



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
M.A. Political Science
(2025-2027)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPOL SC101	Core Course	Introduction To Western Political Thought	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to :

- **CEO1** Get familiarized with the legacy of Plato, Aristotle, and Aquinas with the view to establishing the continuity and change within the Western political tradition.
- **CEO2** Knowledgeable about some classical political thinkers like Cicero and Machiavelli who shaped the ideas and key concepts of political science with reference to legal and psychological aspects.
- **CEO3** Capable to understand the ideas of some of the prominent social contract thinkers from Hobbes to Rousseau whose response to political questions vividly influenced political thinking.
- **CEO4** Study about the seeds of the conceptual themes of Hegel and Green which seem to be so enriched today also found expressions in older times with different accentuation and nodes.
- **CEO5** Able to trace the ideas and tradition of Marx, Mao and Gramsci and examine them critically.

Course Outcomes (COs): The student should be able to

- **CO1** Recognize how Aristotle differed from his master Plato and how Aquinas contributed to the development of political science.
- **CO2** Analyze how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft. How Cicero's political thought contributed to modern constitutional society.
- **CO3** Recall the distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.

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- **CO4.** Explain the ideas of Hegel and Green will be able to answer how these thinkers are relevant today.
- **CO5** Express the meaning of communism and how Marx, Mao and Gramsci contributed to western political thought.

COURSE CONTENTS:

UNIT I:

Plato, Aristotle, Thomas Aquinas

UNIT II:

Machiavelli, Cicero

UNIT III:

Hobbes, Locke, Rousseau

UNIT IV:

Hegel, TH Green

UNIT V:

Karl Marx, Gramsci, Mao

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Suggested Readings

- Althusser, L. (1977) *For Marx*, London: New Left Books.
- Arendt, H. (1951) *The Origins of Totalitarianism*, New York: Harcourt Brace.
- Arendt, H. (1958) *The Human Conditions*, Chicago: Chicago University Press.
- Avineri, S. (1968) *The Social and Political Thought of Karl Marx*, New Delhi: S. Chand.
- Bottomore, T.B. (1983) *A Dictionary of Marxist Thought*, Blackwell, Oxford.
- Boucher, D., & Kelly, P. (2009) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press.
- Canovan, M. (1974) *The Political Thought of Hannah Arendt*, New York: Harcourt Brace.
- Cohen, G.A. (1978) *Karl Marx's Theory of History: A Defense*, Clarendon, Oxford.
- Evans, M. (1975) *Karl Marx*, London: George Allen & Unwin.
- Hoare, Q. and Smith, G.N. (1971) *Selection from the Prison Notebooks of Antonio Gramsci*, New York: International Publishers.
- Kolakowski, L. (1978) *Main Currents of Marxism*, Vol. I, The Founders, OUP, Oxford.
- Marcuse, H. (1955) *Reason and Revolution: Hegel and the Rise of Social Theory*, London: RKP.
- Morrow, J. (2005) *History of Western Political Thought: A Thematic Introduction*. London: Red Globe Press.
- Mouffe, C. (1979) *Gramsci and Marxist Theory*, U.K.: Routledge.
- Ollman, B. (1977) *Alienation: Marx's Concept of Man in Capitalist Society*, Cambridge University Press, Cambridge,
- Parekh, B. (1973) *Bentham's Political Thought*, New York: Barnes and Noble.
- Sassoon Anne, S. (1980) *Gramsci's Politics*, London: Croom Helm.

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MAPOL SC102	Core Course	Comparative Political Analysis	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives: (CEOs): The Students will be able to:

- **CEO 1** Understand the different perspectives, approaches, and conceptual frameworks of comparative political analysis.
- **CEO 2** Knowledgably about debates over the nature of state, how and why comparisons are made apart from what is to be compared.
- **CEO 3** Acquire in depth Knowledge about the conceptual categories and analytical frameworks.
- **CEO 4** Study contemporary political realities with conceptual tools which enable them to see relationship among political phenomena.
- **CEO 5** Recognize concepts of colonialism across the world and understand the debates that have gathered around them.

Course Outcomes: (Cos): The students should be able to:

- **CO 1** Explain the different perspectives, approaches and conceptual frameworks of comparative political analysis.
- **CO 2** Describe how and why comparisons are made apart from what is to be compared about the nature of state.
- **CO 3** Express conceptual categories and analytical frameworks which capture and explain both the similarities and differences in political experiences across the world.
- **CO 4** Examine contemporary political realities with conceptual tools which enable them to see relationship among political phenomena across the world. and understand the debates that have gathered around them.
- **CO 5** Analyze role of various thoughts related to colonialism and understand the debates that have gathered around them.

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***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE CONTENTS:

UNIT I

Comparative Methods and Approaches: Institutional Approach, Political Culture Approach, Political Approach, New Institutionalism

UNIT II

Debates Over the Nature of States in Capitalist and Socialist Society, Post -Colonial State, Welfare State, Nation State

UNIT III

Democratic, Electoral, Liberal, Majoritarian, Participatory, On-Democratic Regimes, Democratic Authoritarian Regime, Military Dictatorship, Fascist Regime

UNIT IV

Theories of Development: Modernization, Underdevelopment, Dependency, World System

UNIT V

Colonialism and Decolonization: Forms of Colonialization Colonial Struggles, Neo Colonialism

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Suggested Readings:

- Anderson, B. (1998) *The Specter of Comparisons: Nationalism, Southeast Asia and the World*, New York: Verso.
- Blondel, J. (1999) *'Then and Now: Comparative Politics'*, Political Studies. Cambridge: Cambridge University Press.
- Caramani, D. (2017) *Comparative Politics*, Fourth Edition, Oxford: Oxford University Press.
- Dickovick, J. Tyler & Eastwood, J. (2014) *Comparative Politics: Integrating Theories, Methods, and Cases*, Oxford: Oxford University press.
- Eckstein, H. and David, E. Apter, (1994) *Comparative Politics: A Reader*, London: The Free Press of Glencoe
- Mark. L. (2013) *Democratic Theory and Causal Methodology in Comparative Politics*,
- Stokes (2007) *Oxford Handbook of Comparative Politics*, New York: Oxford University Press.

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MAPOL SC103	Core Course	Fundamentals of Administrative Theory	60	20	20	0	0	3	0	0	3

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Course Educational Objectives (CEOs): The students will be able to:

- **CEO1** Study about the concept of Public Administration and new dimensions of Public Administration as a discipline.
- **CEO2** Capable to understand the theories of public administration like scientific management, decision making, bureaucracy, humanistic and ecological.
- **CEO3** Knowledgeable about managing techniques of organization like leadership, motivation, and conflict resolution.
- **CEO4** Acquire in depth knowledge about management meaning, definition, characteristics, and theories of management.
- **CEO5** Able to understand comparative public administration, aspects, and features of new public administration.

Course Outcomes (COs): The students should be able to:

- **CO1** Recall the meaning, characteristics, and new dimensions of public administration.
- **CO2** Examine the theories of public administration and to analyze their contribution in present scenario.
- **CO3** Describe the techniques of organization and to find out goals of organizational management.
- **CO4** Recall the meaning features of management and the impact of managerial theories.
- **CO5** Able to examine the changing nature of administration and to recall meaning and features of comparative administration.

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COURSE CONTENTS:

UNIT I: Understanding Public Administration as a Discipline

- Politics and Administration dichotomy
- New Public Administration
- New Public Management
- New Public Service

UNIT II: Foundational Building Blocks of Administrative Theory

- Scientific Management: Taylor
- Bureaucracy: Max Weber, Karl Marx & William Niskanen
- Decision-making: Herbert Simon
- Humanist School: Elton Mayo
- Ecological Approach: Riggs

UNIT III: Managing Organizations

- Leadership: Likert, Peter Drucker
- Motivation: Maslow
- Conflict-resolution: M P Follett

UNIT IV: Administrative Management,

- Meaning and Definition,
- Characteristics of Management,
- Theories of Management,
- Leadership (Meaning, types, functions, theories).

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UNIT V: Comparative Public Administration-

- a. Meaning and Definition,
- b. Approaches to the study of Comparative Public Administration
- c. New Public Administration, Minnow-Brook Conference and New Public Administration, aspect, and features of New Public Administration

Suggested Readings

- Arora, R., & Goyal, R. (1995) *Indian public administration*, New Delhi: Vishwa Prakashan.
- Basu, R. (2004) *Public Administration: Concepts and Theories* (5th ed.), New Delhi: Sterling Publishers.
- Golembiewski, R. T. (1977) *Public administration as a developing discipline*, Marcel Dekker Inc.
- Maheshwari, S. (1983). *Functions and problems of Indian polity*. New Delhi: Indian Institute of Public Administration.
- Mullen, R. (2012) *Decentralization, local governance, and social wellbeing in India*. New York: Routledge

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MAPOL SC104	Core Course	Indian Political Institutions	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

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Course Educational Objectives:- (CEOs): The students will be able to:

- **CEO01:** Understand about Making of the Indian Constitution.
- **CEO02:** Know about the Union Executive, Union Parliament, Judiciary of India.
- **CEO03:** Study about the issues of Federalism in India, Role of Intergovernmental Coordination Mechanisms
- **CEO04:** Recognize the Evolution of Party System and have an insight about Constitutional and Statutory Bodies present in India.
- **CEO05:** Acquire in-depth knowledge about Executive in the State and Legislature in the States.

Course Outcomes: (COs): The students shall be able to:

- **CO01:** Explain about the Making of the Indian Constitution.
- **CO02:** Analyze the Union Executive, Union Parliament, Judiciary of India.
- **CO03:** Examine the issues of Federalism in India and the Role of Intergovernmental Coordination Mechanisms
- **CO04:** Express about the Evolution of Party System and have an insight about Constitutional and Statutory Bodies present in India.
- **CO05:** Recall the role and objectives of various Executive in the State and Legislature in the States.

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COURSE CONTENTS:

UNIT I

Making of the Indian Constitution: Colonialism heritage and the contribution of Indian National Movement to the making of the Indian Constitution

Constituent Assembly: Composition, Ideological Moorings, Constitutional Debates

Philosophy of the Constitution: Preamble, Fundamental Rights, Directive Principles

UNIT II

Union Executive: President, Prime Minister, and Council of Ministers

Union Parliament: Structure, Role and Functioning, Parliamentary Committees

Judiciary: Supreme Court, High Court, Judicial Review, Judicial Activism, Judicial Reform.

UNIT III

Federalism in India: Strong Centre Framework, Asymmetrical Federal Provisions and Adaption, Role of Intergovernmental Coordination Mechanisms, Inter-State Council, Emerging Trends.

UNIT IV

Constitutional and Statutory Bodies: Controller and Auditor General, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Human Rights, National Commission for Women, National Commission for Minorities.

UNIT V

Executive and Legislature in the States: Governor, Chief Minister, State Legislature

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Suggested Readings:

- Austin, G. (1996) *The Indian Constitution: Cornerstone of a Nation*, Delhi: Oxford University Press.
- Austin, G. (1999) *Working a Democratic Constitution: A History of the Indian Experience*, Delhi: Oxford University Press.
- Basu, D.D. (2015) *Introduction to the Constitution of India*, Gurgaon: Lexis Nexis.
- Bhargava, R. ed., (2008) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.
- Brass, Paul R. (1994) *The Politics of India since Independence*, London: Cambridge University Press.
- Chaube, S. K. (1973) *Constituent Assembly of India, Springboard of Revolution*, New Delhi: People's Publishing House.
- Choudhry, S., Khosla, M. & Mehta, P. Bhanu, (2016) *The Oxford Handbook of the Indian Constitution*, Oxford: Oxford University Press.
- Hasan, Z. (2002) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black.
- Kapur, D. and Mehta, Pratap B. (2007) *Public Institutions in India: Performance and Design*, New Delhi: Oxford University Press.

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MAPOL SC105	Core Course	Introduction to E-governance	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to :

- **CEO01:** To introduce students to the foundational concepts and scope of e-governance in modern administration.
- **CEO02:** To familiarize students with technical tools used in e-governance implementation.
- **CEO03:** To explore national e-governance policies and projects in the Indian context.
- **CEO04:** To critically assess the challenges and infrastructural needs of e-governance.
- **CEO05:** To contextualize e-governance through Indian administrative theories and cultural frameworks.

Course Outcomes (COs): The student should be able to

- **CO01:** Interpret key concepts and dimensions of e-governance in administrative systems.
- **CO02:** Evaluate the effectiveness of various ICT tools in administrative processes.
- **CO03:** Identify major state-level e-governance projects and their objectives.
- **CO04:** Assess security, privacy, and ethical concerns related to digital governance.
- **CO05:** Integrate Indian theoretical principles with modern e-governance practices for sustainable governance.

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Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
M.A. Political Science
(2025-2027)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPOL SC105	Core Course	Introduction to E-governance	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE CONTENTS:

UNIT I:

E-Governance: Meaning, scope, concepts, significance and implementations

UNIT II:

Techniques of e-Governance: GIS based Management, citizen database and Human development, video conferencing

UNIT III:

E-governance in India: e-Governance policy, e-Governance projects in states

UNIT IV:

The challenges to e-Governance: A prerequisite of good Governance, e-Governance in Democratic set-up, e-Governance infrastructure, security concerns

UNIT V:

Indian theory and Public Administration: Utilizations of Indian theory in public Administration, raising competence of administration, role of Indian theory, Indian theory and good governance, Indian theory and administrative culture in India

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Suggested Readings

- Gupta, M. G., & Tiwari, R. K. (Eds.). (1998). *Reinventing the government*. Indian Institute of Public Administration (IIPA).
- Heeks, R. (n.d.). *Implementing and managing e-governance*. Vistar Publications.
- Lane, J. E. (2000). *New public management*. Routledge.
- World Bank. (1997). *Good governance: The business of government*. World Bank.
- Indian Journal of Public Administration. (2000). *Indian theory and public administration* (Special Issue, July–September).
- Indian Journal of Public Administration. (2000). *Towards good governance* (Special Issue, July–September).
- Articles on Indian theory, e-governance, and good governance. (n.d.). *IJPA, ISDA Journal, Administrative Change*.
- United Nations. (2020). *E-government survey 2020: Digital government in the decade of action for sustainable development*. United Nations Department of Economic and Social Affairs.
- Rahman, H. (Ed.). (2007). *Handbook of research on e-government readiness for information and service exchange: Utilizing progressive information communication technologies*. IGI Global.
- Norris, D. F. (Ed.). (2010). *E-government research in the United States*. Springer.
- Bhatnagar, S. (2004). *E-government: From vision to implementation – A practical guide with case studies*. SAGE Publications.

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MA Political Science Political Science
Semester I (Batch 2025-27)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPOLSC106	-	Field Study/Case Study/ Seminar	0	0	0	0	50	0	0	6	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The students will

- **CEO1** Get an opportunity to apply theoretical concepts in real life situations
- **CEO2** Manage resources, work under deadlines, identify and carry out specific goal-oriented tasks

Course Outcomes (COs): The student should be able to

- **CO1** Demonstrate critical and analytical skills of the select text assigned by teacher.
- **CO2** The student should be able to acquire research skills and capabilities to take up the project work.

There will be continuous evaluation of the student based on work assigned and regular submissions. The students need to complete the work in the stipulated time.

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MA Political Science
Semester I (Batch 2025-27)

COURSE CODE	CAT-EGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPOLSC 107	-	Comprehensive Viva-Voce	0	0	0	50	0	0	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course educational Objectives (CEOs): The students will

- **CEO1** Apply theoretical concepts of literary text and compare it with real life situations.
- **CEO2** Manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes (COs): The student will be able to

- **CO1** Acquire speaking skills and capabilities to demonstrate the subject knowledge.
- **CO2** demonstrate learning and understanding of their courses studied in the mentioned semester.

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