principles of International Relations*: Westview Press
16. RumkiBasu, *International Politics: Concepts, Theories and Issues*
17. U Sharma, (2000), *International Relations*. S.Chand and Co.NewDelhi.
18. VinayKumar, (2019), *International Relations*, Anmol Publication, NewDelhi.
19. Wallerstein, I. (2011). *The Modern World-System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. University of California Press.
20. Waltz, K. N. (2001). *Man, the State, and War: A Theoretical Analysis*. Columbia University Press.
_____ Kenneth Waltz, *Theory of International Politics*
21. डॉ.शैलेंद्रदेवकाणकर(2016)आंतरराष्ट्रीयसंबंध, विद्याबुकपब्लिशर्स.
22. डॉवसंतरायपूरकर (2010) आंतरराष्ट्रीयसंबंध, विद्याबुकपब्लिशर्स.
23. बीएलफाडिया, (2022) अंतरराष्ट्रीयसम्बन्ध, साहित्यभवनपब्लीकेशनआगरा

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National Education Policy -2020

Faculty of Humanities

B. A. Second Year syllabus (effective from 2025-26)

Semester - III

Subject – Political Science

Specification/Type of Course: Minor

Title of the course: M 1: Indian Parliamentary System

Credits: 2 Credits (Theory)

Total Sessions - (30 Hours)

Course Objective:

This course aims to familiarize students with the Indian Parliamentary system and legislative practices, while equipping them with the necessary skills to engage in deliberative processes and democratic decision-making. The introductory unit offers a foundational understanding of constitutional provisions related to the composition, powers, and functions of Parliament, as well as the legislative process and types of bills. The course also seeks to deepen students' understanding of parliamentary procedures, practices, and the functioning of various House committees.

Course Outcome- On completing the course, student will be able to:

1. Understand the constitutional framework, key features, and nature of the Indian Parliamentary system.
2. Grasp the functioning of the Indian Parliament.
3. Comprehend the legislative process and parliamentary practices.
4. Gain insight into the functioning of major parliamentary committees.

Syllabus Assigned: Minor-1 (2 Credits)	No. of Hours
Unit – 1 – Indian Parliament: Structure and Functions	15

<p>1.1 Inheritance of Indian Parliamentary System- ancient evidences.</p> <p>1.2 Features of Indian Parliamentary System</p> <p>1.3 Constitutional Structure of Indian Parliament: Rajya Sabha, Loksabha (Composition, Powers and Limitations), President</p> <p>1.4 Functioning of Indian Parliament: Sessions, Budget session, Question hour and Zero hour; Types of Question, Motion and Resolutions.</p>	
15	
Unit 2 – Offices and Law making Procedures	
Total Hours	30

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. BhambriChanderPrakash,(2007),DemocracyinIndia,National Book Trust,NewDelhi,India.
2. SubhashKashyap,(2011),Our Parliament, National Book Trust.
3. TusharNivurtiNikalaje,Indian Election Method,HaritiPub,Pune(Marathi Edition)
4. Kapur D. and P. Mehta eds. (2005), Public Institutions in India: Performance and Design, New Delhi, Oxford University Press.

5. Kaul, M. N. & S. L. Shakhdher (2016), Practice and Procedure of Parliament, New Delhi. Loksabha Secretariat
6. Mehra, A.K. ed. (2017), The Indian Parliament and Democratic Transformation, New Delhi, Routledge.
7. Basu, D.D. (2006), Introduction to the Constitution of India, Nagpur, Wadhwa & Co.
8. Kapur, D., Mehta, P. & Vaishnab, M. eds. (2017), Rethinking Public Institution in India, New Delhi, Oxford University Press.
9. Kashyap, S. (2000), Reviewing the Constitution, New Delhi, Shipra Publication. _____. (2003), Blueprints of Political Reforms, New Delhi, Shipra Publication. _____. (2015), Our Parliament, New Delhi, NBT.
10. Malhotra, G. (2002), Fifty years of Indian Parliament, New Delhi, Lok Sabha Secretariate
11. Mehra, A.K. & Kueck G.W. eds. (2003), The Indian Parliament: A Comparative Perspective, New Delhi, Konark Publishers.
12. Prakash, A.S. (1995), What Ails Indian Parliament, New Delhi, Harper & Collins.
13. Pai, Sudha & Kumar, A. Eds. (2014), The Indian Parliament: A Critical Appraisal, New Delhi, Orient BlackSwan.
14. Shankar, B. & Rodriguez V. (2011), The Indian Parliament: A Democracy at Work, New Delhi, Oxford University Press.
15. Singh, D. (2016), The Indian Parliament: Beyond the Seal and Signature of Democracy, Gurgaon, India, And Universal Law Publishing.
16. श्रीकृष्णजोशी,(2017) भारतीयसंसदवसंसदेचीकार्यपद्धती, नवचैतन्यप्रकाशन
17. लक्ष्मणशिंदे,(2022) भारतीयसंसदेचीकार्यपद्धती, डायमंडपब्लिकेशन्स.
18. एनकेगोस्वामी(2016) भारतमेंसंसदीयव्यवस्था ;, अविष्कारप्रकाशन

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CHHATRAPATI SAMBHAJINAGAR**

National Education Policy -2020

Faculty of Humanities

**B. A. Second Year syllabus (effective from 2025-26)
Semester - III**

Subject – Political Science

Specification/Type of Course: Minor

Title of the course: M 2: Introduction to International Politics

Credits: 2 Credits (Theory)

Total Sessions - (30 Hours)

Course Objective:

This course is designed to help students to understand the nature, scope, elements, and significance of international politics. It aims to provide a broad understanding of the international system, international organizations, and their role in maintaining peace and order. The course also familiarizes students with the contemporary structure and key issues shaping international politics.

Course Outcomes – Upon completion of this course, students will be able to:

1. Understand the meaning and scope of international politics and evaluate global events through multiple perspectives.
2. Identify and analyze the roles and influence of state and non-state actors in the international system.
3. Examine the determinants of world order and dynamics of power politics.
4. Understand the role of the United Nations in maintaining global peace.
5. Analyze critical contemporary issues in international politics.

Syllabus Assigned: Minor-2 (2 Credits)	No. of Hours
Unit – 1 – Meaning Nature and Scope of International Politics 1.1 Meaning, Nature and Scope of International Politics 1.2 International System and Non-State actors 1.3 Approaches to the Study of International Politics: Idealistic, Realistic, System	15

Unit 2 – Power, Politics and Peace 2.1 Power distribution and world order: Components, Balance of power 2.2 Post Cold war International Politics, North –South dialogue 2.3 UN and Peace: International Disputes and settlements 2.4 Issues in International politics: Arm race, Terrorism, Environment, Globalization.	15
Total Hours	30

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. Acharya, A. (2016). *The End of American World Order*. Polity Press.
2. Bajpai, K. (2018). *India and China: Economics and Soft Power Competition*. Oxford University Press
3. Baylis, J., Smith, S., & Owens, P. (Eds.). (2017). *The Globalization of World Politics: An Introduction to International Relations* (8th ed.). Oxford University Press.
4. Ghai,UR , Ghai,KK ,(2017),*International Politics: Theory and Practice*, Jalandhar,New Academic Publishing Company
5. Gilpin, R. (2001). *Global Political Economy: Understanding the International Economic Order*. Princeton University Press
6. Kumar,M, (2020), *Theoretical Aspects of International Politics*, Agra, Shiva LalAgrawala and Co.
7. Mazumder, Narayan C. (2020). *International Relations*. Amardeep Publications
8. Morgenthau, H. J. (2005). *Politics Among Nations: The Struggle for Power and Peace*. McGraw-Hill. Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*
9. Palmer and Perkins,(2019), *International Relations*, Delhi, AITBS Publishers and Distributors
10. Robert Keohane and Joseph Nye, *Power and Interdependence*
11. RumkiBasu, *International Politics: Concepts, Theories and Issues*

12. Sprout and Sprout: 1963 Foundation of International Politics, D. Van Nostrand co.
13. Wallerstein, I. (2011). The Modern World-System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century. University of California Press.
14. Waltz, K. N. (2001). Man, the State, and War: A Theoretical Analysis. Columbia University Press.
_____ Kenneth Waltz, Theory of International Politics :
15. डॉ. शैलेंद्रदेवकाणकर (2016) आंतरराष्ट्रीय संबंध, विद्याबुकपब्लिशर्स.
16. डॉ. वसंतरायपूरकर (2010) आंतरराष्ट्रीय संबंध, विद्याबुकपब्लिशर्स.
17. बीएलफाडिया, (2022) आंतरराष्ट्रीय सम्बन्ध, साहित्यभवन पब्लिकेशन आगरा.

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBAJINAGAR**

National Education Policy -2020

Faculty of Humanities

**B. A. Second Year syllabus (effective from 2025-26)
Semester – III**

Subject – Political Science

Specification/Type of Paper: GE/OE

Title of the course: GE/OE-3: Indian Nationalism

Credits: 2 Credits (Theory)

Total Sessions - (30Hours)

Course Objective:

This course aims to provide students with an in-depth understanding of the meaning, nature, and emergence of Indian nationalism, along with key approaches to its study. It emphasizes analysing the major constituents of Indian nationalism and the role of the national movement in shaping it. A core objective is to deepen students' knowledge of various theoretical and historical perspectives on Indian nationalism, while enhancing their ability to critically examine its key issues and ongoing challenges.

Course Outcomes – Upon completion of this course, students will be able to:

1. Understand the emergence, development, and nature of Indian nationalism.
2. Engage with and compare various scholarly perspectives on Indian nationalism.
3. Acquire the knowledge and analytical skills needed to assess the key components and challenges facing Indian nationalism.
4. Recognize and appreciate the contributions of national leaders and freedom fighters.

Syllabus Assigned: GE/OE-4 (2 Credits Theory)	No. of Hours
Unit –1. Understanding the Indian Nationalism 1.1 Meaning and Nature of Indian Nationalism, 1.2 Approaches to the study of Indian Nationalism: Nationalist, Liberal, Marxist, Social Reformist. 1.3 Constituents of Indian Nationalism	15

1.4 Role of Indian National Movement.	15
Unit 2 – Various Perspectives	
2.1 Spiritual Nationalism: Assumptions, Principles and Proponents	
2.2 Cultural Nationalism : Aspects, Principles and Proponents	
2.3 Radical Nationalism: Nature, Principles, Recommendations and Exponents.	
2.4 Socialist Perspective: Assumptions, Principles and Promoters.	
Total Hours	30

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. Bandopadhyay, S. (2015 revised edition) From. Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 227-323; 405-438.
2. Sarkar, S. (1983) Modern India (1885-1847). New Delhi: Macmillan.
3. Desai, A.R. (2019, reprint- 6 th edition) Movement for the Emancipation of Women, in Social Background of Indian Nationalism., Sage.
4. Islam, S. (2004) 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism. New Delhi: Media House, pp. 71-103.
5. K.M.Pannikar (2024 ed.) Indian Nationalism, Gyan Publication.
6. Bipin Chandra Pal (2023 ed.) Indian Nationalism, Gyan Publication.
7. Rabindranath Tagore (1917) On Nationalism: Nationalism in India
8. Karan Sing (1963) Prophet of Indian nationalism a study of the political thought of Sri Aurobindo Ghosh 1893-1910, London George Allen and Unwin
9. R.Pradhan (2008) Raj to Swaraj, McMillam,New Delhi.

10. Jalal, A. and Bose, S. (1997) Modern South Asia: History, Culture, and Political Economy.
New Delhi: Oxford University Press, p
11. Islam, S. (2006) 'Rashtravaad: Ek Siddhanthik Pareeksha', in Bharat Mein Algaovaadaur
Dharm. New Delhi: Vani Prakashan,
12. Jayvant Joglekar (2006) V.D. Savarkar, Fathe of Hindu Nationalism,
13. V.D. Savarkar (2019) Indianwar of Independence 1857, Abhishek Publishers.

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CHHATRAPATI SAMBAHJINAGAR**

National Education Policy -2020

Faculty of Humanities

**B. A. Second Year syllabus (effective from 2025-26)
Semester - III**

Subject – Political Science Specification/Type of Course: Vocational Skill Course

Title of the course: VSC-2: Political Communication

Credits: 2 Credits (Theory)

Total Sessions - (30Hours)

Course Objective:

This course introduces students to the concept of political communication—an essential tool in modern democracies for acquiring and exercising power. With the rise of diverse media platforms and advances in information technology, the art and science of political communication have gained critical significance. The course provides a theoretical framework for understanding political communication, drawing on both historical and contemporary examples of influential messaging systems that have evolved across the country.

Course Outcomes: Upon completion of the course, student will be able to:

1. Understand the core concepts, theories, and practices of political communication.
2. Analyze the roles of various actors and institutions involved in the political communication process.
3. Develop critical thinking skills to evaluate political messages and media narratives.
4. Gain insights into the impact of political communication on public opinion, electoral outcomes, and political culture.
5. Enhance communication skills for effective political engagement and participation.

Syllabus Assigned: VSC-2: Theory (1 Credit)	No. of Hours
Unit 1 – Learning about Political Communication	
1. Meaning Nature and Scope, Evolution, transformation, key theories Functions, Actors and Processes of Political Communication.	15

2. Electoral Campaign
 3. Political Discourse Framing /Branding
 4. Public Opinion and Media effects.
 5. Political Communication in digital age

VSC-2: Practical (1 Credit)

30

Aim:

To develop essential skills in written and verbal communication, public speaking, media relations, and campaign management within the context of political practice.

Key Skills:

- Speechwriting
- Media training
- Social media strategy
- Persuasive political communication

Relevance:

Highly beneficial for careers in political consulting, public relations, campaign management, journalism, and government communications.

Activities:

- Visits to political party offices to observe rallies, agitations, organizational structures, and PR strategies.
- Report writing on political events and visits to media houses for firsthand exposure to political journalism.
- Conduct interviews with political leaders, journalists, and political analysts to understand real-world communication dynamics.
- Practical exercises in political advertising, public speaking, campaign messaging, and media coverage analysis.
- Use of social media platforms for crafting and disseminating political messages.
- Develop a comprehensive strategic communication plan as part of a

capstone task.	• Present a final project demonstrating an example of effective political communication.	
15 (T) + 30(P) =Total Hours		45

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested readings:

1. Denton,R.R.,&Kuypers,J.A.(2008) Politics and communication in America: Campaigns, Media and Governing in the 21st Century, Waveland Press.
2. Y.S. Sisodiya&Pratip Chatopadhyay(Ed.) (2023) Political Communication in Contemporary India., Routledge Publication.
3. Holli A. Semetko& Margaret Scammell, (Ed.) (2012) The Sage handbook of Political Communication., Sage Publication.
4. Ralph Negrine,(2008) The Transformation of Political Communication. Red Globe Press.
5. Gary D.Rawnsley, (2005edition) Political Communication and Democracy. Palgrave Macmillan.
6. Peter Loge (Ed.) (2008 edition.) Political Communicationand Ethics, Rowman&Littlefield.

**DR. BABASAHEB AMBEDKAR MARATHWADA
UNIVERSITY, CHHATRAPATI SAMBHAJINAGAR**



Under Graduate (UG) Level Programme

Faculty of Humanities

[3 Year B. A., 4 Year B. A. (Hons) & 4 Year B. A. (Hons with research) Programme]

B. A. Second Year Syllabus

Semester – IV

SUBJECT: POLITICAL SCIENCE

Course Structure

[Effective from Academic Year- 2025-26]

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CHHATRAPATI SAMBHAJINAGAR**

National Education Policy -2020

Faculty of Humanities

B. A. Second Year syllabus (effective from 2025-26)

Semester – IV

Subject – Political Science

Specification/Type of Paper: Major Core Mandatory

Title of the course: DSC-9: Federal System of India

Credits: (T) 2 + (P) 2 = 04Credits

Total Sessions - (90 Hours)

Course Objective:

This course aims to develop a strong understanding of the fundamentals of federalism, along with the constitutional structure and its underlying principles. It focuses on an in-depth exploration of Centre–State relations, their constitutional foundations, and practical functioning. The course examines the challenges facing the Indian federation and the efforts to coordinate Centre–State relations. It also acquaints students with the evolving dynamics and trends within India's federal system.

Learning Outcomes – Upon completion of the course, students will be able to:

1. Understand the nature and structure of the Indian federal system.
2. Analyze the key determinants shaping Indian federalism.
3. Explain constitutional provisions, issues, and the dynamics of Centre–State relations.
4. Identify administrative reforms aimed at enhancing the efficiency of the Indian federation.
5. Examine major political developments related to Centre–State relations.

DSC-9– Theory (2 Credits)	No. of Hours
<p>Unit-1: Indian Federalism : Framework, Nature and Characteristics</p> <p>1.1 Meaning of Federal system, Formation of Indian Federation 1.2 Nature of Indian Federalism, Cooperative and Comparative 1.3 Characteristics of Indian Federal System 1.4 Constitutional Framework of Indian Federal System. 1.5 Determinants of Indian Federalism: Political, Socio-Economical, Geographical & Cultural. 1.6 Challenges before Indian Federalism</p>	<p>15</p>

<p>Unit-2: Indian Federal System and Centre-State Relations</p> <p>2.1 Division of Legislative Powers: Centre list, State list and Concurrent list</p> <p>2.2 Centre- State relations: Legislative, Administrative and Judiciary</p> <p>2.3 Administrative reform Commissions and Committees: Administrative Reform Commission, Rajmanna Commission, Sarkaria Commission, Punchi Commission.</p> <p>2.4 Interstate Council</p> <p>2.5 Demand of State autonomy in Indian federalism</p>	15
Total Hours	30
DSC-9 – Practical (2Credits)	
Unit – I	
<p>Objective and Content:</p> <ol style="list-style-type: none"> 1. To understand the meaning of federalism and the nature and characteristics of the Indian federal system through literature review, interviews, presentations, and other academic sources. 2. To examine the determinants and challenges facing Indian federalism through project work, seminars, group discussions, and issue briefings. <p>Activities:</p> <ul style="list-style-type: none"> • Class projects, seminars, and group discussions based on an extensive review of literature on Indian federalism. • Classroom activities exploring the unique features and characteristics of the Indian federal structure. • Presentations on the significance of the Inter-State Council and the constitutional space accorded to states. • Study tours, field visits, and interviews as experiential learning tools to deepen understanding of federal dynamics. 	30

Unit – II		
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To analyse the division of powers between the Centre and the States, as well as Centre–State relations, using study material and data from primary sources. 2. To critically evaluate the reports and recommendations of various Reform Commissions and Committees through projects, seminars, and presentations. 3. To engage students in experiential learning activities focused on the significance of the Inter-State Council and to critically assess the demand for state autonomy within Indian federalism. <p>Activities:</p> <ul style="list-style-type: none"> • Seminars and presentations on Centre–State relations and the constitutional division of powers. • Preparation of research projects analysing the reports of Reform Commissions and Committees on Centre–State relations, followed by class presentations of the findings. • Classroom debates on regionalism, the politics of language and caste, and the contested issue of state autonomy, encouraging students to engage with these topics in a scholarly manner. • Group discussions, debate sessions, paper writing, interviews, and field surveys as participatory modes of learning and critical engagement. 	30	
Total Hours	60	
30 (T)+ 60(P) Total Hours	90	

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. Aiyer, S.P. (1960) "India's emerging cooperative federalism." Indian J Political Sci 1960
2. Bhambri, C P. 1998. *The Indian State: Fifty Years*. New Delhi: Shipra
3. DoughlusV. Vermey, (1965) Federalism, Federal System and Federation: The United States, Canada and India. *The Journal of Federalism*.
4. Jain, M.P. Indian Constitutional Law. 5th ed. Nagpur: Wadhwa Publication; 2006.
5. K.C. Whears, (1963) Federal Governments, Oxford University Press
6. Kashyap, Subhash C. (2001) Our Parliament, National Book Trust of India.

7. Kashyap, Subhash C. Parliamentary Procedure - The Law, Privileges, Practice and Precedents. Universal Law Publishing Company, 2003.
8. M.P.Sing, B.D.Dua (ed.) (2003) Indian Federalism in the Millennium.
9. M.V. Pylee,(200) Constitutional Government of India, Asia Publishing House.
10. R.M. MacIver. The Modern State. Oxford: Oxford University Press, 1926
11. Singh, Mahendra P. (2016) Federal Scheme. Oxford Academic Books,
12. Singh, Mahendra P. (2016) Federal Scheme. Oxford Academic Books,
13. Singh, Nirvikar. (2006) A Historical Review of Indian Federalism. Oxford Academic Books,
14. Singh, Nirvikar.(2006) The Political Economy of Federalism in India. Oxford Academic Books,,
15. W.H. Morris Jones, (1987) Government and Politics of India, Hutchson University Library
16. पाटीलबी.बी.(२०१०) भारतीयशासनआणिराजकारण,फडकेप्रकाशन
17. बीवाय. कुलकर्णी,(२००८) भारतीयशासनआणिराजकारण, विद्याप्रकाशन

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CHHATRAPATI SAMBHAJINAGAR**

National Education Policy -2020

Faculty of Humanities

**B. A. Second Year syllabus (effective from 2025-26)
Semester – IV**

Subject – Political Science

Specification/Type of Paper: Major Core Mandatory

Title of the course: DSC-10: Government and Politics of Maharashtra

Credits: (T) 2 + (P) 2 = 04Credits

Total Sessions - (90 Hours)

Course Objective:

This course aims to provide both theoretical and practical insights into the formation and reorganization of the state of Maharashtra. It seeks to enhance students' understanding of the state's socio-political legacy, urban and rural development, and the role of democratic decentralization. The course also familiarizes students with the political landscape of Maharashtra, including the evolution and functioning of regional political parties.

Course Outcomes – Upon completion of this course, students will be able to:

1. Understand the socio-economic conditions, cultural background, and reorganization of Maharashtra.
2. Comprehend the structure and functioning of the Government of Maharashtra.
3. Analyse the political dynamics of the state and evaluate the role of regional parties, social movements, and caste in shaping Maharashtra's politics.
4. Examine key socio-economic movements and their impact on state politics in Maharashtra.

Syllabus Assigned DSC-10 Theory (2 Credits)		Hours/ Sessions
Unit 1	1. Historical Background and Constitutional Structure 1.1 Maharashtra: Historical and Socio-cultural background. 1.2 Formation of Maharashtra State: Samyukta Maharashtra Movement, Nagpur Pact, State Reorganization Commission, Article 371 (2) and its relevance to Maharashtra. 1.3 Constitutional structure and functions of Maharashtra Government Executive, Legislative & Judiciary	15

	1.4 Panchayati Raj	
Unit 2	<p>2. Political Dynamics, Issues and Challenges</p> <p>2.1 Coalition Politics and Changing Party Alignments</p> <p>2.2 Identity Politics: Caste, Religion, Language and Regionalism</p> <p>2.3 Social and peasant Movements in Maharashtra.</p> <p>2.4 Cooperative Movement</p> <p>2.5 Ideology and Program of major political parties: INC, NCP, BJP, Shiv Sena (UBT, and Shinde), RPI, MNS.</p>	15
	Total Theory Hours	
	DSC-10. Practical (2 Credits)	
Unit 3	<p>Objective:</p> <ol style="list-style-type: none"> 1. To understand the formation of the state of Maharashtra through historical reviews, reading materials, official reports, visits to government libraries, press houses, and other relevant sources. 2. To analyse the structure and functioning of the State Legislature, Executive, and Judiciary by engaging with constitutional provisions, literature reviews, and data analysis. <p>Activities:</p> <ol style="list-style-type: none"> 1. Attend sessions of local Gram Panchayats, the State Legislative Assembly, or lower courts, and prepare a detailed observation report. 2. Organize mock legislative sessions and classroom debates to simulate real-world political discourse and decision-making. 3. Conduct interviews with local political representatives, legal practitioners, or members of the judiciary on legal and political issues such as third-gender rights or political defection. 4. Visit government libraries and press houses to access reading materials, document key insights, and present a report based on the findings. 	30

Unit 4	Practical Study on Unit II Objective: To explore the dynamics of state politics by examining the functioning of political parties and socio-political movements, while emphasizing the need to strengthen a pluralist political culture. This unit encourages critical engagement with key aspects of identity politics and its consequences, the role of caste in shaping state politics, and the persistent issue of regional imbalance. Activities: 1. Conduct a critical review of key political and social issues affecting the state. 2. Interview public representatives to understand their perspectives on pressing state-level challenges. 3. Collect and analyse political data from both online and offline sources using contemporary analytical tools; present findings in class. 4. Undertake focused studies on the role of caste in politics and assess the impact of affirmative action on promoting social equity. 5. Activities may include paper writing, preparation of analytical reports, classroom debates, and presentations based on collected data and field insights.	30
	Total Practical Hours	60
Total	Credit-4	30(T)+60(P) = 90 Hours

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. Baviskar B.S.: The Politics of Development - Sugar Co-operative in Rural Maharashtra, Oxford University, 1980

3. Frankel Francine R. and M.S.A. Rao (eds.) 1990, Dominance and State Power in Modern India, Vol.2, Delhi, OUP.
4. Inamdar N.R. & others (Ed.): Social, Political and Economic Processes in Contemporary India
5. Lele Jayant: Elite Pluralism and Class Rule - Political Development in Maharashtra, Popular, Mumbai, 1982.
6. Palshikar Suhas and Rajeshwari Deshpande, 2021, The Last Fortress of Congress Dominance: Maharashtra since the 1990s, New Delhi, Sage.
7. Phadake Y.D.: Language and Politics, Himalaya, 1969
8. Phadke Y.D. 1979, Politics and Language, Bombay, Himalaya Publishing House.
9. Sirsikar V.M.: Politics of Modern Maharashtra, 1994, Orient Longman
10. Thakkar Usha and Kulkarni Mangesh (Ed.): Politics in Maharashtra, 1995, Himalaya Publishing House
11. अशोकजैन – महाराष्ट्राचेशासनआणिराजकारण
12. कसबेरावसाहेब – दलितचळवळीचीवाटचाल
13. खातूगजानन, २०१६, स्वनांच्याशोधातमहाराष्ट्र, मुंबई, सहितप्रकाशन.
14. गडकरीमाधव – संयुक्तमहाराष्ट्रलढ्यातीलमहात्म्य
15. जाधवनरुकरामआणिइतर. (संपा.), २०१५, महाराष्ट्रातीलराजकारणनव्यावळणावर?, पुणे, युनिकअकादमी.
16. जैनअशोक : १९९८ महाराष्ट्राचेशासनआणिराजकारण, सेठप्रकाशन, मुंबई –
17. देशपांडेदत्ता. २०१०, महाराष्ट्रविकासाचीदिशाआणिपर्याय, परिवर्तनाचावाटसर्वविशेषांक, ऑक्टोबर १६-३१.देसाईराजेंद्रआणिपळशीकरसुहास, १९९६, महाराष्ट्रातीलसत्तांतर, मुंबई, ग्रंथालीप्रकाशन.
18. पळशीकरसुहासआणिकुलकर्णसुहास (संपा.), २००८महाराष्ट्रातीलसत्तासंघर्ष, पुणे, समकालीनप्रकाशन.
19. पळशीकरसुहासआणिबिंदेनीन(संपा.), २००३महाराष्ट्राचेराजकारण: राजकीयप्रक्रियेचेस्वातांतिकसंदर्भ, प्रतिमाप्रकाशन.पुणे.
20. बेडकिहाळ, सुराणा (संपा) :आजचामहाराष्ट्र, श्रीविद्याप्रकाशन, पुणे.
21. भोळेभास्कर – भारतीयगणराज्याचेशासनआणिराजकारण, पिंपळपुळेप्रकाशन, नागपूर.
22. भोळेभा. ल. आणिबेडकीन्हाळकिशोर (संपा.), २००३बदलतामहाराष्ट्र, सातारा, आंबेडकरअकादमी.
23. लालजी – महाराष्ट्राचेमहामंथन
24. वा. भा. – महाराष्ट्रप्रशासन, प्रशांतपब्लिकेशन, जळगाव, २०१२.
25. शिरसीकरव.मं. : १९६० – २००० आधुनिकमहाराष्ट्राचेराजकारण, कॉन्टिनेन्टलप्रकाशन, पुणे
26. सुभाषपळशीकर, नितीनबिर्जे (संपा.) – महाराष्ट्राचेराजकारण, २००७प्रतिमाप्रकाशन, पुणे
27. सुमंत, पुंडे (संपा) : १९९८ महाराष्ट्रातीलजातीसंस्थाविषयकविचार, प्रतिमाप्रकाशन पुणे –

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Faculty of Humanities

**B. A. Second Year syllabus (effective from 2025-26)
Semester - IV**

Subject – Political Science

Specification/Type of Course: Minor

Title of the course: M-3: Grassroots Democracy in India.

Credits: 2 Credits (Theory)

Total Sessions - (30 Hours)

Course Objective:

This course introduces students to the nature and functioning of grassroots democracy in India, with a focus on local governance. Centered on the 73rd and 74th Constitutional Amendments, it explores rural and urban governance through the Panchayati Raj system and urban civic bodies. It also examines the implementation of social justice through women's empowerment and the participation of marginalized groups via affirmative action.

Course Outcomes – Upon completion of this course, students will be able to:

1. Understand the structure and functioning of Panchayati Raj institutions and urban local bodies.
2. Comprehend the constitutional status of local governance under the 73rd and 74th Amendments.
3. Analyze the political participation of women and marginalized communities in grassroots democracy.
4. Appreciate the significance of democratic decentralization and participatory decision-making.
5. Gain technical knowledge of rural and urban political processes.

Syllabus Assigned GE/OE-3 (Theory Course) 2 Credits	No. of Hours
Unit – 1 –Panchayati Raj in India 1.1 Meaning of Term Grassroots democracy 1.2 Evolution of PanchayatiRaj in India: Community Development	15

Program, Balwant Rai Mehta Committee, Ashok Mehta Committee 1.3 73 rd Constitutional Amendment: Mandatory Panchayat Raj in all States, Finance, Election, Planning, Reservation etc. 1.3 Zilha Parishad, Panchayat Samiti, Gram Panchayat 1.4 Women Empowerment in Panchayati Raj	
Unit 2 – Local Urban Bodies 2.1 74 th Constitutional Amendment: Election, Reservation, Financial resources 2.2 Urban Local Bodies: Municipal Corporations, Nagarpalika, Nagar Panchayat, Notified and other like Area Committees, Cantonment Boards 2.3 Problems of Urban Local Governance 2.4 Recommendations of 15 th Finance Commission.	15
Total Hours	30

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Reading

1. Appadorai, A. 1975. The Substance of Politics (New Delhi: Oxford University press).
2. Bhargava, B.S. and Rao, R.S. 1978. Indian Local Government – A study (Calcutta :Minarva Associates Publication).
3. Department of Rural Development 1986. Draft concept paper on Revitalization of Panchayati Raj Institutions (Nov. 28).
4. Deutsch, Karl W. 1961. ‘Social Mobilization and Political Development’, American Political Science Review (Vol. LV : No. 3).
5. Goulding, L. 1970. Local Government (London : St. Paul’s House).
6. Kashyap, S.C. 2009. Our Political system (New Delhi : National Book Trust).
7. Mallick, Md. Ayub. 2004. Panchayati Raj and Tribal Development in West Bengal (Kolkata

:MinarvaPulication Pvt. Ltd.).

8. Pant, Niranjan, 1979. The politics of Panchayati Raj Administration (New Delhi Concept publishing company).
9. Robson, W.A., Encyclopaedia of Social Sciences, Vol. 9 (New York : The Macmillan).
10. Stones, P. 1963. Local Government for students (London : Macdonald and Evans Ltd.).
11. Vekatarangaiya, M. and Pattabhiram, M. 1969. Local Government in India (Bombay : Allied Publishers). शिरसीकरव.मं. : १९६० – २००० आधुनिकमहाराष्ट्राचेराजकारण, कॉन्टिनेन्टलप्रकाशन, पुणे
12. बेडकिहाळ, सुराणा (संपा) :आजचामहाराष्ट्र, श्रीविद्याप्रकाशन, पुणे.

Other readings:

1. Usha T Thakkar and MangeshKulkarni (Ed.) : Politics Of maharashtra
2. बही. एम. क्षिरसागर : आधुनिकमहाराष्ट्राचेराजकारण 1960 ते 2000.
3. प्रा. पी. बी. पाटील : पंचायतराजव्यवस्थासमितीअहवाल
4. भास्करभोलेविकिशोरबेडकिहाळ (संपादक) :बदलतामहाराष्ट्र
5. डॉ. शामकदम : महात्माफुलेआणिमहाराष्ट्राचेराजकारण
6. प्रा. अशोकजैन : महाराष्ट्राचेशासनआणिराजकारण
7. किशोरबेडकीहाळवपनालालसुराणा (संपादक) : आजचामहाराष्ट्र
8. प्रा. गोविंदसामलवाड : स्थानिकस्वराजयसंस्था
9. प्रा. रमेशएचोळीकर : भारतीयस्थानिकस्वराज्यसंस्था
10. डॉ. शांतारामभोगले : भारतीयस्थानिकस्वराज्यसंस्था
11. डॉ. विठ्ठलमोरे, डॉ. कुसूमपवार, डॉ. संग्राममोरे, डॉ. राजशेखरसोनाशे : महाराष्ट्राचेशासनआणिराजकारण

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR**

National Education Policy -2020

Faculty of Humanities

**B. A. Second Year syllabus (effective from 2025-26)
Semester –IV**

Subject – Political Science

Specification/Type of Paper: Minor

Title of the course: M 4: Study of Political Ideas.

Credits: 2 Credits (Theory)

Total Sessions - (30 Hours)

Course Objective:

This course is designed to help students understand the evolution and development of political ideas as expressed through various ideologies. It offers insights into the role ideologies play in society—both the challenges they pose and the challenges they face due to socioeconomic shifts and emerging technologies such as artificial intelligence. The core aim is to equip students to trace how ideologies adapt, respond, or re-emerge in transformed forms in response to changing social and technological contexts.

Course Outcomes – Upon completion of this course, students will be able to:

1. Discuss and analyze various trends in political thought.
2. Compare and contrast major political ideologies, both historical and contemporary.
3. Identify the core values and assumptions underlying key ideologies.
4. Understand the socioeconomic and techno-political conditions that gave rise to ideologies such as Liberalism, Socialism, Marxism, Anarchism, Fascism, and Authoritarianism.
5. Critically examine the socio-political impacts of these ideologies.

Syllabus Assigned: Minor-3 (2 Credits)	No. of Hours
Unit – Political Ideas and its role: 1.1 Meaning, Nature, Characteristics and Role of Political Ideas. 1.2 Conservatism- Meaning, Types, and Assumptions. 1.3 Anarchism: Meaning, Types and Assumptions 1.4 Authoritarianisms: Features, Types and Evaluation	15

Unit 2 – Prominent Political Ideas 2.1 Liberalism: Meaning, Types, Assumptions, Evaluation 2.2 Socialism and Marxism: Origin, Fundamental Principles, Assumptions, Critical Evaluation 2.3 Socialism: Definition, Types, Features, Assumptions, Evaluation.	15
Total Hours	30

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. Ball, T., Dagger, R., O'Neill, D. I. (2020). *Political Ideologies and the Democratic Ideal*. 11th ed. Oxfordshire: Routledge.
2. Berlin, I. (1998). *The Crooked Timber of Humanity: Chapters in the History of Ideas*. Princeton: Princeton University Press.
3. Bobbio, N. (1996). *Left and Right: The Significance of a Political Distinction*. Cambridge: Polity Press.
4. Cochrane, C. (2015). *Left and Right: The Small World of Political Ideas*. Montreal & Kingston: McGill-Queen's University Press.
5. Freeden, M. (2003). *Ideology: A Very Short Introduction*. Oxford: Oxford University Press.
6. Goodhart, D. (2017). *The Road to Somewhere: The Populist Revolt and the Future of Politics*. London: Hurst Publishers. Philosophical Exchange (2nd ed.). Verso.16 *Theory*. Malden: Blackwell Publishing.
7. Heywood, A. (2021). *Political Ideologies: An Introduction*. London: Red Globe Press.
8. Fraser, N., & Honneth, A. (Eds.). (2021). *Redistribution or Recognition?: A Political*
9. डॉ. ना. य. डोळे, राजकीयविचारांचाइतिहास :कॉटनेंटलप्रकाशनपुणे
10. डॉ. शुभांगीराठी (2024)आधुनिकराजकीयविचारप्रणाली -, अर्थर्वपब्लिकेशन.
11. Mannheim, K. (1997). *Ideology and Utopia*. London: Routledge.
12. Sartori, G. (1969). Politics, Ideology, and Belief Systems. *American Political Science Review* 63, 398-
13. Schumaker, P. (2008). *From Political Ideologies to Public Philosophies: An Introduction to Political*

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CHHATRAPATI SAMBHAGINAGAR**

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Faculty of Humanities

**B. A. Second Year syllabus (effective from 2025-26)
Semester – IV**

Subject – Political Science

Specification/Type of Paper: GE/OE

Title of the course: GE/OE-4: Introduction to Democracy

Credits: 2 Credits (Theory)

Total Sessions - (30Hours)

Course Objective:

This course aims to provide students with a comprehensive understanding of democracy—its evolution, development, and functioning as the most prominent political system in the contemporary world. With a specific focus on Indian democracy, the course explores its constitutional foundations, including the commitment to socialism, secularism, and democratic governance as enshrined in the Preamble. Students will also engage with the challenges facing Indian democracy and the ways in which these are being addressed and negotiated.

Course Outcomes – Upon completion of this course, students will be able to:

1. Understand the core principles and ideas underlying democracy.
2. Distinguish between social, political, and economic dimensions of democratic governance.
3. Appreciate the significance of the Indian Constitution in safeguarding democratic values.
4. Critically examine political practices carried out in the name of democracy.
5. Recognize the meaning and importance of active, informed participation in democratic processes as responsible citizens.

Syllabus Assigned_Minor-4 (2 Credit Theory Course)	No. of Hours
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<p>Unit –1. Democracy: Concept and Values</p> <p>1.1 Meaning, Definition, Features</p> <p>1.2 Types of Democracy: Direct- indirect, Liberal, Participatory, Social</p> <p>1.3 Values and various dimensions of Democracy</p> <p>1.4 Democracy and Development: economic development, social change, sustainable development, human rights.</p> <p>1.5</p>	15
<p>Unit 2 – Democracy, elections and Governance in India.</p> <p>2.1 Historical development</p> <p>2.2 Constitutional structure: Parliamentary democracy</p> <p>2.3 Electoral Process and role of Political Parties</p> <p>2.4 Democratic Decentralization</p> <p>2.5 Challenges and future of Democracy</p>	15
Total Hours	30

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. Banerjee-Dube, I. (2014). A history of modern India. Cambridge University Press.
2. Basu, D. D. (1982). Introduction to the Constitution of India. Prentice Hall of India.
3. Bhargava, R. (2008). Political theory: An introduction. Pearson Education India.
4. Bhargava, R., Vanaik, A. (2010) Understanding Contemporary India: Critical Perspective. New Delhi: Orient Blackswan.
5. Chandhoke. N., Proyadardhi.P, (ed) (2009), 'Contemporary India: Economy, Society, Politics', Pearson India Education Services Pvt. Ltd, ISBN 978-81- 317-1929-9.
6. Chandra, B. (1999). Essays on contemporary India. Har-Anand Publications.
7. Chaterjee, P. (1997). State and Politics in India

8. Dasgupta. S., (ed) (2011), 'Political Sociology', Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia. ISBN: 978-317-6027- 7.
9. Deshpande, S. (2003). Contemporary India: A Sociological View, New Delhi:Viking Publication.
10. Guha, R. (2007). India After Gandhi: The History of the World's Largest. Democracy, HarperCollins Publishers, New York.
11. Guha, R. (2013). Gandhi before India. Penguin UK.
12. Jayal. N.G. (2001). Democracy in India. New Delhi: Oxford University Press.
13. .Kohli, A. (1990). Democracy and discontent: India's growing crisis of governability. Cambridge University Press.
14. Kohli, A., Breman, J., & Hawthorn, G. P. (Eds.). (2001). The success of India's democracy (Vol. 6). Cambridge University Press.
15. Kothari, R. (1989). State against democracy: In search of humane governance. Apex Pr.
16. Kothari, R. (1970). Politics in India. New Delhi: Orient Blackswan.
17. Kothari, R. (1995). Caste in Indian politics. Orient Blackswan.
18. Sarkar, S. (2001). Indian democracy: the historical inheritance. the Success of India's Democracy, 23-46

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR**

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Faculty of Humanities

**B. A. Second Year syllabus (effective from 2025-26)
Semester – IV**

Subject – Political Science

Specification/Type of Paper: SEC

Title of the course: SEC-2: Political Ethics and Values

Credits: 2 Credits (Theory)

Total Sessions - (30Hours)

Course Objectives:

This course introduces students to the philosophical foundations of ethics and their application to political institutions and practices. It explores the role of values in shaping public policy and governance, and equips students to navigate ethical dilemmas in political life—especially those involving authority, accountability, and responsibility. Key concepts such as justice, fairness, equality, and the common good are critically examined. The course also aims to develop students' ability to apply ethical and value-based reasoning in real-world political contexts, while fostering a broader commitment to civic ethics and public responsibility.

Course Outcome:

By the end of the course, students will be able to understand and critically reflect on the relationship between ethics and politics within the evolving dynamics of political society.

Syllabus Assigned: SEC-2-Theory (1 Credit)	No. of Hours
Unit-1. Political Ethics and Values 1. Meaning, Nature, Political philosophy and values. (Defining ethics, morality, and values; exploring different ethical frameworks : deontology, consequentialism, and virtue ethics); understanding the relationship between ethics, politics, and law	15

<ol style="list-style-type: none"> 1. Democratic Governance: Populism and values of democracy. 2. Power and Authority (Accountability, Legitimacy, Corruption free governance. 3. Social Justice, Identity politics 4. Patriotic values and Human values 5. Public Policy and Public Service ethics (Integrity, impartiality, objectivity, accountability, transparency, and responsiveness.) 	
SEC-2:Practical (1Credit)	30
<p>Course Objectives:</p> <p>This course aims to equip students with the analytical skills necessary for ethical political analysis and value-based policy framing. It introduces the practical application of ethics and values in political life, emphasizing the moral foundations of political systems and the influence of values on public policy and governance. The syllabus explores key concepts such as justice, fairness, equality, and the common good, and critically examines ethical dilemmas in politics—particularly those related to power, human values, responsibility, and accountability.</p>	
<p>Activities:</p> <ol style="list-style-type: none"> 1. Observation and evaluation of political events and incidents through the lens of ethics and values. 2. Study of political philosophy and major moral theories that inform political ethics. 3. Analysis of political practices adopted by political parties and public leaders from an ethical perspective. 4. Ethical and values-based assessment of public policies and governance frameworks. 5. Mapping the ethical dimensions of political and administrative functioning. 6. Critical engagement with identity politics in India in relation to constitutional values. 	
15(T) + 30(P) =Total Hours	45

Pedagogy: The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference

materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Suggested Readings:

1. FarancisLeiber (1839 reprint in 2019) Manual of Political Ethics, Facsimile Publishers
2. Edward Hall (ed) Political Ethics: A Handbook, Princeton University press.
3. Steven C Roach (2019). Decency and Difference: Humanity and the Global Challenge of Identity Politics University of Michigan Press
4. Claes G. Ryn(1990) Democracy and the Ethical Life: A Philosophy of Politics and Community (Second Edition, Expanded) Catholic University of America Press
5. Sylvia Tidey 2021, Ethics or the Right Thing?: Corruption and Care in the Age of GoodGovernance HAU,
6. Illiana Feldman &Mariam Ticktin (2010)In the Name of Humanity: The Government of Threat and Care Duke University Press.
7. Ralph D. Ellis (1998)Just Results: Ethical Foundations for Policy Analysis *Georgetown University Press, 1998*
8. Isak Appelbaum (2019) Legitimacy: The Right to Rule in a Wanton World Harvard University Press, 2019
9. George Lakoff (2016) Moral Politics, University of Chicago Press.
10. नित्यानंदमिश्रा, नीतिशास्त्र :सिद्धांत और व्यवहार, ,मोतीलालबनारसीदासपब्लीकेशन.
11. सरकारबिनौयकुमार (१९१३)शुक्रनीतिसार (ट्रान्सलेशन)
12. Oppert, Gustav Salomon (1880), *On the Weapons, Army Organisation, and Political Maxims of the Ancient Hindus: With Special Reference to Gunpowder and Firearms*, Higginbotham
13. Nagar, Vandana (1985), *Kingship in the Šukra-nīti*, Pushpa Prakashan
14. Kangle R.P. (1923) *KautilyaArthashastra*, Motilal Banarasidas publication, Varanasi.
15. Dutt, M. N. (1903). *The Mahabharata (Volume 12): Shanti Parva*. Calcutta: Elysium Press
16. Ganguli, K.M. (1883–1896) "Shanti Parva" in *The Mahabharata of Krishna-Dwaipayana Vyasa* (12 Volumes). Calcutta.
17. शांतीपर्व: महाभारत - वेदव्यास, भाषांतर - कसरीमोहनगांगुली.

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBAJINAGAR**

National Education Policy -2020

Faculty of Humanities

B. A. Second Year syllabus (effective from 2025-26)

Semester – IV

Subject – Political Science

Specification/Type of Paper: Field Project

Title of the course: FP: Field Project in Political Science

Credits: 2 Credits (Theory)

Total Sessions - (60Hours)

Course Objective:

This course offers students hands-on experience by engaging directly with political issues, institutions, and processes. Field projects may involve conducting surveys, analyzing data, studying political behavior, or participating in political campaigns and civic initiatives. The primary objective is to bridge the gap between theory and practice, allowing students to apply classroom knowledge to real-world contexts. The course also aims to develop research skills, enhance professional competence, and foster a deeper understanding of both the empirical and normative dimensions of political science.

Course Outcomes:

Upon completion of this course, student will be able to:

1. Understand the integration of theoretical knowledge with real-world political practice.
2. Analyze political data and propose practical solutions to observed issues.
3. Gain technical and professional skills such as effective communication, decision-making, and proficiency in research tools and techniques.
4. Conduct both qualitative and quantitative research independently.
5. Demonstrate awareness of key socio-economic and political issues at the grassroots level.

Syllabus Assigned: FP-1 (2Credit)	No. of Hours
1. Field Research in Political Science 1.1 Meaning and process of research 1.2 Data collection and data analysis (Methods, tools and techniques) 1.3 Field work methods: Survey, interview and observation	30

	<p>1.4 Presentation and Report writing Skills.</p>	
	<p>2.1 Preparation Phase</p> <ul style="list-style-type: none"> • Design relevant questionnaires, interview schedules, and checklists for surveys, interviews, and participatory observation. • Choose appropriate research methods based on the nature of the field project and clearly define objectives. <p>2.2 Data Collection and Analysis</p> <ul style="list-style-type: none"> • Collect data using various techniques such as structured interviews, focus groups, participant observation, and surveys. • Analyze the collected data using appropriate quantitative (e.g., statistical tools, graphs, SPSS/Excel) and qualitative (e.g., thematic coding, content analysis) methods. • Draw conclusions based on the evidence and express findings in the form of clear, verified statements. 	
	<p>2.3 Dissertation/Field Report Structure</p> <p>a. Title Page</p> <ul style="list-style-type: none"> • Title of the Report (<i>Font Size 14, Bold</i>) • Name of the Student • Roll Number / Seat Number • Program Title • Name of the Mentor • Month and Year of Submission <p>b. Certificate by the Institute</p> <p><i>(Signed by mentor or department head)</i></p> <p>c. Student's Declaration</p> <p><i>(Statement of originality and ethical conduct)</i></p> <p>d. Acknowledgement</p> <p><i>(Optional: Thank contributors, mentors, institutions, etc.)</i></p> <p>e. Abstract</p> <ul style="list-style-type: none"> • A brief summary of the field visit, key observations, methodology, and 	30

<p>main conclusions (200–300 words).</p> <p>f. Table of Contents</p> <ul style="list-style-type: none"> With clear headings, subheadings, and page numbers. <p>g. List of Figures and Tables</p> <ul style="list-style-type: none"> Include photographs, maps, diagrams, charts, or tables used in the report. <hr/> <p style="text-align: center;">Chapter Outline</p> <p>Chapter 1: Introduction</p> <ul style="list-style-type: none"> Purpose of the Visit: State the aims and expected outcomes. Background Information: Provide context about the field site(s), political issue(s), or institution(s) studied. Scope of the Project: Define the focus, boundaries, and limitations of the report. <p>Chapter 2: Literature Review</p> <ul style="list-style-type: none"> Review existing literature, relevant studies, and theoretical frameworks related to the topic. Highlight research gaps or areas of scholarly debate that the project addresses. <p>Chapter 3: Methodology</p> <ul style="list-style-type: none"> Describe the data collection methods: interviews, surveys, participatory observation, archival research, etc. Justify the choice of methods and outline the analytical tools or software used. <p>Chapter 4: Field Work – Observations and Analysis</p> <ul style="list-style-type: none"> Present field visit details: institutions/places visited, people interacted with, political or administrative processes observed. Provide detailed observations and supporting visuals (photos, sketches, charts, etc.). Analyze the data in relation to the research objectives using selected tools and techniques. <p>Chapter 5: Conclusion and Recommendations</p> <ul style="list-style-type: none"> Summarize the key findings and insights gained from the field project. Reflect on the implications for political understanding, policy-making, 		
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<p>or governance.</p> <ul style="list-style-type: none"> Offer recommendations for further research, action, or improvement. <hr/> <p>References and Bibliography</p> <ul style="list-style-type: none"> List all sources cited in the report using a consistent citation style (APA, MLA, Chicago, etc.). If possible, use reference manager such as Zotero, which is free to download. <p>Appendices</p> <ul style="list-style-type: none"> Include raw data, interview transcripts, field notes, survey forms, maps, or any supporting material not central to the main text. <hr/> <p>Note for Students: Conducting actual field visits and completing a field project requires applying theoretical knowledge to real-world settings. This involves designing instruments for data collection, critically engaging with political phenomena, and reflecting deeply on empirical findings through structured analysis.</p> <p>Note for Mentors: Field Project shall be conducted during vacations or after college hours or on weekend holidays by the student under guidance of mentor.</p>	
30(T) + 30(P) =Total Hours	60

Sample Themes/Topics for Field Project:

1. Local Governance and Political Behavior

- How do local governments manage public services?
- What are the causes and consequences of low voter turnout?
- How does voter turnout vary by age group?
- The impact of political advertisements on voter behavior
- How do political debates influence election outcomes?
- The significance of political symbols and slogans
- How do political leaders use rhetoric to gain support?

2. Political Communication and Media Influence

- What is the influence of political cartoons on public opinion?
- How much does social media contribute to political campaigns?
- How does fake news influence political outcomes?
- The effect of political protests on policy changes
- How do political ideologies shape policy decisions?

3. Political Institutions and Structures

- The history and evolution of political parties in your country
- The role of the judiciary in upholding democratic principles
- The impact of electoral reforms on voter representation
- The effectiveness of anti-corruption measures in different countries
- How do populist movements affect democratic institutions?

4. Youth, Education, and Social Change

- The impact of youth participation in politics
- The relationship between politics and education policies
- The impact of social justice movements on political change

5. Global Politics and International Relations

- How is climate change shaping international relations?
- How do pandemics affect political stability?
- The role of technology in modern governance
- How do migration policies influence international relations?
- The impact of digital currencies on global economies
- How do authoritarian regimes use propaganda?
- The influence of global trade policies on national economies

6. Conflict, Security, and Global Institutions

- How do economic sanctions influence international behavior?
- The role of international organizations in conflict resolution
- The effectiveness of the United Nations in peacekeeping efforts
- How does globalization impact national sovereignty?
- How do military alliances affect global politics?
- The influence of foreign aid on developing countries
- How does cyber warfare influence international relations?
- The role of cyber security in national defense strategies
- How do nuclear weapons affect global security?
- How do refugee crises shape international diplomacy?
- How does terrorism impact global political stability?

7. Law, Diplomacy, and Human Rights

- International law and its role in conflict resolution
- How do international organizations address human rights violations?
- The influence of cultural diplomacy on international relations
- The impact of Brexit on European Union politics
- How do environmental policies shape international cooperation?

Examples of Field Project Activities:

1. Public Opinion Surveys

- Design and administer surveys to assess public opinion on local, regional, or national political issues.
- Analyze patterns and present findings using basic data analysis tools.

2. **Policy Analysis**
 - o Evaluate the effectiveness of existing government policies or assess the potential impact of proposed legislation.
 - o Focus may include sectors such as education, healthcare, urban development, or climate policy.
3. **Campaign Involvement**
 - o Participate in political campaigns to gain hands-on experience in voter outreach, fundraising, digital campaigning, and strategic communication.
4. **Legislative Observation**
 - o Attend legislative sessions, committee meetings, or administrative proceedings to observe the policymaking process and institutional behavior.
 - o Document and analyze key legislative debates or decisions.
5. **International Relations Simulations**
 - o Engage in simulated international negotiations, UN peacekeeping debates, or mock summits to understand diplomacy, conflict resolution, and global governance.
6. **Local Governance Studies**
 - o Investigate the functioning of local government institutions such as the Chhatrapati Sambhajinagar Municipal Corporation.
 - o Examine public service delivery, transparency, and citizen participation in local decision-making.
7. **Elections and Voting Behavior**
 - o Analyze electoral trends, voter turnout, and political preferences in recent elections (e.g., Maharashtra Assembly or Lok Sabha elections).
 - o Use interviews, survey data, or media analysis to study voting behavior.
8. **Social Movements and Activism**
 - o Study the role of social movements in addressing local or national issues, including environmental justice, caste-based mobilizations, or gender-based activism.
9. **Political Communication and Media Analysis**
 - o Explore how media—both traditional and digital—shapes public opinion on political issues in India, with a focus on Maharashtra or the Marathwada region.
 - o Analyze political messaging, bias, and media framing in election coverage.
10. **Public Policy and Governance**
 - o Evaluate the implementation and impact of state or local policies (e.g., water management, urban housing, rural employment schemes).
 - o Examine the accountability mechanisms in place and suggest areas for reform.

Suggested Readings:

1. Laishram Ladusingh, *Survey Sampling Methods*, PHI Learning 2018
2. Mukhopadhyay & Parimal, *Theory and Methods of Survey Sampling*, Prentice Hall India Learning 2008
3. GPH Panel of Experts, *EEC-13 Elementary Statistical Methods and Survey Techniques*, Gullybaba Publishing House 2012
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